

ENROLMENT FORM NAME:

ST ANDREW'S PRIMARY SCHOOL

110 Greaves Street North Werribee 3030

Email: enquiries@sawerribee.catholic.edu.au

www.sawerribee.catholic.edu.au

Telephone: (03) 9741 3686

Facsimile: (03) 9742 6463



Office use only		Date returned:	
Birth Certificate: []	Baptism Certificate []	Other Sacraments []	Immunisation Certificate []
Medical Information []	Assessment Documentation []	Custody Orders []	Visa Information []
School Report []	Thanksgiving No []		
Start date:	Student / family code:	VSN:	
Class Allocation:	House:	English as an Additional Language:	
Enrolment Details entered on Citrix by:			
PARISH DETAILS			
Current Parish		Stewardship Number:	

STUDENT DETAILS			
Surname:	First Name:	Middle Name:	
Preferred First Name:			
Religion: (Including Rite)			
Date of birth:	Male: []	Female: []	
Commencement Year / Date	Entry Year Level:	Prep 1 2 3 4 5 6	

CONTACT DETAILS			
Details	Father / Carer Residing at same address		Mother / Carer residing at same address
Surname:			
First Name			
Address:			
Mobile Ph:			
SMS messaging: (for emergency and reminder purposes)	Yes [] No []	Yes [] No []	
Email:			
Country Of Birth	Australia [] Other _____	Australia [] Other _____	
Nationality			
Religion			
Occupation			
Employer & Work Ph:			
Occupation Group Refer to School Family occupation Index – Government requirement	Group A [] Group C [] Group N []	Group B [] Group D []	Group A [] Group B [] Group C [] Group D [] Group N []
Highest year of primary or secondary school. Persons who did not attend high school tick Year 9 or below	Year 9 or equivalent <input type="checkbox"/> Year 10 or equivalent <input type="checkbox"/> Year 11 or equivalent <input type="checkbox"/> Year 12 or equivalent <input type="checkbox"/>	Year 9 or equivalent <input type="checkbox"/> Year 10 or equivalent <input type="checkbox"/> Year 11 or equivalent <input type="checkbox"/> Year 12 or equivalent <input type="checkbox"/>	
Level of the highest qualification	No Post school qualification <input type="checkbox"/> Certificate I to IV (including trade certificate) <input type="checkbox"/> Advanced Diploma <input type="checkbox"/> Bachelor degree or above <input type="checkbox"/>	No Post school qualification <input type="checkbox"/> Certificate I to IV (including trade certificate) <input type="checkbox"/> Advanced Diploma <input type="checkbox"/> Bachelor degree or above <input type="checkbox"/>	

EMERGENCY CONTACTS – OTHER THAN PARENT/GUARDIAN

Non Residential Parent Only complete if this parent does not reside at home address		Emergency Contact Please nominate a person other than parent in the event of an emergency	
Name:		Name:	
Relationship to child:		Relationship to child:	
Mobile:		Mobile:	
Address:		N/A	N/A
Nationality:		N/A	N/A
Religion:		N/A	N/A
Occupation Group Refer to School Family occupation Index – Government requirement	Group A [] Group B [] Group C [] Group D [] Group N []		
Highest year of primary or secondary school. Persons who did not attend high school tick Year 9 or below	Year 9 or equivalent <input type="checkbox"/> Year 10 or equivalent <input type="checkbox"/> Year 11 or equivalent <input type="checkbox"/> Year 12 or equivalent <input type="checkbox"/>		
Level of the highest qualification	No Post school qualification <input type="checkbox"/> Certificate I to IV (including trade certificate) <input type="checkbox"/> Advanced Diploma <input type="checkbox"/> Bachelor degree or above <input type="checkbox"/>		

SACRAMENTAL INFORMATION

Baptism:	Date:	Parish:
Confirmation:	Date:	Parish:
Reconciliation:	Date:	Parish:
Communion:	Date:	Parish:
Current parish:		

MEDICAL INFORMATION

Doctor's name:			
Address:			
Suburb:		Postcode:	Phone:
Medicare number:		Ref no:	Expiry:
Private health insurance:	Yes [] No []	Fund:	Number:
Ambulance cover:	Yes [] No []	Number:	
Medical condition:	<p>Please specify any relevant medical conditions for the student, e.g. asthma, diabetes, anaphylaxis, and/or any medications prescribed for the student. A Medical Management Plan signed by a relevant medical practitioner (doctor/nurse) will be required for each of the medical conditions listed.</p> <p>Please list specific details for any known allergies that do not lead to anaphylaxis, e.g. hay fever, rye grass, animal fur.</p>		
Has the student been diagnosed as being at risk of anaphylaxis?	Yes [] No []	If yes, does the student have an EpiPen or Anapen?	Yes [] No []
HEALTH CARE CARD			
Do you have a Health Care Card	Yes [] No []	Card No:	Expiry Date:

IMMUNISATION (please attach an immunisation history statement for your child)

All vaccines are recorded on the Australian Immunisation Register (AIR). You are required to obtain an immunisation history statement for your child (visit myGov) and provide it to the school with this enrolment form.	Immunisation history statement attached: Yes [] No [] If no, please provide explanation:
If the student entered Australia on a humanitarian visa, did they receive a refugee health check?	Yes [] No []

Please provide all required information to allow us to meet our duty of care obligations and facilitate the smooth transition of your child into our school. It will assist the school to implement appropriate adjustments and strategies to meet the particular needs of your child. If the information is not provided, is incomplete, incorrect or misleading, current or ongoing enrolment may be reviewed.

ADDITIONAL NEEDS

Is your child eligible or currently receiving National Disability Insurance Scheme (NDIS) support? Yes ☐ No ☐

Does your child present with:

autism (ASD)	<input type="checkbox"/>	behavioural concerns	<input type="checkbox"/>	hearing impairment	<input type="checkbox"/>
intellectual disability/ developmental delay	<input type="checkbox"/>	mental health issues	<input type="checkbox"/>	oral language/communication difficulties	<input type="checkbox"/>
ADD/ADHD	<input type="checkbox"/>	acquired brain injury	<input type="checkbox"/>	vision impairment	<input type="checkbox"/>
giftedness	<input type="checkbox"/>	physical impairment	<input type="checkbox"/>	other condition (please specify)	<input type="checkbox"/>

Has your child ever seen a:

paediatrician	<input type="checkbox"/>	physiotherapist	<input type="checkbox"/>	audiologist	<input type="checkbox"/>
psychologist/counsellor	<input type="checkbox"/>	occupational therapist	<input type="checkbox"/>	speech pathologist	<input type="checkbox"/>
psychiatrist	<input type="checkbox"/>	continence nurse	<input type="checkbox"/>	other specialist (please specify)	<input type="checkbox"/>

Have you attached all relevant information/reports? Yes ☐ No ☐

COURT ORDERS OR PARENTING ORDERS (if applicable)

Are there any current court orders or parenting orders relating to the student? Yes [] No []

If yes, copies of these court orders/parenting orders - e.g. AVOs, Family Court/Federal Magistrates Court orders or other relevant court orders must be provided.

Is there any other information you wish the school to be aware of?

NATIONALITY

Government Requirement	Nationality:	Ethnicity:
In which country was the student born?	Australia []	Other – please specify:
Is the student of Aboriginal or Torres Strait Islander origin? (For persons of both Aboriginal and Torres Strait Islander origin, tick 'Yes' for both.)		
NO []	YES Aboriginal []	YES Torres Strait Islander []

IF NOT BORN IN AUSTRALIA - CITIZENSHIP STATUS

Please tick the relevant category below and record the visa subclass number as per government requirements: (original documents to be sighted and copies to be retained by the school)

Australian citizen not born in Australia:

☐ Australian citizen (Australian passport or naturalisation certificate number/document for travel if country of birth is not Australia)

Australian passport number:

Naturalisation certificate number:

Visa subclass recorded on entry to Australia:

Date of arrival in Australia:

Not currently an Australian citizen, please provide further details as appropriate below:

- ☐ Permanent resident: (if ticked, record the visa subclass number)
- ☐ Temporary resident: (if ticked, record the visa subclass number)
- ☐ Other/visitor/overseas student: (if ticked, record the visa subclass number)

* Please attach visa/ImmiCard/letter of notification and passport photo page

Does the student or their parent(s)/guardian(s) speak a language other than English at home?

Note: Record all languages spoken.

	Student	Parent A / Guardian 1	Parent B / Guardian 2
No	English only []	[]	[]
Yes	Other – please specify all languages		

PREVIOUS SCHOOL/PRESCHOOL PERMISSION

Name and address of previous school / preschool:

I/We give permission for the school to contact the previous school or preschool and to gather relevant reports and information to support educational planning: Yes [] No []
 (If yes, please complete **Form B** Sample Consent for Transferring Information.)

SIBLINGS ATTENDING A SCHOOL / PRESCHOOL

List all children in your family attending school or preschool (oldest to youngest) – include applicant:

Name	School / Preschool	Year Level	Date of Birth

HOME CARE ARRANGEMENTS

<input type="checkbox"/> Living with immediate family	<input type="checkbox"/> Out-of-home care
<input type="checkbox"/> Carer/guardian	<input type="checkbox"/> Shared parenting, e.g. one week with each parent: Days with Parent A/Guardian 1: [] Days with Parent B/Guardian 2: []
<input type="checkbox"/> Kinship care	<input type="checkbox"/> Other (please specify)

PARENT / CARER / GUARDIAN

Signature:

Date:

PARENT / CARER / GUARDIAN

Signature:

Date:

Note: The Victorian Government provides the following guidance regarding admission requirements:*Consent*

The signature of:

- student, if they are over 15 and living independently
- parent as defined in the *Family Law Act 1975*

Note: In the absence of a current court order, each parent of a child who is not 18 has equal parental responsibility.

- both parents for parents who are separated, or a copy of the court order with any impact on the relationship between the family and the school
- an informal carer, with a statutory declaration. Carers:
 - may be a relative or other carer
 - have day-to-day care of the student with the student regularly living with them
 - may provide any other consent required e.g. excursions.

Notes for informal carer:

- statutory declarations apply for 12 months
- the wishes of a parent prevail in the event of a dispute between a parent legally responsible for a student and an informal carer.

Note: Secondary students may complete parts of the form and co-sign.

Disclaimer: Personal information will be held, used and disclosed in accordance with the school's Privacy Collection Notice and Privacy Policy available on its website [insert school web address].

FEE DATA DETAILS

Name of person the School Fees Statement is to be sent to:

Name:

Phone:

Relationship to student:

Address:

Email:

FAITH COMMITMENT

As parents are the first educators of their children in the catholic faith, it is necessary to have family participation in our Parish Celebrations of the Liturgy to help us in our School's Religious Education of your child.

Therefore in enrolling your child in our Parish Primary School we ask you to:

1. Support the Religious Education of the school
2. Attend meetings covering the curriculum area of Religious Education
3. Attend meetings held in preparation for the Sacraments
4. Be present with your child in Liturgical Celebrations

Signed _____ Father / Carer _____ Mother / Carer

CHECKLIST

Please tick the following boxes and sign below:

1. **SCHOOL INVOLVEMENT** Are you willing to actively participate in school activities? eg: parenting help, attend meetings etc
YES [] NO []

2. CHECK LIST

1 / We have included copies of the following documents with this application for enrolment (please tick appropriate boxes):

- [] Birth Certificate
- [] Baptismal Certificate
- [] Passport / Visa documentation (where applicable)
- [] Most recent previous school reports and external test results (where applicable)
- [] Relevant Family Court Orders (where applicable)
- [] Immunisation Certificate

1 / we understand that if this application is successful the information that I / we have provided must be kept up to date throughout the period of enrolment.

1 / we agree to support our child's participation in the religious life of the school (eg: school liturgies).

If this enrolment application is successful, I agree to honour the financial commitments required by the school as per the Schedule of Fees and Charges.

1 / we are not aware of any outstanding fees or charges, in relation to the student applying to enrol, that I / we are responsible for at another Catholic School.

I / we are aware of the expectation to support the Stewardship Program at St Andrew's Parish, Werribee.

I / we have read all of the information in the Enrolment Package and understand the policies that we will need to abide by, should this enrolment application be successful. I / we understand that if any misleading information has been provided, or if there is any omission of significant, relevant information made with respect to this application for enrolment, acceptance will not be granted, or if discovered after acceptance the enrolment may be withdrawn.

Signed: _____ Father / Carer and or

Signed: _____ Mother / Carer

Date: _____

ST ANDREW'S PRIMARY SCHOOL WERRIBEE

PHOTOGRAPH / RECORDING PERMISSION FORM



Dear Parent / Guardian

At certain times throughout the year, students may have the opportunity to be photographed or recorded/filmed by the school or its service providers for school publications, such as the school's newsletter or website and social media, or to promote the school in newspapers and other media.

Catholic Education Melbourne (CEM) and the Catholic Education Commission of Victoria Ltd (CECV) may also wish to use student photographs/recordings in print and online promotional, marketing, media and educational materials.

We would like permission to use your child's photograph/recording for the above purposes. Please complete the permission form below and return it to the school as soon as possible.

Thank you for your continued support.

STUDENT'S FULL NAME:		YEAR LEVEL:	
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- I give permission for my child's:
 - Name ☐
 - Photograph ☐
 - Recording ☐
- to be published by the school on/in:
 - the school website ☐
 - social media ☐
 - promotional materials ☐
 - newspapers and other media ☐
- I authorise CEM/the CECV to use the photograph/recording in material available free of charge to schools and education departments around Australia for CEM/the CECV's promotional, marketing, media and educational purposes.
- I give permission for a photograph/recording of my child to be used by the school/CEM/the CECV in the agreed publications without acknowledgment, remuneration or compensation.
- I understand and agree that if I do not wish to consent to my child's photograph/recording appearing in any or all of the publications above, or if I wish to withdraw this authorisation and consent, it is my responsibility to notify the school.

LICENSED UNDER NEALS: The photograph/recording may appear in material, which will be available to schools and education departments around Australia under the National Educational Access Licence for Schools (NEALS), which is a licence between education departments of the various states and territories, allowing schools to use licensed material wholly and freely for educational purposes.

Name of Parent / Guardian (please circle):			
Signed: Parent / Guardian		Date:	
If the student is aged 15+, they may also sign: Signed: student		Date:	

Any permission and consent given may be withdrawn by the parent/guardian or student (if they are aged 15 or over) by notifying the school in advance of any photograph or recording being made.

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Explanatory Statement

1. Preamble

- 1.1. Catholic education is intrinsic to the mission of the Church. It is one means by which the Church fulfils its role in assisting people to discover and embrace the fullness of life in Christ. Catholic schools offer a broad, comprehensive curriculum imbued with an authentic Catholic understanding of Christ and his teaching, as well as a lived appreciation of membership of the Catholic Church.
- 1.2. Parents and guardians, as the first educators of their children, enter into a partnership with the Catholic school to promote and support their child's education. Parents and guardians must assume a responsibility for maintaining this partnership by supporting the school in furthering the spiritual and academic life of their children.

2. Enrolment

- 2.1. You are required to provide particular information about your child during the enrolment process, both at the application stage and if the school offers your child a place. Please note that lodgement of the enrolment form does not guarantee enrolment at the school. If the information requested is not provided, we may not be able to enrol your child.
- 2.2. To meet school and government requirements, you will need to provide the school with a completed enrolment form including, among other things, the information listed below.

<ul style="list-style-type: none">evidence of your child's date of birth, e.g. birth certificate, passport	<ul style="list-style-type: none">information about the language(s) your child speaks and/or hears at home
<ul style="list-style-type: none">religious denomination	<ul style="list-style-type: none">nationality and/or citizenship including the visa subclass granted upon entry to Australia (prior to citizenship being granted) where applicable
<ul style="list-style-type: none">names and addresses of the child and parents/guardians; telephone numbers (home, work, mobile) of parents/guardians	<ul style="list-style-type: none">doctor's name and telephone number
<ul style="list-style-type: none">names of emergency contacts and their details	<ul style="list-style-type: none">information on additional learning needs (for example, whether your child requires additional support in relation to mobility, language, social skills development, welfare needs, challenging behaviours, adjustments to the curriculum, etc.)
<ul style="list-style-type: none">specific residence arrangements	<ul style="list-style-type: none">parenting agreements or court orders, including any guardianship orders

- 2.3. After lodgement of this form, school staff may need to request further information, for example in relation to any parenting orders, medical conditions or additional learning needs that you have noted on the enrolment form. In addition, it is often useful for parents/guardians to attend a meeting with school staff prior to enrolment to discuss any additional needs your child may have. An interpreter may be organised, if required.
- 2.4. Subject to any special exercise of discretion by the parish priest, the following list provides an agreed order of priority for enrolment in our school, which is consistent with the enrolment policy for all Catholic schools. The order of priority is:
 - a) Catholic children who are residents of the parish
 - b) Catholic children who do not reside in the parish but are recognised as parishioners by the parish priest
 - c) Catholic children from other parishes (for pastoral reasons)
 - d) children from non-Catholic Eastern churches who reside in the parish
 - e) children from non-Catholic Eastern churches who reside outside the parish
 - f) other Christian children who reside in the parish
 - g) other Christian children who reside outside the parish
 - h) non-Christian children who reside in the parish
 - i) non-Christian children who reside outside the parish.

3. Fees

- 3.1. The setting of fee levels and other compulsory charges in Catholic schools is the responsibility of the school, taking into account the allocation of government funds. The school offers a number of methods for paying fees to reduce any financial burden and to assist financial planning. If you have difficulty in meeting the required fee payment, you are welcome to discuss this with the principal of the school.
- 3.2. The fees must be paid for a child to enrol and to continue enrolment at the school. The school has discretion whether to allow a child to participate in optional or extracurricular school events, such as paid school excursions or extracurricular activities, while fees remain due and payable.

4. Enrolment under minimum school entry age

- 4.1. Catholic Education Melbourne Enrolment for Schools Policy 2.4 is intended to ensure that, when enrolling students, Catholic schools are compliant with relevant Victorian and Australian government legislation. The minimum starting age for a child to be enrolled in a Victorian school is four years and eight months, i.e. a child must turn five by 30 April in the year of starting school. Enrolment of children under the minimum school entry age and pre-Prep programs require approval from Catholic Education Melbourne via the 'Application for Early Age Entry to School'.
- 4.2. In the rare situations where:
 - a) a parent/guardian seeks enrolment of a child under the minimum starting age
 - b) the principal supports the enrolment of that child at the schoolthe approval of the Executive Director of Catholic Education Melbourne is required before enrolment under the minimum starting age can occur. Approval for early age enrolment will only be granted in exceptional circumstances.

5. Child safe environment

- 5.1. Catholic school communities have a moral, legal and mission-driven responsibility to create nurturing school environments where children are respected, their voices are heard, and where they are safe and feel safe.
- 5.2. Every person involved in Catholic education, including all parents at our school, has a responsibility to understand the importance and specific role they play individually and collectively to ensure that the wellbeing and safety of all children is at the forefront of all they do and every decision they make.
- 5.3. Our school's child safe policies, codes of conduct and practices set out our school's commitment to child safety, and the processes for identifying, communicating, reporting and addressing concerning behaviour and allegations of child abuse. These documents establish clear expectations for all staff and volunteers for appropriate behaviour with children in order to safeguard them against abuse.
- 5.4. Our school has established human resources practices where newly recruited staff, existing staff and volunteers in our school understand the importance of child safety, are trained to minimise the risk of child abuse, and are aware of our school's relevant policies and procedures. Our school also provides ongoing training, supervision and monitoring of staff to ensure that they are suitable to work with children as part of our human resources practices.
- 5.5. Our school has robust, structured risk management processes that help establish and maintain a child safe environment, which involves consideration of possible broad-based risk factors across a wide range of contexts, environments, relationships and activities that children within our school engage in.
- 5.6. Our school, in partnership with families, ensures children and young people are engaged and are active participants in decision-making processes, particularly those that may have an impact on their safety. This means that the views of staff, children, young people and families are taken seriously and their concerns are addressed in a just and timely manner.
- 5.7. Our school's child safety policies and procedures are readily available and accessible. Further details on the Catholic education community's commitment to child safety across Victoria can be accessed by visiting:
 - a) Catholic Education Commission of Victoria Ltd's child safety page www.cecv.catholic.edu.au/Our-Schools/Child-Safety
 - b) Catholic Education Melbourne's child safety page www.cem.edu.au/Our-Schools/Choosing-a-School/Child-Safety.aspx.

6. Terms of enrolment regarding acceptable behaviour

- 6.1. Our school is a community that exemplifies the gospel values of love, forgiveness, justice and truth. The school community recognises that everyone has the right to be respected, to feel safe and be safe; and, in this regard, understands their rights and acknowledges their obligation to behave responsibly.
- 6.2. Every person at the school has a right to feel safe, to be happy and to learn; therefore, we aim to:
 - a) promote the values of honesty, fairness and respect for others
 - b) acknowledge the worth of all members of the community and their right to work and learn in a positive environment
 - c) maintain good order and harmony
 - d) affirm cooperation as well as responsible independence in learning
 - e) foster self-discipline and develop responsibility for one's own behaviour.
- 6.3. The school administration, in consultation with the school community wherever appropriate, will prescribe standards of dress, appearance and behaviour for the student body. As a term of your child's enrolment, parents and guardians are expected to comply with the school's behaviour aims and code of conduct, and to support the school in upholding prescribed standards of dress, appearance and behaviour.
- 6.4. Unacceptable behaviour by a child, or repeated behaviour by a parent or guardian that, in the school's view, is unacceptable and damaging to the partnership between parent/guardian and school, may result in suspension or termination of the child's enrolment.

7. Terms of enrolment regarding conformity with principles of the Catholic faith

- 7.1. As a provider of Catholic education, the principal will take into account the need for the school community to represent and comply with the doctrines, beliefs and principles of the Catholic faith when making decisions regarding matters of school administration, including enrolment. Students and families who are members of other faiths are warmly welcomed at our school. However, the school reserves the right to exercise its administrative discretion in appropriate circumstances, where it is necessary to do so to avoid injury to the religious sensitivities of the Catholic school community.

8. Terms of enrolment regarding provision of accurate information

- 8.1. It is vitally important that the school is made aware of each child's individual circumstances insofar as these may impact upon their physical, functional, emotional or educational needs, particularly where the school is required to provide additional support to the child.
- 8.2. Parents and guardians must provide accurate and up-to-date information when completing an enrolment form and must supply the school, prior to enrolment, any additional information as may be requested, including copies of documents such as medical/specialist reports (where relevant to the child's schooling), reports from previous schools, court orders or parenting agreements. Provision of requested documentation is regarded as a condition of enrolment, and enrolment may be refused where a parent/guardian has unreasonably refused to provide requested information or knowingly withheld relevant information from the school.
- 8.3. Where, during the course of a child's enrolment, new information becomes available that is material to the child's educational and/or safety/wellbeing needs, it is a term of the child's continuing enrolment that such information is provided to the school promptly.
- 8.4. The provision of an inaccurate residential address or failure to provide an updated residential address for the child will also be treated as a breach of the terms of enrolment.

9. Enrolment for children with additional needs

- 9.1. The school welcomes parents/guardians who wish to enrol a child with additional needs and will do everything possible to accommodate the child's needs, provided that an understanding has been reached between the school and parents/guardians prior to enrolment regarding:
 - a) the nature of any diagnosed or suspected medical condition/disability, or any other circumstances that are relevant to the child's additional learning needs (for example, giftedness or an experience of trauma)
 - b) the nature of any additional assistance that is recommended/appropriate to be provided to the child (for example, medical or specialist equipment, specialist referrals, specific welfare support, modifications to the classroom environment or curriculum, aide assistance, individual education programs, behaviour support plans or other educational interventions as may be relevant)
 - c) the individual physical, functional, emotional or educational goals that are appropriate to the child, and how the parents/guardians and the school will work in partnership to achieve these goals
 - d) any limitations on the school's ability to provide the additional assistance requested.
- 9.2. The process for enrolling students with additional needs is otherwise the same as for enrolling any student.
- 9.3. As every child's educational needs can change over time, it will often be necessary for the school to review any additional assistance that is being provided to the child, in consultation with parents/guardians and the child's treating medical/allied health professionals, in order to assess whether:
 - a) the additional assistance remains necessary and/or appropriate to the child's needs
 - b) the additional assistance is having the anticipated positive effect on the child's individual physical, functional, emotional or educational goals
 - c) it remains within the school's ability to continue to provide the additional assistance, given any limitations that may exist.

10. Assessment and updates

- 10.1. Various opportunities are provided to keep you up to date with your child's progress. You will receive two comprehensive written reports each year and arrangements will be made for at least one interview where you can discuss your child's development with their teacher. In addition, you can always contact the school to arrange a meeting if you have any concerns or wish to receive an update on progress.

Disclaimer: Personal information will be held, used and disclosed in accordance with the school's Privacy Collection Notice and Privacy Policy available on its website [insert school web address].

Agreement

I acknowledge that I understand and accept the terms and conditions of enrolment as set out in the Explanatory Statement and, if enrolment is accepted, I agree that there are certain expectations, obligations and guarantees required of parents/guardians of the school's students, so that a harmonious relationship may be established:

- I will support and abide by school policies and rules, as amended from time to time, in relation to programs of studies, sports, pastoral care, school uniform, acceptable behaviour, child safety, discipline and general operations of the school
- I will ensure that the information I have provided is kept up to date throughout the period of enrolment and I will notify the school promptly of any changes to that information (e.g. change of residential address, changes to parenting orders)
- I will pay the current school fees and levies for my child and also pay any variation or increase of fees and levies as required upfront at the beginning of the school year or in three instalments (and will pay in full by the end of Term 3 each year), or I will otherwise notify the school immediately if I am experiencing financial difficulties
- I will support my child's participation in the religious life of the school (e.g. school liturgies, retreat programs)
- I will attend parent/teacher and information evenings which relate to my child
- I will participate in a working bee once a year or make a financial contribution
- In the event I have any concerns, I will raise them initially with the relevant teacher or the school principal
- I will treat all members of the school community with respect as befits a Catholic school
- If in time of emergencies, accidents or serious illness I cannot be contacted, I give permission for the principal (or their representative) to seek medical attention for my child as required (which may include transportation to the nearest hospital, medical centre or doctor by ambulance or private vehicle). I also understand that the signatories below are required to meet any costs incurred
- As a parent/guardian, I understand that if this application is successful, I will support the vision of the school and parish. In accepting the enrolment, I agree to abide by all of the school's policies, procedures and protocols (Policies). These Policies are reviewed regularly and may be subject to change at the school's discretion. I will work with the school to support any academic/social/behavioural needs of my child. I agree to support my child's participation in the religious life of the school (e.g. school liturgies, Masses etc.). The consequence of not complying with the school's Policies may result in the termination of the enrolment.

I understand that if any misleading information has been provided, or any omission of significant information is made in the application for enrolment, acceptance will not be granted; or, if discovered after acceptance, enrolment may be withdrawn.

Parent A/Guardian 1 signature:		Date:
Parent B/Guardian 2 signature:		Date:

Disclaimer:

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SCHOOL FAMILY OCCUPATION INDEX

PARENT OCCUPATION GROUPS

Please select the appropriate group from the following list.

GROUP N: Unemployed for more than 12 months

If you are not currently in paid work but **have had a job in the last 12 months**, or have retired in the last 12 months, please **use your last occupation** to select from the list. If you have not been in paid work for the last 12 months, enter 'N' into the 'occupation code' field on the enrolment form.

OCCUPATION GROUP A

SENIOR MANAGEMENT IN LARGE BUSINESS ORGANISATIONS, GOVERNMENT ADMINISTRATION AND DEFENCE AND QUALIFIED PROFESSIONALS

Senior management in large business organisations

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

- **Business** [e.g. chief executive, managing director, company secretary, finance director, chief accountant, personnel/industrial relations manager, research and development manager]
- **Media** [e.g. newspaper editor, film/television/radio/stage producer/director/manager]

Government administration

- **Public service manager** (Section head or above) [e.g. regional director, hospital/health services/nurse administrator, school principal, faculty head/dean, library/museum/gallery director, research/facility manager, police/fire services administrator]
- **Defence Forces commissioned officer**

Qualified professionals – generally have a degree or higher qualifications and experience in applying this knowledge to: design, develop or operate complex systems, identify, treat and advise on problems, teach others

Health, Education, Law, Social Welfare, Engineering, Science, Computing, Business, Air/sea transport professionals

- **Health** [e.g. GP or specialist, registered nurse, dentist, pharmacist, optometrist, physiotherapist, chiropractor, veterinarian, psychologist, therapy professional, radiographer, podiatrist, dietician]
- **Education** [e.g. school teacher, university lecturer, VET/special education/ESL/private teacher, education officer]
- **Law** [e.g. judge, magistrate, barrister, coroner, solicitor, lawyer]
- **Social Welfare** [e.g. social/welfare/community worker, counsellor, minister of religion, economist, urban/regional planner, sociologist, librarian, records manager, archivist, interpreter/translator]
- **Engineering** [e.g. architect, surveyor, chemical/civil/electrical/mechanical/mining/other engineer]

- **Science** [e.g. scientist, geologist, meteorologist, metallurgist]
- **Computing** [e.g. IT services manager, computer systems designer/administrator, software engineer, systems/applications programmer]
- **Business** [e.g. management consultant, business analyst, accountant, auditor, policy analyst, actuary, valuer]
- **Air/sea transport** [e.g. aircraft pilot, flight officer, flying instructor, air traffic controller, ship's captain/officer/pilot]

OCCUPATION GROUP B

OTHER BUSINESS OWNERS/MANAGERS, ARTS/MEDIA/SPORTSPERSONS AND ASSOCIATE PROFESSIONALS

Business owner/manager

- **Farm/business owner/manager** [e.g. crop and/or livestock farmer/farm manager, stock and station agent, building/construction, manufacturing, mining, wholesale, import/export, transport business manager, real estate business]
- **Specialist manager** [e.g. works manager, engineering manager, sales/marketing manager, purchasing manager, supply/shipping manager, customer service manager, property manager, personnel, industrial relations]
- **Financial services manager** [e.g. bank branch manager, finance/investment/insurance broker, credit/loans officer]
- **Retail sales/services manager** [e.g. shop, post office, restaurant, real estate agency, travel agency, betting agency, petrol station, hotel/motel/caravan park, sports centre, theatre/cinema, gallery, car rental, car fleet, railway station]

Arts/media/sportspersons

- **Artist/writer** [e.g. editor, journalist, author, media presenter, photographer, designer, illustrator, musician, actor, dancer, painter, potter, sculptor]
- **Sports** [e.g. sportsman/woman, coach, trainer, sports official]

Associate professionals – generally have diploma/technical qualifications and provide support to managers and professionals

Health, Education, Law, Social Welfare, Engineering, Science, Computing, Business/administration

- **Medical, science, building, engineering, computer technician/associate professional**
- **Health/social welfare** [e.g. enrolled nurse, community health worker, paramedic/ambulance officer, massage therapist, welfare/parole officer, youth worker, dental hygienist/technician]
- **Law** [e.g. police officer, government inspector, examiner or assessor, occupational/environmental health officer, security advisor, private investigator, law clerk, court officer, bailiff]

- **Business/administration** [e.g. recruitment/employment/industrial relations/training officer, marketing/advertising specialist, market research analyst, technical sales representative, retail buyer, office/business manager, project manager/administrator, other managing supervisors]
- **Defence Forces** [e.g. senior non-commissioned officer]
- **Other** [e.g. library technician, museum/gallery technician, research assistant, proof reader]

OCCUPATION GROUP C

TRADESMEN/WOMEN, CLERKS AND SKILLED OFFICE, SALES AND SERVICE STAFF

Tradesmen/women – generally have completed a four-year trade certificate, usually by apprenticeship. All tradesmen/women are included in this group.

- **Trades** [e.g. electrician, plumber, welder, cabinet maker, carpenter, joiner, plasterer, tiler, stonemason, painter decorator, butcher, pastry cook, panel beater, fitter, toolmaker, aircraft engineer]

Clerks, skilled office, sales and service staff

- **Clerk** [e.g. bookkeeper, bank clerk, PO clerk, statistical/actuarial clerk, accounts/claims/audit/payroll clerk, personnel records clerk, registry/filing clerk, betting clerk, production recording clerk, stores/inventory clerk, purchasing/order clerk, freight/transport/shipping clerk/despatcher, bond clerk, customs agent/clerk, customer inquiry/complaints/service clerk, hospital admissions clerk]
- **Office** [e.g. secretary, personal assistant, desktop publishing operator, switchboard operator]
- **Sales** [e.g. company sales representative (goods and services), auctioneer, insurance agent/assessor/loss adjuster, market researcher]
- **Carer** [e.g. aged/disabled/refuge care worker, child care assistant, nanny]
- **Service** [e.g. meter reader, parking inspector, postal delivery worker, travel agent, tour guide, flight attendant, fitness instructor, casino dealer/gaming table supervisor]

OCCUPATION GROUP D

MACHINE OPERATORS, HOSPITALITY STAFF, OFFICE ASSISTANTS, LABOURERS AND RELATED WORKERS

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

- **Driver or mobile plant operator** [e.g. car, taxi, truck, bus, tram or train driver, courier/deliverer, forklift driver, street sweeper driver, garbage collector, bulldozer/loader/grader/excavator operator, farm/horticulture/forestry machinery operator]
- **Production/processing machine operator** [e.g. engineering, chemical, petroleum, gas, water, sewerage, cement, plastics, rubber, textile, footwear, wood/paper, glass, clay, stone, concrete, production/processing machine operator]

- **Machinery operator** [e.g. photographic developer/printer, industrial spray painter, boiler/air-conditioning/refrigeration plant, railway signals/points, crane/hoist/lift, bulk materials handling machinery]

Hospitality, office staff

- **Sales staff** [e.g. 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, sales demonstrator, shelf stacker]
- **Office staff** [e.g. typist, word processing/data entry/business machine operator, receptionist]
- **Hospitality staff** [e.g. hotel service supervisor, receptionist, waiter, bar attendant, kitchenhand, fast food cook, usher, porter, housekeeper]
- **Assistant/aide** [e.g. trades' assistant, school/teacher's aide, dental assistant, veterinary nurse, nursing assistant, museum/gallery attendant, home helper, salon assistant, animal attendant]

Labourers and related workers

- **Defence Forces** [other ranks (below senior NCO) without trade qualification not included above]
- **Agriculture, horticulture, forestry, fishing, mining worker** [e.g. farm overseer, shearer, wool/hide classer, farm hand, horse trainer, nurseryman, greenkeeper, gardener, tree surgeon, forestry/logging worker, miner, seafarer/fishing hand]
- **Other worker** [e.g. labourer, factory hand, storeman, guard, cleaner, caretaker, laundry worker, trolley collector, car park attendant, crossing supervisor]



FAMILY - SCHOOL RELATIONSHIPS - PARENT/GUARDIAN CODE OF CONDUCT

At St. Andrew's Werribee we are committed to nurturing respectful relationships and active partnerships with you as parents/guardians. In addition to parents/guardians this Code of Conduct applies to all family members interacting with the school and we respectfully request parents/guardians ensure that all relevant family members are advised of the requirements of this Code of Conduct.

We believe that our students' learning journeys are enriched through positive and respectful home and school relationships.

As parents/guardians, you act as one of the most influential role models in your child's life. We therefore seek your support in promoting and upholding the core values of the school community and its culture of respectful relationships.

This Code of Conduct is intended to guide you in your dealings with staff, external service providers e.g. OSHC etc, other parents/guardians, students and the wider school community. It articulates the school's key expectations of both staff and parents/guardians with regard to respectful relationships and behaviours. It also specifies the school's position with regard to unacceptable behaviours that breach our culture of respect.

This Code of Conduct is to be read in conjunction with the school's:

- Complaints Handling Procedure
- Child Safety Policy
- Child Safety Code of Conduct

Because we have a culture of respectful relationships among students, staff and parents/guardians we strive to develop the following:

- a respect for the innate dignity and worth of every person
- an ability to understand the situation of others
- a cooperative attitude in working with others
- open, positive and honest communication
- the ability to work respectfully with other people
- trusting relationships
- responsible actions.

In promoting and upholding this culture, we expect that parents/guardians will:

- support the school's Catholic ethos, traditions and practices
- support the school in its efforts to maintain a positive teaching and learning environment
- understand the importance of healthy parent/teacher/child relationships and strive to build the relationships
- adhere to the school's policies, as outlined on the school website
- treat staff and other parents/guardians with respect and courtesy.

In promoting and upholding this culture, we expect that staff will:

- communicate with you regularly regarding your child's learning, development and well being
- provide opportunities for involvement in your child's learning
- maintain confidentiality over sensitive issues
- relate with and respond to you in a respectful and professional manner
- ensure a timely response to any concerns raised by you.

Raising Concerns and Resolving Conflict: (Refer also to our Complaints Handling Procedure)

In raising concerns on behalf of your child, or making a complaint about the school's practices or treatment of your child, we expect that you will:

- listen to your child, but remember that a different 'reality' may exist elsewhere
- observe the school's stated procedures for raising and resolving a grievance/complaint
- follow specified protocol for communication with staff members, including making appointments at a mutually convenient time and communicating your concerns in a constructive manner
- refrain from approaching another child while in the care of the school to discuss or chastise them because of actions towards your child. Refer the matter directly to your child's teacher for follow-up and investigation by the school.

In responding to your concerns or a complaint, we expect that staff will:

- observe confidentiality and respect for sensitive issues
- ensure your views and opinions are heard and understood
- communicate and respond in ways that are constructive, fair and respectful
- ensure a timely response to your concerns/complaints
- strive for resolutions and outcomes that are satisfactory to all parties.

Staff Safety and Wellbeing:

The school places a high value and priority on maintaining a safe and respectful working environment for our staff. We regard certain behaviours as harmful and unacceptable insofar as they compromise the safety and professional wellbeing of our staff. These behaviours include, but are not limited to:

- shouting or swearing, either in person or on the telephone
- physical or verbal intimidation
- aggressive hand gestures
- writing rude, defamatory, aggressive or abusive comments to/about a staff member (emails/social media)
- racist or sexist comments damage or violation of possessions/property.

When a parent/guardian behaves in such unacceptable ways, the principal or a senior staff member will seek to resolve the situation and repair relationships through discussion and/or mediation. Where a parent/guardian's behaviour is deemed likely to cause ongoing harm, distress or danger to the staff member and others, we may exercise our legal right to impose a temporary or permanent ban from the parent/guardian entering the school premises. In an extreme act of violence that causes physical harm to the staff member and his/her property, the matter may be reported to the police for investigation.

I have read and understand this Code of Conduct and agree to abide by its contents.

Name: _____ Signature: _____ Date: _____

Name: _____ Signature: _____ Date: _____

This policy was last ratified by St. Andrew's Staff & Parents in 2019 and will be reviewed as part of St. Andrew's review cycle.



St Andrew's Primary School

Digital Technologies Policy for Students



At St Andrew's Primary School (hereinafter known as the School) we support the right of all members of the school community to access safe and inclusive learning environments, including digital and online spaces.

The School understands the need for students to be **safe, respectful** and **responsible** users of digital technologies. We believe that explicitly teaching students safe, respectful and responsible online behaviours is essential, and is best taught in partnership with parents/guardians. The School requests that parents/guardians work with us and encourage this behaviour at home.

Students are given access to digital technologies in accordance with the following policy.

The Policy

At the School we:

- Educate students to be safe and responsible users of digital technologies, and to communicate respectfully
- Educate students about digital issues such as privacy, intellectual property and copyright
- Supervise and support students to use digital tools and online sites that support their learning
- Provide a filtered internet service to block inappropriate content. We acknowledge, however, that full protection from inappropriate content cannot be guaranteed
- Access online spaces through password-protected accounts
- Use school-provided email accounts only
- Address issues or incidents that have the potential to impact on the wellbeing of our school community
- Refer suspected illegal online acts to the relevant Law Enforcement authority for investigation
- Take care of all digital technologies equipment
- Support parents/guardians to understand the importance of safe, responsible and respectful use of digital technologies, the potential issues that surround their use and strategies that they can implement at home to support their child
- Provide parents/guardians with a copy of this policy with our student digital technologies acceptable use agreement

Consequences

At school, students who deliberately and/or repeatedly breach the Policy will be subject to disciplinary procedures that may include the loss of digital technologies user privileges.

At Home

Parents/guardians have the primary responsibility for supervising their child's use of digital technologies outside of school. However, we acknowledge that digital communication outside of school can have an impact at the School. When we are informed that a student has not been safe and responsible, and/or not communicated respectfully whilst using digital technologies outside of the school, the School will:

- notify the students' parents/guardians
- offer to mediate
- provide specific support and education as needed



Please keep this copy of St Andrew's Digital Technologies Policy for your own records.

Please read the attached Acceptable Use Agreement with your child, then return it, signed, to your child's classroom teacher.



Digital Technologies Acceptable Use Agreement

I understand that when my teacher says **Digital Technologies** they are talking about:



Chromebooks



Computers



Laptops



iPads



Smartphones



The Internet



Websites



Apps



Programs



Digital Cameras



Game Consoles



Gadgets

Digital Technologies Expectations

SAFE

Protect passwords and personal information



Ask the teacher if I need help



Tell the teacher if I'm worried about anything



RESPECTFUL

Be kind and respect feelings

Use appropriate language

Give positive feedback



RESPONSIBLE

Do what the teacher tells me to do



Take good care of Digital Technologies equipment



Clean hands



No food or drink



Carry equipment carefully

I agree to follow these expectations all of the time! 😊

My name:

Parent/guardian signature:

Date:

