



KERANG SOUTH PRIMARY SCHOOL



Enrolment Pack

In primary school, some students **miss** on average **3 weeks** of school per year. That's **half a year** of school by the end of **year 6.**



EVERY DAY COUNTS

Primary school attendance

Going to school every day is the single most important part of your child's education. Students learn new things at school every day – missing school puts them behind.

Why it's important

We all want our students to get a great education, and the building blocks for a great education begin with students coming to school each and every day.

If students miss school regularly, they miss out on learning the fundamental skills that will set them up for success in the later years of school.

There is no safe number of days for missing school – each day a student misses puts them behind, and can affect their educational outcomes.

Each missed day is associated with progressively lower achievement in numeracy, writing and reading.

Getting in early

Attendance patterns are established early – a child regularly missing days in kindergarten or in the early years of school will often continue to miss classes in the later years, and receive lower test scores than their classmates. It's vital that students go to school every day – even in the early years of primary school.

What we can do

The main reasons for absence are:

Sickness – There are always times when students need to miss school, such as when they're ill. It's vital that they're only away on the days they are genuinely sick, and setting good sleep patterns, eating well and exercising regularly can make a big difference.

It's vital that holidays are planned during school holidays where possible, and not during the term if it can be avoided.

"Day off" – Think twice before letting your child have a "day off" as they could fall behind their classmates – every day counts.

Truancy – This is when students choose not to go to school without their parent's permission. There can be many reasons for truancy. The best way to address this is for schools and parents to work together.

If for any reason your child must miss school, there are things you can do with your school to ensure they don't fall behind:

- Speak with your classroom teacher and find out what work your child needs to do to keep up.

- Develop an absence learning plan with your teacher and ensure your child completes the plan.

Remember, every day counts. If your child must miss school, speak with your classroom teacher as early as possible.

Openly communicating with your child's school about all absences is a good way to prevent attendance issues being escalated to a School Attendance Officer. A School Attendance Officer is a Department of Education and Early Childhood Development Regional Director who has authority to follow up attendance issues. Attendance issues that are escalated can lead to an Infringement Notice.

If you're having attendance issues with your child, please let your classroom teacher know so we can work together to get your child to school every day.

For more information and resources to help address attendance issues, visit:

www.education.vic.gov.au/school/parents/behaviour/Pages/studentattendance.aspx



EVERY DAY COUNTS

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PRIMARY SCHOOL ATTENDANCE

Going to school every day is the single most important part of your child's education. Students learn new things at school every day – missing school puts them behind.

SCHOOL IS BETTER WHEN YOUR CHILD IS THERE

Why it's important

We all want our students to get a great education, and the building blocks for a great education begin with students coming to school each and every day.

If students miss school regularly, they miss out on learning the fundamental skills that will set them up for success in the later years of school.

There is no safe number of days for missing school – each day a student misses puts them behind, and can affect their educational outcomes.

Each missed day is associated with progressively lower achievement in numeracy, writing and reading.

Getting in early

Attendance patterns are established early – a child regularly missing days in kindergarten or in the early years of school will often continue to miss classes in the later years, and receive lower test scores than their classmates.

It's vital that students go to school every day – even in the early years of primary school.

IN VICTORIA SCHOOL IS COMPULSORY FOR CHILDREN AND YOUNG PEOPLE AGED 6 -17 YEARS

Student Absences

The main reasons for absence are:

Sickness – There are always times when students need to miss school, such as when they're ill. It's vital that they're only away on the days they are genuinely sick, and developing good sleep patterns, eating well and exercising regularly can make a big difference.

Family holidays - It's vital that holidays are planned during school holidays where possible, and not during the term. If you are planning to go on holiday during term time, make sure that you talk to your child's school in advance, and work with them to develop an absence learning plan.

"Day off" – Think twice before letting your child have a "day off" as they could fall behind their classmates – every day counts.

Truancy – This is when students choose not to go to school without their parent's permission. There can be many reasons for truancy. The best way to address this is for schools and parents to work together.



EVERY DAY COUNTS

School refusal - School refusing children will experience significant emotional distress not only when going to school but also at the thought of going to school; they may be absent from school for weeks or even months at a time. School refusal differs from truancy as children generally stay home with the knowledge of the parents and despite their best efforts to encourage their child to go to school. See: [My child or teenager has anxiety](#)

BEING AWAY FROM SCHOOL FOR ONE DAY A FORTNIGHT EQUALS MISSING 1.5 YEARS OVER 13 YEARS OF SCHOOL

If your child is away

If for any reason your child must miss school, there are things you can do with your school to ensure they don't fall behind:

Inform the school

- Speak with your child's classroom teacher and find out what work they need to do to keep up.
- Develop an absence learning plan with your teacher and ensure your child completes the plan.

Remember, **every day counts**. If your child must miss school, speak with your classroom teacher as early as possible.

Openly communicating with your child's school about all absences is a good way to prevent attendance issues being escalated to a School Attendance Officer. A School Attendance Officer is a Department of Education and Training Regional Director who has authority to follow up attendance issues. Chronic or ongoing attendance issues that are escalated can lead to an Infringement Notice being issued to parent/s.

If you're having attendance issues with your child, please let your classroom teacher know so we can work together to get your child to school every day.

Top attendance tips for parents

- Schools want to work in partnership with parents – act early if you have any concerns by contacting your child's school and asking for advice and support
- Remember that every day counts
- There is no safe number of days for missing school – each day a student misses puts them behind, and can affect their educational outcomes and their social connectedness
- Talk positively about school and the importance of attending every day
- Open and prompt communication with your child's school about all absences is a good idea
- Avoid making routine medical and dental appointments during the school day or planning family holidays during the term
- Seek help from your school if you are concerned about your child's attendance and wellbeing. Schools want to work in partnership with parents to support student attendance and wellbeing.

Further information

For more information and resources to help address attendance issues, visit:

<https://www.education.vic.gov.au/school/teachers/studentmanagement/attendance/Pages/improve-attendance.aspx>

How can I find out more?

For more information search 'childhood immunisation' on www.betterhealth.vic.gov.au

For translated versions of this document go to www.healthtranslations.vic.gov.au and search 'starting primary school'



**Translating and
interpreting service**
Call 131 450



Starting primary school?

Immunisation information for parents enrolling a child into primary school in Victoria

Primary schools, early childhood services and immunisation providers can order free copies of this brochure online: www.health.vic.gov.au/immunisation/order-resources

Download and print English and translated versions, in A4 format: search 'starting primary school' on www.healthtranslations.vic.gov.au

To receive this document in an accessible format email immunisation@dhhs.vic.gov.au
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Why immunise?

Children starting school are exposed to a large number of people and to a range of potentially dangerous diseases.

Immunisation is a proven and safe way to be protected against diseases that may cause serious illness and sometimes death.

Enrolling in primary school is a good time to check your child's immunisations are up to date.

What is an *Immunisation History Statement*?

It is a statement from the Australian Immunisation Register (AIR) that shows what vaccines your child has received.

By law, you must provide an *Immunisation History Statement* to the primary school when enrolling your child for the first time or when going to a new primary school.

If your child has not received any immunisations, you must still provide an *Immunisation History Statement*, which states no vaccines have been given.

What is the statement used for?

To keep children safe. In the event of a disease outbreak, unimmunised children can be quickly identified and excluded from school until the risk of infection has passed. For further information search 'school exclusion table' on www.health.vic.gov.au

If you do not provide an *Immunisation History Statement* to the school, your child may be excluded from school during a disease outbreak because their immunisation status will be unknown.

By law, all parents must provide an *Immunisation History Statement* to enrol their child in primary school.

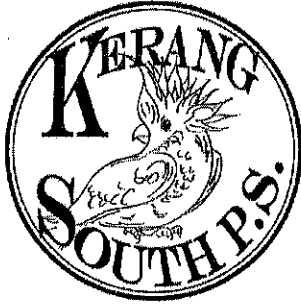
How do I obtain an *Immunisation History Statement*?

The quickest way to get your child's statement is by using your Medicare online account through myGov or Express Plus Medicare mobile app.

You can also visit your local Medicare service centre or request for your child's statement to be posted to you by calling the AIR enquiries line on 1800 653 809. It can take 14 days to get your statement in the post.

If you think your child's *Immunisation History Statement* is incomplete or incorrect, contact your immunisation provider.





Kerang South Primary School

Mitchell Street, (PO Box 67), Kerang. Vic. 3579

Phone: 5450 3900

E-mail: kerang.south.ps@education.vic.gov.au

Web: <http://www.kerangsouthps.vic.edu.au>

Principal: Lyn Veall

Kerang South Primary School

Educating, Encouraging and Empowering our Students

We love teaching and learning at Kerang South, where our students come first. It is a wonderful school with an amazing 'vibe' which is noticeable as soon as you walk on to our beautiful grounds. Our vision is for 'each individual at Kerang South to thrive as a learner'.

Come and see what Kerang South has to offer. Please visit our school and:

- find out about our enriching curriculum and extra curricula activities (e.g. camps, excursions, performances, special programs etc.),
- see firsthand, the strong emphasis placed on the Early Years (P-4) and the Middle Years of Schooling (5-6), especially in literacy and numeracy,
- learn about our current priority programs and how they are enhancing school practices, and
- discover how individual abilities are catered for, special needs met and individual talents developed.

We invite families to join the warm, friendly Kerang South Primary School community and share the learning journey with your child/ren.

For most children, beginning life at a new school is a huge step. Great importance is placed on supporting our new students by making them feel welcome, happy and valued. The teachers are particularly careful to see that every child is enjoying his or her time at school and is successfully managing their work. Our teachers and education support staff go that extra mile to especially:

- ☆ provide a warm, welcoming atmosphere for all students and parents/ carers;
- ☆ team every student up with a peer and teacher buddy who checks on their wellbeing regularly;
- ☆ encourage students to think of Kerang South as a big family where everyone knows each other and is interested in their wellbeing, learning, growth and happiness;
- ☆ provide many opportunities for each student to develop his or her independence, resilience and leadership, and they
- ☆ value and cultivate effective parent-school partnerships so families feel connected to our school.

We value and encourage parent participation. There are many opportunities for parents to be involved in a variety of ways in the school. A BBQ for students and their families is a great way to start the year off, meet the staff and also other families. Parents are encouraged to assist with classroom helpers programs, the Perceptual Motor Program, sports, Parents Club, Fresh Fruit Friday, fundraising and School Council. Parent participation in school activities tells your child/ren that you value their school and their learning.

Our caring and supportive staff at Kerang South Primary School have so much to offer your child. They form a highly effective team; one that prides itself on being able to provide engaging and challenging experiences for all students.

Whilst your child will have the guidance and comfort of a home group teacher, he or she will also be taught by several other members of staff for subjects and rotations such as Art, Physical Education, Music, Indonesian, Science, Respectful Relationships, Technology and Information and Communication Technology (Computers, iPads). They also have Library every week.

Our highly trained staff members work as a team to provide quality learning activities that are supported by research, sequentially developed, consistently taught at each grade level and are aligned to the Victorian

Curriculum. Cultural performances, excursions and incursions complement classroom activities. Students are offered an extensive range of extra-curricular activities such as clubs, sports clinics and local events. Our goal is to help each child achieve their full potential and aim beyond their best.

Our curriculum is continually evolving and being enhanced to meet the needs of all of our students.

Kerang South is:

- ☆ balancing modern technology with traditional practices (discussions, explicit teaching)- this is a strong focus at South. Our extensive, modern ICT facilities complement the teaching and learning at the school- they are not a replacement. Every Grade 3-6 student has an iPad (BYOD). We have class sets of laptop computers, a bank of iPads, interactive whiteboards, digital cameras and a computer lab.
- ☆ involved in Early and Middle Years literacy and numeracy initiatives. The Literacy Leaders coach and teachers are helping one another to adopt the best teaching practices from around Australia.
- ☆ providing high quality assistance for all students who need additional help with literacy and numeracy. We provide additional support in the classrooms, small support / extension groups, speech and oral language groups, and we develop Individual Learning Plans as needed to make sure that every student reaches their potential. This year we have a teacher especially running the DET Tutor Initiative, which provides extra support for students in reading across the school where needed.
- ☆ offering opportunities for further extension for students through the Department's Victorian Excellence Program – Victorian High Ability Program and Victorian Challenge and Enrichment Series.
- ☆ teaching social skills and values. Social skills such as waiting your turn to speak, values like honesty and courtesies such as “knock before you enter” are taught. The Respectful Relationships program teaches our children how to build healthy relationships, respect (our No. 1 school value), resilience and confidence.

An information pack is included containing the following:

- K.S.P.S. Information Book
- K.S.P.S. Parent Information Brochure

Families are invited to come along to see our classes in action. Feel free to look through the information and make an appointment for a personal tour of the school and its facilities. There is no better way to get a feel for a school than to visit in person. Please ring the school on 5450 3900 to make an appointment. I look forward to meeting you soon.

Yours sincerely,

Lyn Veall
Principal



What Kerang South Offers Your Child in Prep



Dear Parents / Carers,

At Kerang South we are committed to providing your child with a happy, caring, challenging and varied learning environment which encourages them to reach their full potential. We endeavour to make the transition from kinder to prep as smooth and supportive as possible. In order to do this, we offer the following:

- An experienced and enthusiastic prep teacher, also trained in Leading Literacy, EMU Maths and PMSS (science & maths)
- Safe spaces for everyone to play. At the start of the year, Preps have an area so they can find friends and their buddies.
- An early years curriculum with a strong literacy and numeracy focus (our school has literacy and numeracy coaches / specialists).
- A Grade 5/6 buddy to look out for your child. We are a Better Buddies and eSmart school— Alannah and Madeline Foundation (keeping your child safe from bullying). Our Preps love their older buddies who look out for them in the yard, do buddy reading with them every week and special activities. We also have a 'Buddy Chair'.
- A teacher buddy to check on your child's wellbeing regularly at buddy lunches and to make sure they are feeling safe at school. This is a teacher other than their class teacher.
- An warm, nurturing environment where everyone knows each other and looks out for each other. Louie our wellbeing dog.
- Our Perceptual Motor Program (PMP) every Friday in Terms 1, 2 and 4 to develop their gross motor, fine motor, eye tracking, balance, concentration and social skills to assist with academic learning. We are very fortunate to have new equipment.
- 3 'First Foot Forward' sessions in Term 3 for children to discover and prepare for what it's like to be at 'big school'.
- PMP is also offered during Term 4, 2024, to all kinder students who have enrolled for Preps at our school for 2025. Attendance at this program has greatly helped our Preps to settle in quickly in their first week at primary school.
- 3 official transition sessions are held in Term 4, 2024, to get used to being at school. On Step Up Day in December, your child will meet their Grade 5/6 buddy.
- Speech, reading and oral language small groups with an aide to assist with language development if necessary. Reading intervention with a tutor specialist teacher is offered from Prep to those students who need extra assistance.
- Specialist Indonesian language lessons each week with Ms. Veall.
- A bank of computers and iPads for the junior school to complement (not replace) explicit teaching.
- Even though we call it a homework routine, we only expect our junior children to read each night (as reading experts would recommend) and learn some of the most used spelling words they need for their writing.
- Extra staff at the start of the year to greet your child, make sure they are happy and have friends to play with at break times and to make sure they get safely to pick up and bus line at the end of the day.
- Plus all the other wonderful programs we offer all students at Kerang South—Science is a strong focus, Respectful Relationships, P.E. specialist, Library, Music specialist, Art specialist, Indonesian specialist (Principal), Tutor specialist, welfare coordinator, Technology / ICT rotations, student enrichment program, excursions & incursions, extra-curricular activities, intervention & extension groups.
- We love to make our parents feel a part of our school by encouraging you to become involved and meet other parents / carers— Parents Club, Fresh Fruit Friday, reading, helping at sporting events, catering, covering books, attending events and assemblies etc.



**Our doors and classrooms are always open and we welcome our
families to share the learning journey with their children.**



SCHOOLS' PRIVACY POLICY

The Department of Education and Training (the Department) values your privacy and is committed to protecting information that schools collect.

All staff including contractors, service providers and volunteers of the Department, and all Victorian government schools (**schools**), must comply with Victorian privacy law and this policy.

In Victorian government schools, the management of 'personal information' and 'health information' is governed by the *Privacy and Data Protection Act 2014* (Vic) and *Health Records Act 2001* (Vic) (collectively, **Victorian privacy law**). In addition, the Department and Victorian government schools must comply with the *Victorian Data Sharing Act 2017*.

This policy explains how Victorian government schools collect and manage personal and health information, consistent with Victorian privacy law and other associated legislation.

DEFINITIONS

Personal information is recorded information or opinion, whether true or not, about a person whose identity is apparent, or can reasonably be ascertained, from the information. The information or opinion can be recorded in any form. A person's name, address, phone number and date of birth (age) are all examples of personal information.

Sensitive information is a type of personal information with stronger legal protections due to the risk of discrimination. It includes information or opinion about an identifiable person's racial or ethnic origin, political opinions or affiliations, religious beliefs or affiliations, philosophical beliefs, sexual orientation or practices, criminal record, or membership of a trade union.

Personal and sensitive information is regulated in Victoria under the *Privacy and Data Protection Act 2014* (Vic).

Health information is information or opinion about an identifiable person's physical, mental or psychological health or disability. Health information is a type of personal information which, because of its sensitivity, also has different and stronger legal protections.

Health information is regulated in Victoria under the *Health Records Act 2001* (Vic).

Note: De-identified information about individuals can become personal information if it is re-identified or if it is at high risk of being re-identified, for example, if it is released to the public or is a small sample size.

WHAT INFORMATION DO WE COLLECT?

Schools collect the following types of information.

- Information about students and their families provided by students, their families and others – for example, contact and enrolment details, health information, and parenting and access arrangements.
- Information about job applicants, staff, volunteers and visitors provided by job applicants, staff members, volunteers, visitors and others – for example, qualifications, working with children checks, teacher registration and banking details.
- Information about the activities of students, staff and families if they are on school grounds (for example captured through CCTV) or using school or departmental systems (such as school networks or school-acquired software).

HOW DO WE COLLECT THIS INFORMATION?

Schools collect information in a number of ways, including:

- in person and over the phone: from students and their families, staff, volunteers, visitors, job applicants and others
- from electronic and paper documentation: such as job applications, emails, invoices, letters, and forms (such as enrolment, excursion, medical, specialist or consent forms)
- through school websites and school-controlled social media
- through online tools: such as apps and other software used by schools
- through any CCTV cameras located at schools
- through photographs, film and other recordings
- through polls, surveys and questionnaires

- and, in some cases, through authorised information sharing arrangements with other services.

Collection notices

Schools provide families with a privacy collection notice (also known as a collection statement or privacy notice) on enrolment and on an annual basis to communicate:

- the reason for collecting information about families and students
- how the information is used and disclosed
- how to access, update and correct the information.

Schools may also send out ad hoc collection notices during the year, for example if they are adopting new technologies or processes.

Consent processes

Consent is when someone voluntarily agrees for their information to be collected, used and/or shared within or outside the school or the Department.

Consent, when required, is sought in different ways and can be verbal, online or in writing, depending on the circumstances. There are many consent processes that may be applied during the school year.

Some consents are annual, for example the yearly photography consent process, while some will be for a specific purpose such as to collect information for a school event or use of a new software application.

When seeking consent for photographing students, schools apply the [Photographing, Filming and Recording Students Policy](#).

Health services conducted in schools use specific consent forms, which include consent for use and disclosure of health information. For example, schools use the [Student Support Services consent form](#) to access these services for students.

Unsolicited information about people

Schools may receive information about you that they have taken no active steps to collect. If permitted or required by law, schools may keep records of this information. If not, they will destroy or de-identify the information when practicable, lawful and reasonable to do so.

WHY DO WE COLLECT THIS INFORMATION?

Primary purposes of collecting information about students and their families

Schools collect information about students and their families when necessary to:

- educate students
- support students' social and emotional wellbeing, and health
- fulfil legal requirements, including to:
 - take reasonable steps to reduce the risk of reasonably foreseeable harm to students, staff and visitors (duty of care)
 - make reasonable adjustments for students with disabilities (anti-discrimination law)
 - ensure, as far as is reasonably practicable, the health and safety of people in school workplaces (occupational health and safety law)
- enable schools to:
 - communicate with parents about students' schooling matters and celebrate the efforts and achievements of students
 - maintain the good order and management of schools
- enable the Department to:
 - ensure the effective management, resourcing and administration of schools
 - fulfil statutory functions and duties
 - plan, fund, monitor, regulate and evaluate the Department's policies, services and functions
 - comply with reporting requirements
 - investigate incidents in schools and/or respond to any legal claims against the Department, including any of its schools.

Primary purposes of collecting information about others

Schools collect information about staff, volunteers and job applicants:

- to assess applicants' suitability for employment or volunteering
- to administer employment or volunteer placement
- for insurance purposes, including public liability and WorkCover
- to fulfil various legal obligations, including employment and contractual obligations, occupational health and safety law and to investigate incidents
- to respond to legal claims against schools/the Department.

or reporting obligations to agencies such as the Department of Health and the Department of Families, Fairness and Housing and complying with tribunal or court orders, subpoenas, summonses or search warrants, and in some circumstances to meet our duty of care

- when required under the **Child and Family Violence Information Sharing Schemes**, with other Victorian schools and Victorian services to promote the wellbeing or safety of children, or to assess or manage family violence risk
- to investigate or report suspected **unlawful activity**, or when reasonably necessary for a specified **law enforcement** purpose, including the prevention or investigation of a criminal offence or seriously improper conduct, by or on behalf of a law enforcement agency
- as de-identified information, for **research or school statistics** purposes, or to inform departmental policy and strategy
- to establish or respond to a **legal claim**.

WHEN DO WE USE OR DISCLOSE INFORMATION?

Using and/or disclosing information refers to how it is utilised for a specific purpose, and how it is shared and/or made available to other individuals or organisations.

Schools use or disclose information consistent with Victorian privacy law and other associated legislation, including as follows:

- for a **primary purpose** – as defined above
- for a related **secondary purpose** that is reasonably to be expected – for example, to enable the school council to fulfil its objectives, functions and powers
- with **notice and/or consent** – for example, consent provided for the use and disclosure of enrolment details (the information collected will not be disclosed beyond the Department without consent, unless such disclosure is lawful)
- when the Department reasonably believes it is **necessary to lessen or prevent a serious threat** to:
 - a person's life, health, safety or welfare
 - the public's health, safety or welfare
- when **required or authorised by law** – including as a result of our anti-discrimination law, occupational health and safety law, child wellbeing and safety law, family violence law,

UNIQUE IDENTIFIERS

The Department assigns a unique identifier to every Victorian government school student in its student records system to enable schools to carry out their functions effectively. In addition, the Department uses a unique [Victorian Student Number](#) (VSN) assigned to each student by the Victorian Curriculum and Assessment Authority (VCAA) when they enrol in a Victorian government school, independent or Catholic school. The use of the VSN is regulated and can only be used as stipulated by legislation.

The Department also assigns international students a unique international student identifier number.

Other unique identifiers may be applied by schools.

Students undertaking vocational or university education can also register for a Federal Government issued and managed unique identifier, [Unique Student Identifier](#) (USI). The USI is used to create an online record of a student's recognised Australian training and qualifications. Students are required to have a USI before they can receive their qualification or statement of attainment.

STUDENT TRANSFERS

Between Victorian government schools

When a student has been accepted at, and is transferring to, another Victorian government school, the current school transfers information about the student to that school. This may include copies of the student's school records, including any health information. Parental consent is not required for this.

This enables the new school to continue to provide for the education of the student, to support the student's social and emotional wellbeing and health, and to fulfil legal requirements.

To and from Victorian non-government schools including Catholic schools

When a student has been accepted at, and is transferring to or from a non-government school in Victoria, the current school provides a transfer note from the student records system to the new school, with parental consent.

Additionally, the current school may share information with the new school to promote the wellbeing or safety of the student or to assess or manage family violence risk pursuant to the Information Sharing Schemes.

To and from interstate schools

When a student has been accepted at and is transferring to or from a school outside Victoria, the current school provides a transfer note to the new school, with parental consent.

Further direction on information transfers between schools is available in the guidance under [Enrolment – Student transfers between schools](#).

NAPLAN RESULTS

NAPLAN is the national assessment for students in years 3, 5, 7 and 9, in reading, writing, language and numeracy.

Schools use NAPLAN data to evaluate their educational programs by analysing results for students who attended their school.

Victorian government schools can access student NAPLAN results from the student records system. When a student transfers to or from an independent, Catholic or interstate school, with parental consent, the school where the assessment was undertaken can provide a student's NAPLAN results to the new school.

RESPONDING TO COMPLAINTS

On occasion, Victorian government schools and the Department's central and regional offices receive complaints from parents and others. Schools and/or the Department's central or regional offices will use and disclose information as considered appropriate to respond to these complaints (including responding to complaints made to external organisations or agencies). More information about the process can be found in the [Complaints – Parents policy](#).

Complaints relating to the Department's International Student Program are managed according to the [ISP Complaints and Appeals Policy](#).

Complaints specifically about the Department's or a school's handling of personal information are managed according to the [privacy complaints process](#).

ACCESSING INFORMATION

All individuals, or their authorised representative(s), have a right to access, update and correct information that a school holds about them, providing access to information or records doesn't increase a risk to the safety of a child or children.

ACCESS TO STUDENT INFORMATION

Schools only provide school reports and ordinary school communications to students, parents, carers or others who have a legal right to that information. Requests for access to other student information or by others must be made by lodging a [Freedom of Information](#) (FOI) application through the Department's Freedom of Information Unit.

In some circumstances, an authorised representative may not be entitled to information about the student. These circumstances include when granting access would not be in the student's best interests or would breach our duty of care to the student, would be contrary to a mature minor student's wishes or would unreasonably impact on the privacy of another person.

Additionally, 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: [Information sharing and MARAM reforms](#)

ACCESS TO STAFF INFORMATION

School staff may first seek access to their personnel file by contacting the principal. Guidance on access to staff health information is available at: [Access to health information – Employees](#). If direct access is not granted, the staff member may request access through the Department's Freedom of Information Unit. Refer to [Freedom of information requests](#) for further information.

STORING AND SECURING INFORMATION

Victorian government schools take reasonable steps to protect information from misuse and loss, and from unauthorised access, modification and disclosure. They store all paper and electronic records securely, consistent with the Department's records management policy and information security standards. All school records are formally disposed of, or transferred to the State Archives (Public Record Office Victoria), as required by the relevant Public Record Office Victoria record Retention and Disposal Authorities. Refer to the [Records Management policy for Schools](#) for further information.

Victorian government schools are provided with tools and information to help them assess software and contracted service providers for privacy and information handling risk. Privacy Impact Assessments (PIAs) help schools to assess third party software used in a school that handles personal, sensitive or health information. Conducting PIAs helps schools to identify privacy and security risks, evaluate compliance with Victorian privacy laws and document actions required to manage any identified risks.

The European Union's (EU's) General Data Protection Regulation (GDPR) applies to international students from the EU. For queries, contact international@education.vic.gov.au

UPDATING YOUR INFORMATION

It is important that the information we hold about students, families and staff is accurate, complete and up to date. Please contact your school's general office when information you have provided to them has changed.

FOI AND PRIVACY

To make a FOI application contact:

Freedom of Information Unit

Department of Education and Training
2 Treasury Place, East Melbourne VIC 3002
(03) 7022 0078

foi@education.vic.gov.au

For more information about FOI,

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

If you have a query or complaint about privacy, please contact:

Knowledge, Privacy and Records Branch

Department of Education and Training
2 Treasury Place, East Melbourne VIC 3002
(03) 8688 7967

privacy@education.vic.gov.au

Form to Enrol in a Victorian Government School

KERANG SOUTH PRIMARY SCHOOL

Student Enrolment Information – 20____

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	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Self-described: _____

Enrolling Adult 2

Title	
First Given Name	
Surname	
Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> 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?

Australia Other (please specify): _____

In which country was Adult 2 born?

Australia Other (please specify): _____

◆ Does Adult 1 speak a language other than English at home?

No, English only

Yes (please specify): _____

◆ Does Adult 2 speak a language other than English at home?

No, English only

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? Yes No

Is an interpreter required? Yes No

◆ What is the highest year of primary or secondary school that Adult 1 has completed?

Year 12 or equivalent Year 11 or equivalent

Year 10 or equivalent Year 9 or equivalent or below / no schooling

◆ What is the highest year of primary or secondary school that Adult 2 has completed?

Year 12 or equivalent Year 11 or equivalent

Year 10 or equivalent Year 9 or equivalent or below / no schooling

◆ What is the level of the highest qualification that Adult 1 has completed?

Bachelor degree or above Advanced diploma / Diploma

Certificate I to IV (including trade certificate) No non-school qualification

◆ What is the level of the highest qualification that Adult 2 has completed?

Bachelor degree or above Advanced diploma / Diploma

Certificate I to IV (including trade certificate) 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.

- If the person is not currently in paid work but has had a job in the last 12 months, or has retired in the last 12 months, please use their last occupation to select from the attached list.
- If the person has not been in paid work for the last 12 months, enter 'N'.

◆ 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.

- If the person is not currently in paid work but has had a job in the last 12 months, or has retired in the last 12 months, please use their last occupation to select from the attached list.
- If the person has not been in paid work for the last 12 months, enter 'N'.

What is the main language spoken between the student and adult at home?

What is the main language spoken between the student and adult at home?

Preferred language of communications:

Preferred language of communications:

Is Adult 1 interested in being involved in school group participation activities? Yes No
(e.g., School Council, excursions)

Is Adult 2 interested in being involved in school group participation activities? Yes 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: <i>(Email shall be used for communication that cannot be sent via phone)</i>	<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 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: <i>(Email shall be used for communication that cannot be sent via phone)</i>	<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?		

Emergency Contacts

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

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

Billing Details

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

Send bills to: <i>(select one)</i>	<input type="checkbox"/> Adult 1	<input type="checkbox"/> Adult 2	<input type="checkbox"/> Another person / address* <i>(complete details below)</i>
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: <i>(select one)</i>	<input type="checkbox"/> Adult 1	<input type="checkbox"/> Adult 2	<input type="checkbox"/> Both Adults	<input type="checkbox"/> Neither
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Additional Parents/Carers

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

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

STUDENT DEMOGRAPHICS

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

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

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

International Student ID*: (Not required for exchange students)

* Note: If you are unsure of your International Student ID, please contact the International Education Division via phone (03 9084 8497) or email (international@education.vic.gov.au).

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

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

What are the student's living arrangements?

- 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:

Other school name:	Days / week:	Has enrolment been accepted?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Other school name:	Days / week:	Has enrolment been accepted?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Previous Education – Students Enrolling in Foundation for the First Time

Is the student attending a funded kindergarten program* in the year before Foundation? 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

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: www.allergy.org.au/hp/ascia-plans-action-and-treatment#r2a)	<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: www.allergy.org.au/hp/anaphylaxis/ascia-action-plan-for-anaphylaxis)	<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: www.asthma.org.au/treatment-diagnosis/asthma-action-plan/)	<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 <u>any of the above</u> , 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?		
Occupational therapy: <input type="checkbox"/> Yes <input type="checkbox"/> No Name and contact details: 	Exercise physiology <input type="checkbox"/> Yes <input type="checkbox"/> No Name and contact details: 	Speech pathology <input type="checkbox"/> Yes <input type="checkbox"/> No Name and contact details:
Physiotherapy <input type="checkbox"/> Yes <input type="checkbox"/> No Name and contact details: 	Behaviour support <input type="checkbox"/> Yes <input type="checkbox"/> No Name and contact details: 	Other <input type="checkbox"/> Yes <input type="checkbox"/> No Name and contact details:

STUDENT SAFETY, ACCESS AND SPECIAL CIRCUMSTANCES

Student Risk

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

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

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): <i>(dd-mm-yyyy)</i>

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) or where mandated or allowed by law.

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

DECLARATION

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

I/We confirm that:

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

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

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

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

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

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

WHO CAN SIGN THIS FORM?

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

ATTACHMENT 1 – PARENTAL OCCUPATION GROUP CODES

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

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

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

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

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

Defence Forces Commissioned Officer

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

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

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

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

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

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

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

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

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

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

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

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

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

Skilled office, sales, and service staff:

- Office (secretary, personal assistant, desktop publishing operator, switchboard operator)
- Sales (company sales representative, auctioneer, insurance agent/assessor/loss adjuster, market researcher)
- Service (aged / disabled / 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

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

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

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

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

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

Billing Details

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

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

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

Correspondence Details

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

ATTACHMENT 3 - TRAVEL ASSISTANCE AND PROGRAMS

Conveyance Allowance Program

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

Is the student applying for the Conveyance Allowance Program?

Yes

No (*proceed to next question*)

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

School Bus Program

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

Is the student applying for the School Bus Program?

Yes (see text below)

No (*proceed to next question*)

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

www.education.vic.gov.au/pal/school-bus-program/policy

Students with Disabilities Transport Program

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

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

Yes (read below text)

No

Your school can provide the relevant application form and advice on travel suitability. For further information, including the Students with Disabilities Transport Program policy, refer to the Department's PAL here:

www.education.vic.gov.au/pal/transport-students-disabilities/policy

First date of travel? Next school year Alternate date: (dd-mm-yyyy) ____ / ____ / ____

Type of travel assistance requested?

Access to School Bus

Conveyance Allowance

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

Wheelchair

Walker

Comments relevant to travel:

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: [Medical Advice Forms](#)

Can the student Individual Education Plan include travel training?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is the student attending their nearest school?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the student reside in Designated Transport Area (if attending special school)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Can the student be accommodated on an existing route (if applicable)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Pick-up Point:	Map Ref:	Time AM:
Set Down Point:	Map Ref:	Time PM:

Current Court Order or other access document placed on student file?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
----------------------------------------------------------------------	------------------------------	-----------------------------

Additional notes regarding the student's enrolment: (e.g., note if student information or documentation is missing and yet to be provided to the school)



HEAD LICE MANAGEMENT AGREEMENT BETWEEN SCHOOLS AND PARENTS/GUARDIANS/CARERS **KERANG SOUTH PRIMARY SCHOOL**

Head lice continues to cause concern and frustration for some parents/guardians/carers, teachers and children. Head lice do not transmit infectious diseases – they are transmitted by having head to head contact with someone who has head lice. Whilst parents have the primary responsibility for the detection and treatment of head lice, the control and management of head lice infections is a shared responsibility amongst a number of agencies, including the Department of Education and Training; Department of Human Services; schools and parents. The Department of Education and Training is responsible for providing advice and support to schools regarding head lice management.

This agreement outlines the:

- Responsibilities of both the school and the parent/guardian/carer;
- Importance of an all inclusive health approach, to ensure an appropriate and efficient solution to the problem of head lice.

Responsibilities

Parent/Guardian/Carer - responsibilities include:

- Regularly (preferably once a week) inspecting their child’s hair to look for lice or lice eggs and regularly inspecting all household members and then treating them if necessary;
- Ensuring their child does not attend school with untreated head lice;
- Using safe treatment practices which do not place their child’s health at risk (see the attached *Treating and Controlling Head Lice* pamphlet).
- Notifying the school if their child is affected and advising the school when the treatment has started via an *Action Taken* form;
- Notifying parents or carers of your child’s friends so they too have the opportunity to detect and treat their children if necessary.

I have read and agree to the above responsibilities:

Signature of parent/carer/guardian: **Date**.....

School - responsibilities include:

- Distributing policies and information on the detection, treatment and control of head lice to parents/guardians/carers and staff and having accessible clear protocols for the inspection program that the school implements;
- Developing a school policy on head lice which reinforces an accurate, consistent approach to the management of head lice infections, which is approved by the school council;
- Obtaining written parental consent to conduct head lice inspections, upon the enrolment of a student to cover the duration of their schooling at a particular school and to nominate a trained person/s to conduct the head lice inspections, who is approved by the Principal and school council;
- Encouraging those person’s authorised by the school principal, e.g. teacher, to visually check a student’s hair, i.e. with no physical contact with the child, if the presence of head lice is suspected;
- Encouraging parents/guardians/carers to continue to regularly (preferably once per week) check their child for head lice and providing a sympathetic attitude and practical advice to those parents experiencing difficulty with the control measures;
- Encouraging students to learn about head lice so as to help remove any stigma or ‘bullying’ associated with the issue;
- Being aware that the responsibility to exclude a child from a school rests with the principal or person in charge of the school and being aware that exclusion only refers to those children who have live head lice and does not refer to head lice eggs;
- Being aware of the recommendation that students should be excluded from school at the conclusion of the school day where the student should be provided with a note to take home to inform the parent that their child may have head lice.

- Being aware that there is no requirement in the *Health (Infectious Diseases) Regulations 2001* for a child treated for head lice to obtain a clearance certificate to be issued either by a general practitioner or a municipal council, on return to school.
- Where appropriate, and at the principal's discretion, providing an alert notice to the school community, when head lice has been detected in the school;
- Encouraging parents/guardians/carers to identify treatment used and the commencement date, via an *Action Taken form*.

Kerang South Primary School is committed to managing head lice in a sensitive and confidential manner. We are committed to the above responsibilities.

CONSENT FORM TO CONDUCT HEAD LICE INSPECTIONS
Permission to cover the duration of the student's schooling at:
KERANG SOUTH PRIMARY SCHOOL

Throughout your child's schooling, the school will be arranging head lice inspections of students.

The management of head lice infection works best when all children are involved in our screening program.

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

The inspections of students will be conducted by a trained person approved by the principal and school council.

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

The person conducting the inspections will check through each student's hair to see if any lice or eggs are present.

Person's authorised by the school principal may also visually check your child's hair for the presence of head lice, when it is suspected that head lice may be present. They do not physically touch the child's head during a visual check.

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

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

Parent's/guardian's/carer's full name:

Name of child attending the school:.....

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

Signature of parent/guardian/carer: Date.....

Please inform the school if guardianship/custody changes for your child, as this form will need to be re-signed to reflect these changes. Please also inform the school in writing if you no longer wish to provide consent for the school to undertake head lice inspections for your child.



Kerang South Primary School

2025 Student Consents

Please note this form is also to be completed annually via our online platform.

Students' Full Names:

Kerang South Primary School acknowledges and respects the privacy of individuals. We support and endorse National Privacy Principles contained in the *Privacy and Data Protection Act 2014* and will comply with these principles wherever personal information, as defined by the Act, is collected. Our full privacy policy and all other policies are available on the school website www.kerangsouthps.vic.edu.au

LOCAL EXCURSIONS

I give permission for my child to participate in any local excursions conducted within or near the Kerang town limits throughout the year. Students might either walk or travel via bus. I authorise the teacher in charge of the excursion consent, where it is impractical to communicate with me, to my child receiving such medical or other treatment as may be deemed necessary.

YES NO

MEDICAL/FIRST AID

In the event of illness or injury to my child whilst at school or on an excursion, I authorise the staff member where they are unable to contact me or my child's emergency contact, consent to my child/children receiving such medical attention as may be deemed necessary.

YES NO

STUDENT ACCIDENT INSURANCE

The Department of Education does not provide student accident cover. Parents may wish to obtain student accident insurance cover from a commercial insurer, depending on their health insurance arrangements and any other personal considerations.

PHOTOGRAPHS, VIDEO, WORK AND MEDIA

Please see overleaf for the Department of Education's consent regarding Photography, Filming and Recording Students completion as well.

Please provide any further information regarding permissions:

I certify that the information contained in this form is true and correct and consent/non-consent is given as indicated above.

Signatures of parent/guardian _____

Relationship to student/s _____

Date _____

Photographing, Filming and Recording Students at Kerang South Primary School 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 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 and on our closed KSPS Parents Facebook group, our public Kerang South Primary School Facebook page and website.

Our **Photographing, Filming and Recording Students Policy**, 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 our principal Lyn Veall on 5450 3900 or lyn.veall@education.vic.gov.au.

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 via email – kerang.south.ps@education.vic.gov.au or phone 5450 3900. 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 our school newsletter. 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.

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 5450 3900.

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 via our closed KSPS Parents Facebook page
- in the school's newsletter
- in the school magazine or yearbook

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
- on the school's social media account –the open Kerang South Primary School Facebook page
- advertising material e.g. flyers and pamphlets

We will notify you individually if we are considering using images of your child for specific advertising or promotional purposes. Kerang South Primary School will seek specific consent from parents/carers to use images of their child on the website, billboards, pamphlets etc that are being used for advertising or promotional purposes, regardless of whether it is the school or a third party wanting to do this.

Your consent

I have read this form and I consent to Kerang South Primary School 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.e Private Facebook page**

I consent to the use of images of my child **beyond the school community/publicly, i.e. the school's website, school flyers and public Facebook page**

Name of student:	
Name of parent/carer:	
Signature:	
Date:	

Further information about how Kerang South Primary School collects and uses photos, video and recordings of students is available in our Photographing, Filming and Recording Students Policy, 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.

ASTHMA ACTION PLAN

Take me when you visit your doctor



photo (optional)

Patient name: _____
Plan date: _____ Review date: _____
Doctor details: _____

EMERGENCY CONTACT
Name: _____
Phone: _____
Relationship: _____

WELL CONTROLLED is all of these...

- needing reliever medication no more than 2 days/week
- no asthma at night
- no asthma when I wake up
- can do all my activities

Peak Flow reading (if used) above

TAKE preventer
name
day / night puffs/inhalations
 Use my preventer, even when well controlled Use my spacer with my puffer

TAKE reliever
name
 puffs/inhalations as needed puffs/inhalations 15 minutes before exercise
 Always carry my reliever medication

FLARE-UP is any of these...

- needing reliever medication more than usual OR days/week
- woke up overnight with asthma
- had asthma when I woke up
- can't do all my activities

Peak Flow reading (if used) between and

my triggers and symptoms

TAKE preventer
name
day / night puffs/inhalations for days then back to well controlled dose

TAKE reliever
name puffs/inhalations as needed

START other medication
name dose for days

MAKE an appointment to see my doctor this week

SEVERE is any of these...

- reliever medication not lasting 3 hours
- woke up frequently overnight with asthma
- had asthma when I woke up
- difficulty breathing

Peak Flow reading (if used) between and

my triggers and symptoms

TAKE preventer
name
day / night puffs/inhalations for days then back to well controlled dose

TAKE reliever
name puffs/inhalations as needed

START other medication
name dose for days

MAKE an appointment to see my doctor TODAY
 If unable to see my doctor, visit a hospital

If unable to see my doctor/hospital:

START other medication
name dose for days

EMERGENCY is any of these...

- reliever medication not working
- can't speak a full sentence
- extreme difficulty breathing
- feel asthma is out of control
- lips turning blue

Peak Flow reading (if used) below

1 **CALL AMBULANCE NOW**
Dial Triple Zero (000)

2 **START ASTHMA FIRST AID**
Turn page for Asthma First Aid

ASTHMA FIRST AID

Blue/Grey Reliever

Airomir, Asmol, Ventolin or Zempreon and Bricanyl

Blue/grey reliever medication is unlikely to harm, even if the person does not have asthma



DIAL TRIPLE ZERO (000) FOR AN AMBULANCE IMMEDIATELY IF THE PERSON:

- is not breathing
- suddenly becomes worse or is not improving
- is having an asthma attack and a reliever is not available
- is unsure if it is asthma
- **has a known allergy to food, insects or medication and has SUDDEN BREATHING DIFFICULTY, GIVE ADRENALINE AUTOINJECTOR FIRST (if available), even if there are no skin changes, then use a reliever**

1



SIT THE PERSON UPRIGHT

- Be calm and reassuring
- Do not leave them alone

2



GIVE 4 SEPARATE PUFFS OF RELIEVER PUFFER

- Shake puffer
- Put 1 puff into spacer
- Take 4 breaths from spacer
 - Repeat until 4 puffs have been taken



If using **Bricanyl**, give 2 separate inhalations (5 years or older)

If you don't have a spacer handy in an emergency, take 1 puff as you take 1 slow, deep breath and hold breath for as long as comfortable. **Repeat** until all puffs are given

3



WAIT 4 MINUTES

- If breathing does not return to normal, give 4 more separate puffs of reliever as above



Bricanyl: Give 1 more inhalation

IF BREATHING DOES NOT RETURN TO NORMAL

4



DIAL TRIPLE ZERO (000)

- Say 'ambulance' and that someone is having an asthma attack
- Keep giving 4 separate puffs every 4 minutes until emergency assistance arrives



Bricanyl: Give 1 more inhalation every 4 minutes until emergency assistance arrives



ASTHMA AUSTRALIA

1800 ASTHMA
(1800 278 462)
asthma.org.au

Supported by:

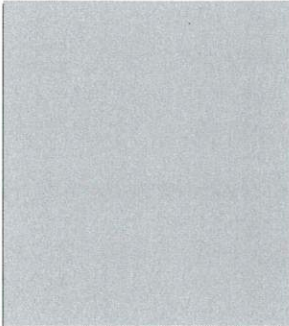


Translating and Interpreting Service
131 450

©Asthma Australia 2022

Name: _____

Date of birth: _____



Confirmed allergens:

Family/emergency contact name(s):

1. _____

Mobile Ph: _____

2. _____

Mobile Ph: _____

Plan prepared by doctor or nurse practitioner (np): _____

The treating doctor or np hereby authorises medications specified on this plan to be given according to the plan, as consented by the patient or parent/guardian, including use of adrenaline if available.

Whilst this plan does not expire, review is recommended by DD/MM YY

Signed: _____

Date: _____

Note: This ASCIA Action Plan for Allergic Reactions is for people who have allergies but do not have a prescribed adrenaline (epinephrine) injector. For instructions refer to the device label or the ASCIA website www.allergy.org.au/anaphylaxis

Adrenaline injectors are given as follows:

- 150 mcg for children 7.5-20kg
- 300 mcg for children over 20kg and adults
- 300 mcg or 500 mcg for children and adults over 50kg

SIGNS OF MILD TO MODERATE ALLERGIC REACTION

- Swelling of lips, face, eyes
- Hives or welts
- Tingling mouth
- Abdominal pain, vomiting - **these are signs of anaphylaxis for insect allergy**

ACTION FOR MILD TO MODERATE ALLERGIC REACTION

- For insect allergy - flick out sting if visible
- For tick allergy seek medical help or freeze tick and let it drop off
- Stay with person and call for help
- Give antihistamine (if prescribed) _____
- Phone family/emergency contact

Mild to moderate allergic reactions (such as hives or swelling) may not always occur before anaphylaxis

WATCH FOR ANY ONE OF THE FOLLOWING SIGNS OF ANAPHYLAXIS (SEVERE ALLERGIC REACTION)

- **Difficult or noisy breathing**
- **Swelling of tongue**
- **Swelling or tightness in throat**
- **Wheeze or persistent cough**
- **Difficulty talking or hoarse voice**
- **Persistent dizziness or collapse**
- **Pale and floppy (young children)**

ACTION FOR ANAPHYLAXIS

1 LAY PERSON FLAT - do NOT allow them to stand or walk

- If unconscious or pregnant, place in recovery position - on left side if pregnant, as shown below
- If breathing is difficult allow them to sit with legs outstretched
- Hold young children flat, not upright



2 GIVE ADRENALINE INJECTOR IF AVAILABLE

3 Phone ambulance - 000 (AU) or 111 (NZ)

4 Phone family/emergency contact

5 Transfer person to hospital for at least 4 hours of observation

IF IN DOUBT GIVE ADRENALINE INJECTOR

Commence CPR at any time if person is unresponsive and not breathing normally

ALWAYS GIVE ADRENALINE INJECTOR FIRST, and then asthma reliever puffer if someone with known asthma and allergy to food, insects or medication has SUDDEN BREATHING DIFFICULTY (including wheeze, persistent cough or hoarse voice) even if there are no skin symptoms

Asthma reliever medication prescribed: Y N

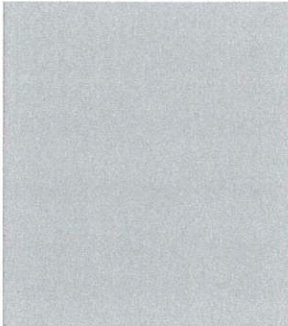
Note: If adrenaline is accidentally injected (e.g. into a thumb) phone your local poisons information centre. Continue to follow this action plan for the person with the allergic reaction.



Name: _____

For use with adrenaline (epinephrine) injectors

Date of birth: _____



Confirmed allergens:

Family/emergency contact name(s):

1. _____

Mobile Ph: _____

2. _____

Mobile Ph: _____

Plan prepared by doctor or nurse practitioner (np): _____

The treating doctor or np hereby authorises medications specified on this plan to be given according to the plan, as consented by the patient or parent/guardian.

Whilst this plan does not expire, review is recommended by DD/MM/YY

Signed: _____

Date: _____

How to give adrenaline injectors

Refer to device label or scan QR code below:



Adrenaline injectors are prescribed as follows:

- 150 mcg for children 7.5-20kg
- 300 mcg for children over 20kg and adults
- 300 mcg or 500 mcg for children and adults over 50kg

SIGNS OF MILD TO MODERATE ALLERGIC REACTION

- Swelling of lips, face, eyes
- Hives or welts
- Tingling mouth
- Abdominal pain, vomiting - **these are signs of anaphylaxis for insect allergy**

ACTION FOR MILD TO MODERATE ALLERGIC REACTION

- For insect allergy - flick out sting if visible
- For tick allergy seek medical help or freeze tick and let it drop off
- Stay with person, call for help and locate adrenaline injector
- Give antihistamine (if prescribed) _____
- Phone family/emergency contact

Mild to moderate allergic reactions (such as hives or swelling) may not always occur before anaphylaxis

WATCH FOR ANY ONE OF THE FOLLOWING SIGNS OF ANAPHYLAXIS (SEVERE ALLERGIC REACTION)

- **Difficult or noisy breathing**
- **Swelling of tongue**
- **Swelling or tightness in throat**
- **Wheeze or persistent cough**
- **Difficulty talking or hoarse voice**
- **Persistent dizziness or collapse**
- **Pale and floppy (young children)**

ACTION FOR ANAPHYLAXIS

1 LAY PERSON FLAT - do NOT allow them to stand or walk

- If unconscious or pregnant, place in recovery position - on left side if pregnant, as shown below
- If breathing is difficult allow them to sit with legs outstretched
- Hold young children flat, not upright



2 GIVE ADRENALINE INJECTOR

3 Phone ambulance - 000 (AU) or 111 (NZ)

4 Phone family/emergency contact

5 Further adrenaline may be given if no response after 5 minutes

6 Transfer person to hospital for at least 4 hours of observation

IF IN DOUBT GIVE ADRENALINE INJECTOR

Commence CPR at any time if person is unresponsive and not breathing normally

ALWAYS GIVE ADRENALINE INJECTOR FIRST, and then asthma reliever puffer if someone with known asthma and allergy to food, insects or medication has SUDDEN BREATHING DIFFICULTY (including wheeze, persistent cough or hoarse voice) even if there are no skin symptoms

Asthma reliever medication prescribed: Y N

Note: If adrenaline is accidentally injected (e.g. into a thumb) phone your local poisons information centre. Continue to follow this action plan for the person with the allergic reaction.

Kerang South Primary School Acceptable User Agreement for Devices Lower Primary – Grades Prep - 2

School Profile Statement

At Kerang South Primary School, we support the right of all members of the school community to access safe and inclusive learning environments, including digital and online spaces. This form outlines the school's roles and responsibilities in supporting safe digital learning, as well as the expected behaviours we have of our students when using digital or online spaces.

At our School we:

- have a **Student Wellbeing and Engagement Policy** that outlines our school's values and expected student behaviour. This policy includes online behaviours;
- have programs in place to educate our students to be safe and responsible users of digital technologies ();
- educate our students about digital issues such as online privacy, intellectual property and copyright;
- supervise and support students using digital technologies for school-directed learning;
- use clear protocols and procedures to protect students working in online spaces. This includes reviewing the safety and appropriateness of online tools and communities, removing offensive content at earliest opportunity, and other measures;
 - See: [Duty of Care and Supervision](#)
(www.education.vic.gov.au/about/programs/bullystoppers/Pages/prindutycare.aspx)
- provide a filtered internet service, at school, to block inappropriate content. We acknowledge, however, that full protection from inappropriate content cannot be guaranteed
- use online sites and digital tools that support students' learning;
- address issues or incidents that have the potential to impact on the wellbeing of our students;
- refer suspected illegal online acts to the relevant Law Enforcement authority for investigation;
- support parents and caregivers to understand safe and responsible use of digital technologies and the strategies that can be implemented at home. The following resources provide current information from both the Department of Education & Training and The Children's eSafety Commission:
 - [Bullystoppers Parent Interactive Learning Modules](#)
(www.education.vic.gov.au/about/programs/bullystoppers/Pages/parentmodules.aspx)
 - [eSafetyParent | Office of the Children's eSafety Commissioner](#)
(<https://www.esafety.gov.au/education-resources/iparent>)

Student declaration

When I use digital technologies, I **communicate respectfully** by:

- always thinking and checking that what I write, or post is polite and respectful
- being kind to my friends and classmates and thinking about how the things I do or say online might make them feel (*ask students to reflect on how they would feel.*)
- not sending mean or bullying messages or forwarding them to other people.
- creating and presenting my own work, and if I copy something from online, letting my audience know by sharing the website link to acknowledge the creator.

When I use digital technologies, 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, 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
- will not share or post the link (or password) to video conferencing meetings, with others offline in public communications or online on public websites or social media forums
- use spaces or sites that are appropriate, 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 we/I have:

- discussed ways to be a safe, responsible and ethical user of digital technologies.
- presented my ideas around the ways that I can be a smart, safe, responsible and ethical user of digital technologies.

I will use this knowledge at school and everywhere I use digital technologies

Signature:

I understand and agree to comply with the terms of acceptable use and expected standards of behaviour set out within this agreement.

This AUA applies when digital devices and technologies are being used at school, for school-directed learning, during school excursions, at camps and extra-curricular activities, and at home.

I understand that there are actions and consequences established within the school's Student Engagement Policy if I do not behave appropriately.

Student name: _____

Student signature: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date:

Part C - Advice for Parents

Please keep this as a resource to use at home.

At school the Internet is mostly used to support teaching and learning. At home, however, it is often used differently. Not only is it a study resource for students, but it is increasingly being used as a social space to meet, play and chat. The Internet can be lots of fun.

If you have the Internet at home, encourage your child to show you what they are doing online. If not, see if you can make a time to visit the school to see their work and how the school uses the Internet.

Bullying, stranger danger, gossip, telling the wrong people personal information about yourself have long been issues for young people growing up. These are all behaviours which are now present online. These are not “Virtual” Issues. They are real and can harm and hurt.

At home we recommend you:

- make some time to sit with your child to find out how they are using the Internet and who else is involved in any online activities.
- ask them to give you a tour of their “space” if they are using a site which allows them to chat, publish photos, play games etc.
- always get them to set the space to “Private” if they use a social networking site like Kids FaceTime etc – They are then in control of who contacts them and can access their information. They can block out anyone at any time.
- have the computer with Internet access in a shared place in the house – not your child’s bedroom.
- negotiate appropriate times for your child’s online activities and use of mobile phones.
- ask questions when your child shows you what they are doing:
 - How does it work and how do you set it up? Can you block out people?
 - Who else is sharing this space or game - did you know them before or “meet” them online? What do you know about them?
 - Why is this so enjoyable – what makes it fun?
 - Can you see any risks or dangers in the activity - what would you say to warn/inform a younger child who was going to start to use the space?
 - What are you doing to protect yourself or your friends from these potential dangers?
 - When would you inform an adult about an incident that has happened online that concerns you? Discuss why your child might keep it to themselves.
- Many students say they will not tell an adult they are in trouble or ask for help because:
 - they might get the blame for any incident.
 - they don’t think adults “get” their online stuff – it is for students only.
 - they might put at risk their own access to technology by either:
 - admitting to a mistake or
 - highlighting a situation that might lead a parent to ban their access. (Even to protect them).

Support information for parents around the agreement.

When I use technology, both at school and at home I have responsibilities and rules to follow.

Kerang South PS sees the education of safe and ethical cybercitizens as essential in the lives of its students and as a partnership between home and school.

21st Century students spend increasing amounts of time online learning and socialising. These online communities need Cybercitizens who “do the right thing” by themselves and others online, particularly when “no one is watching”.

Safe and ethical behaviour online is explicitly taught at our school and the request is supported at home. It is important to note that some online activities are illegal and as such will be reported to police. This includes harassment of others, publishing inappropriate images, etc.

Behave in a way outlined in the schools’ code of conduct

The schools’ code of conduct outlined in the Student Wellbeing and Engagement Policy and Digital Learning Policy is not only the rules of the school but also the desired behaviours and values your school community believe are important for all of the students at your school.

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

Students can be approached, groomed, and bullied online. They love to publish information about themselves and their friends in spaces like Snapchat, Instagram, Facebook, Tik Tok, through gaming platforms etc. These are not recommended sites for under 13 years and not always safe.

We recommend that they:

- don’t use their own name, but develop an online name and use avatars where available
- don’t share personal details including images of themselves or their friends online
- password protect any spaces or accounts they have and never share that password
- don’t allow anyone they don’t know to join their chat or collaborative space. Use the block feature
- are reminded that any image or comment they put on the internet is now public (anyone can see, change or use it) Once it is published they have lost control of it.

Being respectful online and not participating in online bullying or hurtful behaviour.

The online environment sometimes feels different. The language is different. Sometimes students say things online that they would never say to someone’s face. Not all altercations are bullying but unacceptable behaviours need to be addressed.

- being online can make students feel that they are anonymous (however online interactions can be traced)
- the space or chat they use in leisure time might have explicit language and they will feel they have to be part of it
- often the online environment has very few adults
- participation in bullying or hurtful actions can take many forms in the online world. Forwarding the messages, telling others where to go and see any published images, content which has been deliberately posted to humiliate another person is all part of how a child can participate and contribute to the hurt or bullying of another child
- Deliberate exclusion of another in an online space is another way some students hurt each other online. It is important that the behaviours are discussed as separate from the technologies.

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

By just taking care with the equipment, printing and downloading from the internet students can save time, money and the environment. Students often see the internet as “free.” Just looking at a page on the internet is a download and is charged somewhere. The repair and support of the school’s technology is another issue and as many computers are shared at school, their care is important.

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

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

Not go looking for rude or offensive sites.

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

Using the Internet / mobile technology at school to learn.

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

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

All music, information, images and games on the internet are owned by someone. The term copyright is a legal one and there are laws to enforce it.

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

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

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

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

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

Talk to my teacher or another adult if I need help or see something I don't like online etc...

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

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

If you have any concerns about this agreement or internet safety contact your school or call 1800 880 176 or visit http://www.cybersmartkids.com.au/for-parents_tips.htm

SETTING UP YOUR CHILD'S IPAD

Here is some information to help you set up your child's iPad. Each child needs to have access to an Apple ID to allow them to download apps. There will be occasions that children will need to download an app at school, so they need to know their Apple ID and ideally have an iTunes account. At no time will the school ask them to download an app that is not free without your permission. If your child is using your Apple ID or iTunes account, you are welcome to send us the password if you don't want your child to know this. This of course, will be kept confidential.

We are also trialing using a program called Meraki which will push through a notification to you to download an app at home that your child may need for the next day. Teachers will be able to build app lists for a specific device or group and then 'push' the installation request for those apps to the device or device group. It is then the responsibility of whoever knows the Apple ID password to enter their password into the device to install these apps at home.

To make things easier for parents, the school will try to develop a routine of pushing these installation requests to devices at a set time every week but first releasing a notification over Tiqbiz. It is therefore essential to download the Tiqbiz app on your phone or the child's iPad to receive these notifications.

Family Sharing and Apple IDs for Kids

With Family Sharing, you can create Apple IDs for children under 13. Apple IDs allow them to participate in Family Sharing and use other Apple services such as iCloud, iMessage, FaceTime, and Game Center. To participate in Family Sharing, all family members must have their own Apple ID. Children under 13* can't create an Apple ID on their own. However, as a parent or legal guardian, the family organizer can provide verified parental consent for a child to have their own Apple ID, then create it on the child's behalf.

When you create an Apple ID for a child, it will be added to your family group automatically.

Create an Apple ID for your Child

Before you begin, make sure that you're using a credit card as your [iTunes Store and App Store payment method](#). To comply with child online privacy protection laws, you will use the CVV or security code from a valid credit card as part of providing your parental consent. If the card on file is a debit card or another payment method, you'll be asked to provide a credit card before you can continue. After you create the child's Apple ID, you can change your payment method back to a debit card. I believe you can remove this payment method from the account after you have verified it.

After you add your child to your family group, they will have their own Apple ID that they can use on any Apple device. Your email address will be the [rescue email address](#) for your child's account, and you can use it with the security questions you provided to [reset a forgotten password](#).

iPhone, iPad, or iPod touch with iOS 8

Use these steps to create an Apple ID and add the child to your family group:

Go to Settings > iCloud > Family, and tap "Create an Apple ID for a child."

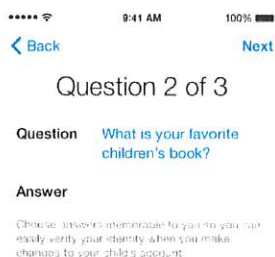
Enter your child's birthday and tap Next. The birthday for a child's account can't be changed after the account is created. Be sure to enter the correct date.



Review the Parent Privacy Disclosure and tap Agree.

Enter the security code for your credit card and tap Next. If you don't have a credit card on file, [you'll need to add one](#).

Enter your child's name, tap Next, then create their Apple ID (username@icloud.com) and tap Next. Follow the onscreen instructions to set a password, choose security questions, and set up your child's account. Choose passwords and security questions that you both can remember.



Manage Your Child's Account

Children enjoy the same Family Sharing features as other family members and, by default, can access the same music, movies, TV shows, books, and apps. You can limit what content your child can access on the devices they use by setting [Restrictions on an iOS device](#) or [Parental Controls on OS X and iTunes](#). [Ask to Buy](#) is enabled by default for children under 13.

* If you don't want to use Ask to Buy, you can turn it off:

In iOS 8, go to Settings > iCloud > Family, and tap the child's name.

In OS X Yosemite, go to Apple menu > System Preferences > iCloud > Manage Family, then click the child's name.

If you turn off Ask to Buy, the child will be able to initiate purchases that will be billed to your payment method without prior notification.

Your child must remain part of your family group until they turn 13.* However, if necessary, you can [transfer a child to a different family group](#). You can also create Apple IDs for children through [Apple ID for students](#).

*Age varies by country or region.

Purchase of Apps

To purchase apps, we recommend crediting your iTunes account using iTunes gift cards. These are available from most big retail chains, including Woolworths, Coles, Big W, K-Mart Target etc. You can also use a Credit Card in iTunes. However, to keep a track of how much your child might spend, we recommend the use of the Gift Cards.

Appendix 2

Students are provided with filtered internet access whilst at school, however, in cases where 1-to-1 devices are able to be taken home, parents may wish to apply family safety settings or parental controls.

The Department's eduSTAR image provides access to built-in vendor parental controls that are provided by Microsoft and Apple.

- * For Windows devices running the latest eduSTAR software image (version 5 or above), Microsoft provides family safety settings that can be invoked by parents as appropriate. The scope of this feature and details on 'how to activate' family safety settings are available on the Microsoft website.
 - For the eduSTAR.SOE for Windows, see: <http://windows.microsoft.com/en-AU/windows-8/family-safety>
- * For Apple devices running the latest eduSTAR software image (version 5 or above), Apple provide parental controls that can be invoked by parents as appropriate. The scope of this feature, and details on 'how to activate' parental controls, are available on the Apple website
 - For the eduSTAR.SOE for Mac, see: <http://support.apple.com/kb/V128>
 - For iOS devices, see: <http://support.apple.com/kb/ht4213>
- * For older devices, the Federal Government StaySmart site provides a list of recommended filters (see link below). Most of them are proprietary, however, most ISPs offer 'free' versions.

Resources

Department of Education and Training

<https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/parentcyber.aspx>

Appendix 3



<https://www.esafety.gov.au/parents>

Public and private places

The law treats taking photos or videos in private places and public places differently. In public places you have the right to take a photo unless you do so in a way that is offensive or makes a nuisance to those around you. When an event is taking place, at a private place people can enforce rules about photography, so you should consider gaining consent before taking photos and videos (refer to the school's Digital Learning Policy).

Schools are NOT public places.

Schools may take and share photographs and videos to record events and celebrate achievements. To ensure that everyone can enjoy sharing photos and videos, the school should consider having a social media policy and consent arrangements in place. At Kerang South, parents need to sign a media consent form at the start of the year.

Think before you post

Once posted online any photo or video can be shared, copied and/or manipulated. You may not be able to control how a photo or video is used by others.

Think about:

- Who might be able to see these photos?
- Is there anyone else in this photo? (Be mindful that some people may not want their image to be published)
- Will this photo offend anyone?

Storing photos and videos taken by teachers or coaches

Ideally organisations and schools should have protocols on the storing of videos and photos which require:

- secure passcodes/passwords for all devices to stop unauthorised access
- use of devices that are owned by the organisation and/or school to take photos and videos
- secure storage of photos and videos (e.g. secure school server) and their deletion from the devices within a reasonable time.

Kerang South Primary School Acceptable User Agreement for Devices Upper Primary – Grades 3 - 6

School Profile Statement

At Kerang South Primary School, we support the right of all members of the school community to access safe and inclusive learning environments, including digital and online spaces. This form outlines the school's roles and responsibilities in supporting safe digital learning, as well as the expected behaviours we have of our students when using digital or online spaces.

At our School we:

- have a **Student Wellbeing and Engagement Policy** that outlines our school's values and expected student behaviour. This policy includes online behaviours;
- have programs in place to educate our students to be safe and responsible users of digital technologies ();
- educate our students about digital issues such as online privacy, intellectual property and copyright;
- supervise and support students using digital technologies for school-directed learning;
- use clear protocols and procedures to protect students working in online spaces. This includes reviewing the safety and appropriateness of online tools and communities, removing offensive content at earliest opportunity, and other measures;
 - See: [Duty of Care and Supervision](http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/prindutycare.aspx)
(www.education.vic.gov.au/about/programs/bullystoppers/Pages/prindutycare.aspx)
- provide a filtered internet service, at school, to block inappropriate content. We acknowledge, however, that full protection from inappropriate content cannot be guaranteed
- use online sites and digital tools that support students' learning;
- address issues or incidents that have the potential to impact on the wellbeing of our students;
- refer suspected illegal online acts to the relevant Law Enforcement authority for investigation;
- support parents and caregivers to understand safe and responsible use of digital technologies and the strategies that can be implemented at home. The following resources provide current information from both the Department of Education & Training and The Children's eSafety Commission:
 - [Bullystoppers Parent Interactive Learning Modules](http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/parentmodules.aspx)
(www.education.vic.gov.au/about/programs/bullystoppers/Pages/parentmodules.aspx)
 - [eSafetyParent | Office of the Children's eSafety Commissioner](https://www.esafety.gov.au/education-resources/iparent)
(<https://www.esafety.gov.au/education-resources/iparent>)

Part A– The Agreement

When I use technology and the internet, both at school and at home I agree to be a safe, responsible and ethical user at all times. I have responsibilities and rules to follow. I agree to:

- be a safe user whenever and wherever I use that technology.
- be respectful and responsible whenever and wherever I use technology and support others by being respectful in how I talk to/communicate with and work with them and never write or participate in online bullying. This includes forwarding messages and supporting others in harmful, inappropriate or hurtful online behaviour.
- talk to a teacher or a trusted adult if I feel unsafe or uncomfortable online or see a friend/others being unsafe, inappropriate, hurtful or being made to feel uncomfortable by others.
- think carefully about the content I upload or post online, knowing this is a personal reflection of who I am and can influence what people think of me.

When at school I agree to:

- behaving in a way outlined in the schools' Code of Conduct and eSmart Policy when online or using mobile technology.
- protecting the privacy and security of my school community by not sharing or posting the link to a video conferencing meeting with others, offline in public communications or online on public websites or social media forums;
- reviewing the terms and conditions of use for any digital or online tool (e.g. age restrictions, parental consent requirements), and if my understanding is unclear seeking further explanation from a trusted adult;
- meeting the stated terms and conditions for any digital or online tool, and completing the required registration processes;
- abiding by copyright and intellectual property regulations by requesting permission to use images, text, audio and video, and attributing references appropriately;
- not accessing media that falls outside the School's policies;
- not downloading unauthorised programs, including games;
- storing music and games in a separate folder which is not opened at school. I will not listen to music or play games at school.
- not bringing or downloading unauthorised programs or files.
- not interfering with network systems and security or the data of another user;
- not attempting to log into the network or online service with a username or password of another person.
- only taking and sharing photographs or sound or video recordings when others are aware the recording is taking place and have provided their explicit consent as part of an approved lesson;
- keeping myself and my friends safe by not giving out personal details including full names, telephone numbers, addresses and images and protecting my password (I can tell my teacher or guardian my passwords). I will use my first name only when online and not give out surname.
- never using social media at school e.g. Facebook, Snapchat, Instagram etc.
- using the technology at school for learning, use the equipment properly and not interfere with the work or data of another student.

- only use apps or programs that have been approved by a teacher. Apps that are not related to school must be kept in a separate folder.
- only download apps or programs that have been approved by a teacher or guardian.
- not use any device unless a teacher is present in the room. I will always make sure a teacher can see my screen.
- not use my device in the playground, bus line or on wet / extreme timetable days. It must stay in my bag until I leave the school ground.
- not looking for rude or offensive sites.
- remember that the content on the web is someone's property and ask my teacher / parent to help me get permission if I want to use information or pictures.
- not print unless I have permission.
- think carefully about what I read on the Internet, question if it is from a reliable source and use the information to help me answer any questions (I should not copy and paste the information as my answer).
- talk to my teacher or another adult if:
 - I need help online.
 - I am not sure what I should be doing on the internet.
 - I come across sites which are not suitable / inappropriate.
 - someone writes something I don't like, or makes me and my friends feel uncomfortable or asks me to provide information that I know is private.
 - I feel that the welfare of other students at the school are being threatened.
- be responsible in my use and not use the device to find, create or send information that might be harmful, inappropriate or hurtful to me or anyone else.

This Acceptable Use Policy for Mobile Devices also applies to students during school excursions, camps and extra-curricular activities.

I acknowledge and agree to follow these rules. I understand that my access to the Internet and mobile technology at school will be renegotiated / restricted if I do not act responsibly.

Part B –The School Support for Responsible and Ethical use of Technology

Kerang South PS uses the Internet as a teaching and learning tool. We see the Internet and mobile technology as valuable resources but acknowledge they must be used responsibly.

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

At Kerang South PS we:

- have a cyber-safe and responsible user program across the school. We reinforce the school code of conduct values and behaviours (Student Wellbeing and Engagement Policy) and Digital Learning Policy when using technology and the internet.

- provide a filtered Internet service, acknowledging that full protection from inappropriate content can never be guaranteed.
- provide supervision and direction in Internet activities and when using mobile technologies for learning.
- follow the Victorian Curriculum Digital Literacy outcomes.
- utilise mobile technologies for educational purpose. e.g. Podcasts, photos from excursions
- work towards setting tasks that ask your child open questions, so they can't copy and paste all answers from the Internet.
- provide support to parents to understand this agreement (e.g. language support).
- provide support to parents through information sessions and as a document attached to this agreement.
- have the disclaimer - no child under the age of 13 should be on social media.

It is expected that I will:

- carry and handle my own device carefully and always keep it away from food and drinks in my bag.
- charge my device at home every night and bring my charger and earphones to school every day.
- protect my device from damage e.g. using a cover and screen protector.
- Notify a teacher or parent/guardian if any damage or attention to the device is required.

Self -Insurance

The iPad is subject to the warranty policy of the supplier.

For loss and non-warranty repair:

(i) When an iPad is bought outright by families, all repair and replacement costs are the responsibility of the parents. The school does not have insurance for personal devices.

Signature:

I understand and agree to comply with the terms of acceptable use and expected standards of behaviour set out within this agreement.

This AUA applies when digital devices and technologies are being used at school, for school-directed learning, during school excursions, at camps and extra-curricular activities, and at home.

I understand that there are actions and consequences established within the school's Student Engagement Policy if I do not behave appropriately.

Student name: _____

Student signature: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Part C - Advice for Parents

Please keep this as a resource to use at home.

At school the Internet is mostly used to support teaching and learning. At home, however, it is often used differently. Not only is it a study resource for students, but it is increasingly being used as a social space to meet, play and chat. The Internet can be lots of fun.

If you have the Internet at home, encourage your child to show you what they are doing online. If not, see if you can make a time to visit the school to see their work and how the school uses the Internet.

Bullying, stranger danger, gossip, telling the wrong people personal information about yourself have long been issues for young people growing up. These are all behaviours which are now present online. These are not "Virtual" Issues. They are real and can harm and hurt.

At home we recommend you:

- make some time to sit with your child to find out how they are using the Internet and who else is involved in any online activities.
- ask them to give you a tour of their "space" if they are using a site which allows them to chat, publish photos, play games etc.
- always get them to set the space to "Private" if they use a social networking site like Kids FaceTime etc – They are then in control of who contacts them and can access their information. They can block out anyone at any time.
- have the computer with Internet access in a shared place in the house – not your child's bedroom.
- negotiate appropriate times for your child's online activities and use of mobile phones.
- ask questions when your child shows you what they are doing:
 - How does it work and how do you set it up? Can you block out people?
 - Who else is sharing this space or game - did you know them before or "meet" them online? What do you know about them?
 - Why is this so enjoyable – what makes it fun?
 - Can you see any risks or dangers in the activity - what would you say to warn/inform a younger child who was going to start to use the space?
 - What are you doing to protect yourself or your friends from these potential dangers?
 - When would you inform an adult about an incident that has happened online that concerns you? Discuss why your child might keep it to themselves.
- Many students say they will not tell an adult they are in trouble or ask for help because:
 - they might get the blame for any incident.
 - they don't think adults "get" their online stuff – it is for students only.
 - they might put at risk their own access to technology by either:
 - admitting to a mistake or
 - highlighting a situation that might lead a parent to ban their access. (Even to protect them).

Support information for parents around the agreement.

When I use technology, both at school and at home I have responsibilities and rules to follow.

Kerang South PS sees the education of safe and ethical cybercitizens as essential in the lives of its students and as a partnership between home and school.

21st Century students spend increasing amounts of time online learning and socialising. These online communities need Cybercitizens who “do the right thing” by themselves and others online, particularly when “no one is watching”.

Safe and ethical behaviour online is explicitly taught at our school and the request is supported at home.

It is important to note that some online activities are illegal and as such will be reported to police. This includes harassment of others, publishing inappropriate images, etc.

Behave in a way outlined in the schools’ code of conduct

The schools’ code of conduct outlined in the Student Wellbeing and Engagement Policy and Digital Learning Policy is not only the rules of the school but also the desired behaviours and values your school community believe are important for all of the students at your school.

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

Students can be approached, groomed, and bullied online. They love to publish information about themselves and their friends in spaces like Snapchat, Instagram, Facebook, Tik Tok, through gaming platforms etc. These are not recommended sites for under 13 years and not always safe.

We recommend that they:

- don’t use their own name, but develop an online name and use avatars where available
- don’t share personal details including images of themselves or their friends online
- password protect any spaces or accounts they have and never share that password
- don’t allow anyone they don’t know to join their chat or collaborative space. Use the block feature
- are reminded that any image or comment they put on the internet is now public (anyone can see, change or use it) Once it is published they have lost control of it.

Being respectful online and not participating in online bullying or hurtful behaviour.

The online environment sometimes feels different. The language is different. Sometimes students say things online that they would never say to someone’s face. Not all altercations are bullying but unacceptable behaviours need to be addressed.

- being online can make students feel that they are anonymous (however online interactions can be traced)
- the space or chat they use in leisure time might have explicit language and they will feel they have to be part of it
- often the online environment has very few adults
- participation in bullying or hurtful actions can take many forms in the online world. Forwarding the messages, telling others where to go and see any published images, content which has been deliberately posted to humiliate another person is all part of how a child can participate and contribute to the hurt or bullying of another child
- Deliberate exclusion of another in an online space is another way some students hurt each other online. It is important that the behaviours are discussed as separate from the technologies.

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

By just taking care with the equipment, printing and downloading from the internet students can save time, money and the environment. Students often see the internet as “free.” Just looking at a page on the internet is a download and is charged somewhere. The repair and support of the school’s technology is another issue and as many computers are shared at school, their care is important.

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

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

Not go looking for rude or offensive sites.

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

Using the Internet / mobile technology at school to learn.

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

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

All music, information, images and games on the internet are owned by someone. The term copyright is a legal one and there are laws to enforce it.

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

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

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

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

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

Talk to my teacher or another adult if I need help or see something I don't like online etc...

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

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

If you have any concerns about this agreement or internet safety contact your school or call 1800 880 176 or visit http://www.cybersmartkids.com.au/for-parents_tips.htm

SETTING UP YOUR CHILD'S IPAD

Here is some information to help you set up your child's iPad. Each child needs to have access to an Apple ID to allow them to download apps. There will be occasions that children will need to download an app at school, so they need to know their Apple ID and ideally have an iTunes account. At no time will the school ask them to download an app that is not free without your permission. If your child is using your Apple ID or iTunes account, you are welcome to send us the password if you don't want your child to know this. This of course, will be kept confidential.

We are also trialing using a program called Meraki which will push through a notification to you to download an app at home that your child may need for the next day. Teachers will be able to build app lists for a specific device or group and then 'push' the installation request for those apps to the device or device group. It is then the responsibility of whoever knows the Apple ID password to enter their password into the device to install these apps at home.

To make things easier for parents, the school will try to develop a routine of pushing these installation requests to devices at a set time every week but first releasing a notification over Tiqbiz. It is therefore essential to download the Tiqbiz app on your phone or the child's iPad to receive these notifications.

Family Sharing and Apple IDs for Kids

With Family Sharing, you can create Apple IDs for children under 13. Apple IDs allow them to participate in Family Sharing and use other Apple services such as iCloud, iMessage, FaceTime, and Game Center.

To participate in Family Sharing, all family members must have their own Apple ID. Children under 13* can't create an Apple ID on their own. However, as a parent or legal guardian, the family organizer can provide verified parental consent for a child to have their own Apple ID, then create it on the child's behalf.

When you create an Apple ID for a child, it will be added to your family group automatically.

Create an Apple ID for your Child

Before you begin, make sure that you're using a credit card as your [iTunes Store and App Store payment method](#). To comply with child online privacy protection laws, you will use the CVV or security code from a valid credit card as part of providing your parental consent. If the card on file is a debit card or another payment method, you'll be asked to provide a credit card before you can continue. After you create the child's Apple ID, you can change your payment method back to a debit card. I believe you can remove this payment method from the account after you have verified it. After you add your child to your family group, they will have their own Apple ID that they can use on any Apple device. Your email address will be the [rescue email address](#) for your child's account, and you can use it with the security questions you provided to [reset a forgotten password](#).

iPhone, iPad, or iPod touch with iOS 8

Use these steps to create an Apple ID and add the child to your family group:

Go to Settings > iCloud > Family, and tap "Create an Apple ID for a child."

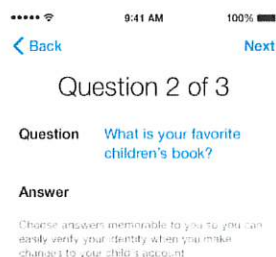
Enter your child's birthday and tap Next. The birthday for a child's account can't be changed after the account is created. Be sure to enter the correct date.



Review the Parent Privacy Disclosure and tap Agree.

Enter the security code for your credit card and tap Next. If you don't have a credit card on file, [you'll need to add one](#).

Enter your child's name, tap Next, then create their Apple ID (username@icloud.com) and tap Next. Follow the onscreen instructions to set a password, choose security questions, and set up your child's account. Choose passwords and security questions that you both can remember.



Manage Your Child's Account

Children enjoy the same Family Sharing features as other family members and, by default, can access the same music, movies, TV shows, books, and apps. You can limit what content your child can access on the devices they use by setting [Restrictions on an iOS device](#) or [Parental Controls on OS X and iTunes](#). [Ask to Buy](#) is enabled by default for children under 13.

* If you don't want to use Ask to Buy, you can turn it off:

In iOS 8, go to Settings > iCloud > Family, and tap the child's name.

In OS X Yosemite, go to Apple menu > System Preferences > iCloud > Manage Family, then click the child's name.

If you turn off Ask to Buy, the child will be able to initiate purchases that will be billed to your payment method without prior notification.

Your child must remain part of your family group until they turn 13.* However, if necessary, you can [transfer a child to a different family group](#). You can also create Apple IDs for children through [Apple ID for students](#).

*Age varies by country or region.

Purchase of Apps

To purchase apps, we recommend crediting your iTunes account using iTunes gift cards. These are available from most big retail chains, including Woolworths, Coles, Big W, K-Mart Target etc. You can also use a Credit Card in iTunes. However, to keep a track of how much your child might spend, we recommend the use of the Gift Cards.

Appendix 2

Students are provided with filtered internet access whilst at school, however, in cases where 1-to-1 devices are able to be taken home, parents may wish to apply family safety settings or parental controls.

The Department's eduSTAR image provides access to built-in vendor parental controls that are provided by Microsoft and Apple.

- * For Windows devices running the latest eduSTAR software image (version 5 or above), Microsoft provides family safety settings that can be invoked by parents as appropriate. The scope of this feature and details on 'how to activate' family safety settings are available on the Microsoft website.
 - For the eduSTAR.SOE for Windows, see: <http://windows.microsoft.com/en-AU/windows-8/family-safety>
- * For Apple devices running the latest eduSTAR software image (version 5 or above), Apple provide parental controls that can be invoked by parents as appropriate. The scope of this feature, and details on 'how to activate' parental controls, are available on the Apple website
 - For the eduSTAR.SOE for Mac, see: <http://support.apple.com/kb/V128>
 - For iOS devices, see: <http://support.apple.com/kb/ht4213>
- * For older devices, the Federal Government StaySmart site provides a list of recommended filters (see link below).
Most of them are proprietary, however, most ISPs offer 'free' versions.

Resources

Department of Education and Training

<https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/parentcyber.aspx>

Appendix 3



<https://www.esafety.gov.au/parents>

Public and private places

The law treats taking photos or videos in private places and public places differently. In public places you have the right to take a photo unless you do so in a way that is offensive or makes a nuisance to those around you. When an event is taking place, at a private place people can enforce rules about photography, so you should consider gaining consent before taking photos and videos (refer to the school's Digital Learning Policy).

Schools are NOT public places.

Schools may take and share photographs and videos to record events and celebrate achievements. To ensure that everyone can enjoy sharing photos and videos, the school should consider having a social media policy and consent arrangements in place. At Kerang South, parents need to sign a media consent form at the start of the year.

Think before you post

Once posted online any photo or video can be shared, copied and/or manipulated. You may not be able to control how a photo or video is used by others.

Think about:

- Who might be able to see these photos?
- Is there anyone else in this photo? (Be mindful that some people may not want their image to be published)
- Will this photo offend anyone?

Storing photos and videos taken by teachers or coaches

Ideally organisations and schools should have protocols on the storing of videos and photos which require:

- secure passcodes/passwords for all devices to stop unauthorised access
- use of devices that are owned by the organisation and/or school to take photos and videos
- secure storage of photos and videos (e.g. secure school server) and their deletion from the devices within a reasonable time.



Kerang South Primary School

KERANG SOUTH PRIMARY SCHOOL ENROLMENT CHECKLIST	
DEPARTMENT OF EDUCATION AND TRAINING CHECKLIST	PLEASE TICK
Have you signed all forms?	
Please ensure the following have been completed...	
Immunisation certificate copy NO Jab NO Play	
Birth Certificate copy	
Signed all head lice and student consent forms	
Medicare No.	
Asthma management plan or other	
Emergency contacts other than parents/guardians	