All aspects of this booklet are vital and must be completed and signed where appropriate.

Confidentiality of this information will be adhered to.
**BUNDOORA PRIMARY SCHOOL**

**STUDENT ENROLMENT INFORMATION – 2015**

**STUDENT DETAILS**

**Personal Details of Student**

<table>
<thead>
<tr>
<th>Legal Surname:</th>
<th>Title: (Miss Ms Mr)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal First Given Name:</td>
<td></td>
</tr>
<tr>
<td>Legal Second Given Name:</td>
<td></td>
</tr>
<tr>
<td>Preferred Name (if applicable):</td>
<td></td>
</tr>
<tr>
<td>☐ Gender (tick): ☐ Male ☐ Female</td>
<td>Birth Date: (dd-mm-yyyy) _______ / _______ / _______</td>
</tr>
</tbody>
</table>

**Primary Family Home Details:**

<table>
<thead>
<tr>
<th>No &amp; Street:</th>
<th>No &amp; Street:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suburb:</td>
<td>Suburb:</td>
</tr>
<tr>
<td>Postcode:</td>
<td>Postcode:</td>
</tr>
</tbody>
</table>

**Billing Address: (or “as already stated”)**

<table>
<thead>
<tr>
<th>Telephone Number</th>
<th>Mobile Number:</th>
<th>Silent Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>Send Correspondence addressed to: (tick one) ☐ Adult A ☐ Adult B ☐ Both Adults</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Family Details**

List any other family members attending this school:

**Main language spoken at home:**

Preferred language of notices:

Are you interested in being involved in school group participation activities? (eg. School Council, excursions) (tick)

☐ Adult A ☐ Adult B ☐ Both ☐ Neither

**OFFICE USE ONLY**

| Birth Date proof sighted (tick) | ☐ Yes ☐ No |
| Enrolment Date: | |
| Year Level | |

<table>
<thead>
<tr>
<th>Immunisation Certificate Status?: (tick)</th>
<th>☐ Complete ☐ Incomplete ☐ Not sighted</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Is there a Medical Alert for the student?: (tick)</th>
<th>☐ Yes ☐ No</th>
</tr>
</thead>
</table>

| Does the student have a Disability ID Number: | ☐ No ☐ Yes |
| Disability ID No.: | |

You will receive our weekly newsletter via email from receipt of enrolment.
Primary Family Details

NOTE: The ‘PRIMARY’ Family is: “the family or parent the student mostly lives with” - Alternative and Additional family forms are available from the school if this is required.

As the School Start Bonus will be sent to the ‘Primary Carer’ of Prep and Year 7 students, it is imperative that the legal surname, legal first name and legal second name are recorded.

Adult A Details (Primary Carer):

<table>
<thead>
<tr>
<th>Sex (tick):</th>
<th>☐ Male</th>
<th>☐ Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: (Ms, Mrs, Mr, Dr etc)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legal Surname:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legal First Name:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What is Adult A’s occupation?

Who is Adult A’s employer?

In which country was Adult A born?

☐ Australia

Other (please specify):

Does Adult A speak a language other than English at home? (If more than one language is spoken at home, indicate the one that is spoken most often.) (tick)

☐ No, English only

☐ Yes (please specify):

Please indicate any additional languages spoken by Adult A:

Is an interpreter required? (tick)

☐ Yes

☐ No

What is the highest year of primary or secondary school Adult A has completed? (tick one)

☐ Year 12 or equivalent

☐ Year 11 or equivalent

☐ Year 10 or equivalent

☐ Year 9 or equivalent or below

What is the level of the highest qualification the Adult A has completed? (tick one)

☐ 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 A? Please select the appropriate parental occupation group from the attached list.

- 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 occupation group list.

- If the person has not been in paid work for the last 12 months, enter ‘N’.

Adult B Details:

<table>
<thead>
<tr>
<th>Sex (tick):</th>
<th>☐ Male</th>
<th>☐ Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: (Ms, Mrs, Mr, Dr etc)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legal Surname:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legal First Name:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What is Adult B’s occupation?

Who is Adult B’s employer?

In which country was Adult B born?

☐ Australia

Other (please specify):

Does Adult B speak a language other than English at home? (If more than one language is spoken at home, indicate the one that is spoken most often.) (tick)

☐ No, English only

☐ Yes (please specify)

Please indicate any additional languages spoken by Adult B:

Is an interpreter required? (tick)

☐ Yes

☐ No

What is the highest year of primary or secondary school Adult B has completed? (tick one)

☐ Year 12 or equivalent

☐ Year 11 or equivalent

☐ Year 10 or equivalent

☐ Year 9 or equivalent or below

What is the level of the highest qualification the Adult B has completed? (tick one)

☐ 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 B? Please select the appropriate parental occupation group from the attached list.

- 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 occupation group list.

- If the person has not been in paid work for the last 12 months, enter ‘N’.

These questions are asked as a requirement of the Commonwealth Government. All schools across Australia are required to collect the same information.
Primary Family Contact Details

Adult A Contact Details:

Business Hours:

- Can we contact Adult A at work? □ Yes □ No
- Is Adult A usually home during business hours? (tick) □ Yes □ No

Work Telephone No:

Other Work Contact information:

After Hours:

- Is Adult A usually home AFTER business hours? (tick) □ Yes □ No

Home Telephone No:

Other After Hours Contact Information:

Email address:

Adult B Contact Details:

Business Hours:

- Can we contact Adult B at work? □ Yes □ No
- Is Adult B usually home during business hours? (tick) □ Yes □ No

Work Telephone No:

Other Work Contact information:

After Hours:

- Is Adult B usually home AFTER business hours? (tick) □ Yes □ No

Home Telephone No:

Other After Hours Contact Information:

Email address:

Primary Family Emergency Contacts:

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship (Neighbour, Relative, Friend or Other)</th>
<th>Telephone Contact</th>
<th>Language Spoken (If English Write “E”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other Primary Family Details

<table>
<thead>
<tr>
<th>Relationship of Adult A to Student: (tick one)</th>
<th>Relationship of Adult B to Student: (tick one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Parent</td>
<td>□ Parent</td>
</tr>
<tr>
<td>□ Foster Parent</td>
<td>□ Foster Parent</td>
</tr>
<tr>
<td>□ Friend</td>
<td>□ Friend</td>
</tr>
<tr>
<td>□ Parent</td>
<td>□ Parent</td>
</tr>
<tr>
<td>□ Foster Parent</td>
<td>□ Foster Parent</td>
</tr>
<tr>
<td>□ Friend</td>
<td>□ Friend</td>
</tr>
</tbody>
</table>

The student lives with the Primary Family: (tick one)

- □ Always
- □ Mostly
- □ Balanced

The student lives in a split family arrangement: (Please ensure you have provided second address/contact details)

- □ with mother
- □ with father
- □ other

NOTE: Parents receiving a benefit from Centrelink and holding a current Health Care card or a current Pension card may be entitled to receive the Education Maintenance Allowance. Information on eligibility and application forms are available from the school office.
Demographic Details of Student

**In which country was the student born?**

- [ ] Australia
- [ ] Other (please specify): ____________________________

**Date of arrival in Australia OR Date of return to Australia:** (dd-mm-yyyy) _____ / _____ / _____

**What is the Residential Status of the student** (tick)

- [ ] Permanent
- [ ] Temporary

**Basis of Australian Residency:**

- [ ] Eligible for Australian Passport
- [ ] Holds Australian Passport
- [ ] Holds Permanent Residency Visa

**Visa Sub Class:**   
**Visa Expiry Date:** (dd-mm-yyyy) _____ / _____ / _____

**Visa Statistical Code:**  (Required for some sub-classes)

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

**Does the student speak a language other than English at home?** (tick)

(If more than one language is spoken at home, indicate the one that is spoken most often)

- [ ] No, English only
- [ ] Yes (please specify): ____________________________

**Does the student speak English?** (tick)

- [ ] Yes
- [ ] No

**Is the student of Aboriginal or Torres Strait Islander origin?** (tick one)

- [ ] No
- [ ] Yes, Aboriginal
- [ ] Yes, Torres Strait Islander
- [ ] Yes, Both Aboriginal & Torres Strait Islander

**What is the student's living arrangements?** (tick one):

- [ ] At home with TWO Parents/ Guardians
- [ ] At home with ONE Parent/ Guardian
- [ ] Split Family arrangement (i.e. separated/divorced)
- [ ] State Arranged Out of Home Care # (See Note)
- [ ] Homeless Youth

Please provide additional address for reports, etc:

# State Arranged Out of Home Care - Students who have been subject to protective intervention by the Department of Human Services and live in alternative care arrangements away from their parents. These DHS-facilitated care arrangements include living with relatives or friends (kith and kin), living with non-relative families (foster families or adolescent community placements) and living in residential care units with rostered care staff.

**Usual mode of transport to school:** (tick)

- [ ] Walking
- [ ] School Bus
- [ ] Train
- [ ] Driven
- [ ] Bicycle
- [ ] Public Bus
- [ ] Tram
- [ ] Other

*These questions are asked as a requirement of the Commonwealth Government. All schools across Australia are required to collect the same information.*
### Student Medical Details

**Medical Condition Details:**

<table>
<thead>
<tr>
<th>Does the student suffer from any of the following impairments? (tick)</th>
<th>Hearing:</th>
<th>Vision</th>
<th>Mobility:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes-No</td>
<td>Yes-No</td>
<td>Yes-No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does the student suffer from Asthma? (tick) If No, please go to the Other Medical Conditions section</th>
<th>Yes-No</th>
</tr>
</thead>
</table>

#### Asthma Medical Condition Details:

Answer the following questions ONLY if the student suffers from any asthma medical conditions.

<table>
<thead>
<tr>
<th>Please indicate if the student suffers from any of the following symptoms: (tick)</th>
<th>If my child displays any of these symptoms please: (tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Cough □ Difficulty Breathing □ Wheeze □ Tight Chest □ Exhibits symptoms after exertion</td>
<td>□ Yes-No Inform Doctor □ Yes-No Administer Medication</td>
</tr>
<tr>
<td>□ Yes-No Inform Emergency Contact □ Yes-No Other Medical Action</td>
<td>If yes, please specify:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Has an Asthma Management Plan been provided to School?</th>
<th>Yes-No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Does the student take medication? (tick) Yes-No</th>
<th>Name of medication taken:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Is the medication taken regularly by the student (preventive) or only in response to symptoms? (tick)</th>
<th>Preventative Response</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Indicate the usual dosage of medication taken:</th>
<th>Indicate how frequently the medication is taken:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Medication is usually administered by: (tick)</th>
<th>Yes-No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Medication is stored: (tick)</th>
<th>Yes-No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Dosage time Reminder required? (tick)</th>
<th>Yes-No</th>
</tr>
</thead>
</table>

#### Other Medical Conditions

(More copies of the other medical condition forms are available on request from the school.)

<table>
<thead>
<tr>
<th>Does the student have any other medical condition? (tick) Yes-No</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>If yes, please specify:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>If my child displays any of the symptoms above please: (tick)</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Inform Doctor</th>
<th>Yes-No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administer Medication</td>
<td>Yes-No</td>
</tr>
<tr>
<td>Inform Emergency Contact</td>
<td>Yes-No</td>
</tr>
<tr>
<td>Other Medical Action</td>
<td>Yes-No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does the student take medication? (tick)</th>
<th>Name of medication taken:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Is the medication taken regularly by the student (preventive) or only in response to symptoms? (tick)</th>
<th>Preventative Response</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Indicate the usual dosage of medication taken:</th>
<th>Indicate how frequently the medication is taken:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Medication is usually administered by: (tick)</th>
<th>Yes-No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Medication is stored: (tick)</th>
<th>Yes-No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Dosage time Reminder required? (tick)</th>
<th>Yes-No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Poison Rating</th>
<th></th>
</tr>
</thead>
</table>
Primary Family Doctor Details:

<table>
<thead>
<tr>
<th>Doctor’s Name</th>
<th>Individual or Group Practice: (tick)</th>
<th>Individual</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. &amp; Street or Box No.:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suburb:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postcode:</td>
<td>Telephone Number</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Ambulance Subscription:</td>
<td>Yes</td>
<td>No</td>
<td>Medicare Number:</td>
</tr>
</tbody>
</table>

In the event of illness or injury to my child whilst at school, on an excursion, or travelling to or from school; I authorise the Principal or teacher-in-charge of my child, where the Principal or teacher-in-charge is unable to contact me, or it is otherwise impracticable to contact me to: (cross out any unacceptable statement)

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

Signature of Parent/Guardian: .......................................................... Date........................................

School Details

<table>
<thead>
<tr>
<th>Date of first enrolment in an Australian School or intended date:</th>
<th>_____ / _____ / _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of previous School or Preschool/Child Care:</td>
<td></td>
</tr>
<tr>
<td>Years of previous education:</td>
<td>What was the language of the student’s previous education?</td>
</tr>
<tr>
<td>Years of interruption to education:</td>
<td>Is the student repeating a year? (tick)</td>
</tr>
<tr>
<td>Will the student be attending this school full time? (tick)</td>
<td>Yes</td>
</tr>
<tr>
<td>If No, what will be the time fraction that the student will be attending this school? (i.e: 0.8 = 4 days/week)</td>
<td></td>
</tr>
<tr>
<td>Other school Name:</td>
<td>Time fraction: 0.</td>
</tr>
<tr>
<td>VSN (if known)</td>
<td></td>
</tr>
</tbody>
</table>

Bundoora Primary School Student/Family Information

and Community Statement
### Student Restrictions Details

#### Access Restrictions

<table>
<thead>
<tr>
<th>Is the student at risk?</th>
<th>☐ Yes</th>
<th>☐ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there an Access Alert for the student? (tick)</td>
<td>☐ Yes (If Yes, then complete the following questions)</td>
<td>☐ No (If No, move to the immunisation / medical condition details questions.)</td>
</tr>
<tr>
<td>Access Type: (tick)</td>
<td>☐ Court Order</td>
<td>☐ Family Law Order</td>
</tr>
<tr>
<td>A current copy of the relevant Court Orders must be provided at the school and updated as necessary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Describe any Access Restriction:**

<table>
<thead>
<tr>
<th>Is there an Activity Alert for the student? (tick) If Yes, then describe the Activity Restriction:</th>
<th>☐ Yes</th>
<th>☐ No</th>
</tr>
</thead>
</table>

Thank you for taking the time to complete this Student Enrolment form. We understand that the information you have provided is confidential and will be treated as such, but the details are required to enable staff to properly enrol your child at our school.

I certify that the information contained within this form is correct.

Signature of Parent/Guardian: ___________________________ Date: _____ / _____ / ______
PARENTAL OCCUPATION GROUP CODES

The codes outlined below are to be used when providing family occupation details for enrolled students. 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

**Business**

- 


**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 / Service 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, proof reader, sportsman/woman, coach, trainer, sports official)

**Associate Professionals**

- Generally have diploma / technical qualifications and support managers and professionals:

  - 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**

**Tradesmen/women and skilled office, sales and service staff**

- Tradesmen/women generally have completed a 4 year Trade Certificate, usually by apprenticeship. All tradesmen/women 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 service 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 / child care 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 classifier, 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

---
We have read and acknowledged the Bundoora Primary School Policies and agreements that are contained within this booklet:

<table>
<thead>
<tr>
<th>Policy</th>
<th>Name of parent</th>
<th>Signature</th>
<th>Name of Student</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Bundoora Primary School Community Statement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Learning Policy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uniform Policy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Digital Citizenship Agreement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photography/Work Samples for Publications</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consent to watch PG movies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head Lice Inspection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If your circumstances should change and you wish to change your option(s) then you must contact us as soon as possible.

**Bundoora Primary School newsletters by Email**

Each week the Newsletter is distributed via email, which includes important dates for upcoming events, articles from classroom activities, reports from our Specialist teachers, etc.

Email address for forwarding newsletter...........................................(Please print clearly)

Our Bundoora Primary School App is also available for free download to keep you updated. Search “Bundoora Primary School” on your iPhone App Store or Smart phone Play Store to download it FREE of charge.

I agree to the release of my contact details to Bundoora Primary School Council and its sub-committees in order that they may contact me regarding School Events.

☐ Yes  ☐ No

Signature of Guardian/Parent...................................................... Date:.................................

Bundoora Primary School has a very successful and collaborative partnership with Ray White Bundoora. As the major sponsors of Bundoora Primary School, Ray White Bundoora provides support to improve the facilities of our school. In providing your contact details, regular market updates and information, by way of electronic newsletter, will be forwarded for your perusal. These newsletters will allow you to be fully informed about the Bundoora area and surrounds.

☐ Yes  ☐ No

Signature of Guardian/Parent...................................................... Date:.................................

**Photography/Work Samples for publications:**

From time to time opportunities arise to promote the School through advertising in various media publications and displays. I agree to allow Bundoora Primary School to use any photos or samples of work of my child in publications relating to the School, eg. School newsletter, Promotional material, School Intranet and website.

☐ Yes  ☐ No

Signature of Guardian/Parent...................................................... Date:.................................
Bundoora Primary School Community Statement

Bundoora Primary School focuses on building enduring, quality relationships with its community. The Bundoora Primary School community comprises a diverse range of people that includes its students, parents and all staff, guardians, members of the local education, business and government sectors, local residents and the Banyule network group. **In providing the highest quality learning environment, the school relies on building partnerships with community members who all have the right to:**

- be treated with respect
- take an active interest in the education of children
- expect that confidentiality be maintained where appropriate
- expect that the school instils values that are acceptable to general society
- expect that the students are taught and valued as individuals
- expect that there are high expectations of student achievement

**School community members also have the responsibility to:**

- show and give support to agreed school core purpose, values, goals, policies and programs
- respect the professionalism and integrity of all staff
- support the student welfare and discipline policy and program of the school
- actively participate and/or support school activities and projects
- support the school in fundraising and marketing ventures
- support their school council in its efforts towards providing quality education programs
- show loyalty to the school and promote the school amongst the wider community
- provide support within the school
- provide the children in their care with the appropriate compulsory school uniform
- ensure their children are punctual for school and school activities
- maintain confidentiality where appropriate
- support the school environmental goals by assisting with the maintenance and development of buildings and grounds facilities.

Head Lice Inspection

Throughout the year, the school will be arranging head lice inspections of students. The management of head lice 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. Before any inspections are conducted staff 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. Trained staff from our school will conduct the inspection of students. The person conducting the inspections will physically search through each student’s hair to see if any lice or eggs are present. Muslim girls will only be inspected in the presence of women. In cases where head lice are found, the person inspecting the student will inform the student’s class teacher and the principal. The school will send a written notice home with the child and provide parents with comprehensive advice about the use of safe treatment practices which do not place children’s health at risk. Please note that the law requires that where a child has head lice, that child should not return to school until appropriate treatment has commenced.
Home Learning Policy

Regular homework is a valuable aspect of the learning process and contributes to the development of sound study habits, responsibility and self discipline in children. It is the responsibility of parents to monitor homework. It is the responsibility of students to complete it to the best of their ability and hand it in on the due date. It is the responsibility of teachers to set and check homework.
If further information is required, please refer to the DEECD Homework Guidelines.

VISION
At home, students engaging in meaningful activities and discussions that complement what they are learning at school.

RATIONALE
2.1 We value a regular reading habit at home and the practise of core English and Mathematics skills. We encourage and expect that students read every day, increasing the amount of time spent reading as they progress through primary school
2.2 We acknowledge that families have different needs and expectations in relation to home based learning.
2.3 Staff have a professional responsibility to communicate to parents if they believe that a specific Home Learning task will positively impact upon their child’s progress.

ACTION
3.1 Encourage and expect all students to read every day and to find reading materials that interest them either from school, home or community libraries.
3.2 Relate Home Learning tasks to the curriculum ensuring that each task set is purposeful and within the capability of each student to complete independently at home.
3.3 Ensure that parents/carers and students are aware of the DEECD Homework Guidelines:
   Prep to Year 4 Home Learning -
   • should not be seen as a chore
   • enables the extension of class work by practising skills or gathering of extra information or materials
   • will mainly consist of daily reading to, with, and by parents/carer or older siblings
   • will generally not exceed 30 minutes a day or be set on weekends or during vacations.
   Year 5 to Year 9 Home Learning -
   • should include daily independent reading
   • should be coordinated across subjects in secondary schools to avoid unreasonable workloads for students
   • may extend class work, projects and assignments, essays and research
   • will generally range from:
     1. 30 to 45 minutes a day at Year 5
     2. 45 to 90 minutes a day in Year 9.
3.4 Explain expectations and timelines to students when Home Learning tasks are set.
3.5 Punitive measures will not be implemented for non-completion of Home Learning tasks
3.6 Parents/carers of students in Prep– Year 2 should record their child’s reading in the Home Reading Log.
3.7 Students in Years 3 – 6 should be encouraged to use their Student Diary to record the home learning tasks set, and as a reading log.

REVIEW
The Home Learning Policy will be reviewed regularly, as part of the school’s policy review process.
Photography/Work Samples for publications

As you would be aware the Privacy Laws require that we seek your permission to display student work or photographs to the public. We would generally use photographs or student work to promote the school to the wider school community through:

- Newsletters/Brochures
- Newspaper articles
- Website/Open Days
- School App
- Advertising Boards
- Videos

Please note that surnames are not used and children are identified only by their given names and that they are a student at Bundoora Primary School.

Please sign and date the consent from below relating to your child’s photo and/or work to be used in the above manner. This consent form will be kept for the duration of your child’s enrolment at Bundoora Primary School.

Uniform Policy

1.0 VISION

- Through all students wearing clean and presentable school uniform, our school identity will be enhanced
- Maximised identification and safety on excursions and school events
- Unifying students from various social backgrounds into a cohesive school unit

2.0 ACTION

2.1 The wearing of school uniform is compulsory for all students except where exemption is given by the Principal, their nominee or School Council.
2.2 The school uniform shall consist of a combination of items from the endorsed School Council designated uniform list.
2.3 Students participating in interschool sport and excursions, or representing the school at outside activities, will wear the appropriate school uniform.
2.4 A coordinator will be appointed. The coordinator will be given a $200 gift voucher each semester.
2.5 The coordinator is responsible for the ordering, purchasing and selling of uniform items and is financially accountable to School Council. All financial transactions, including GST, will be carried out through the CASES system. Stock audits will be carried out each school year and a statement presented to School Council.
2.6 The majority of school uniform items will be available for purchase from the volunteer operated 'Uniform Shop' which will be open at least once a week.
2.7 The 'Uniform Shop' will hold the most common uniform items in stock and orders placed as required.
2.8 There will be a small mark up of between 10% and 20% on the prices of all school uniform items sold in the 'Uniform Shop'.
2.9 The uniform will be durable, safe, comfortable, not hinder or restrict children's participation in physical education or sport.
2.10 A special commemorative garment will be offered to all year 6 students.
2.11 Parents are encouraged to discuss financial difficulties with the Principal regarding provision of uniform items required.
2.12 The Uniform Shop will also sell hats, in line with the school's SunSmart policy. School hats are compulsory during Terms 1 and 4.
2.13 The monitoring of the School Uniform policy is an operational matter with the day to day decisions to be at the discretion of the Principal.
2.14 Staff will positively encourage students to wear school uniform.
2.15 Parents are responsible for ensuring that children are in school uniform.
2.16 The DEECD Regulation allows for a student to be disciplined for not wearing a school uniform and ultimately detention is the disciplinary measure allowed. The DEECD further instructs that the enforcement of the school’s uniform policy cannot extend to suspension or exclusion of students from educational activities.
2.17 Religious and Cultural sensitivity will be applied and respected in regard to uniform.
2.18 Ear rings that dangle below the ear lobe are discouraged on Occupation Health Safety (OHS) grounds.
2.19 School Council discourages students having facial piercings on OHS grounds.
2.20 School Council encourages all students with long hair to tie it back for hygiene and safety.
2.21 School will organise a 2nd hand uniform sale each term.
2.22 School Council encourages all students to wear black school shoes or runners. Open-toed shoes are not permitted.
2.23 From 2014 BPS school bags will be compulsory for Preps and will be phased in starting across the school from this time.
2.24 The previous school jumper and bomber jacket will be phased out in 2014, and all students are required to wear the new rugby jumper by 2015.

3.0 REVIEW

School Council will review the program through a study of
- the annual audit and monthly financial transactions
- information presented by staff regarding the implementation of the policy.

This Policy will be reviewed as part of the School’s Policy Review process.

Student Digital Citizenship Agreement

When using the internet, I agree to:
- Notify the teacher immediately if I have a technical problem or if I come across any information that makes me feel uncomfortable.
- Protect my privacy rights and those of other students by not giving out personal details including full names, telephone numbers, addresses and images.
- Use the internet in line with the Bundoora Primary School Cyber Bullying Policy and use appropriate language when talking to and working with others online.
- Use the internet at school for educational purposes and use the equipment properly.
- Think about how I use the content posted on the internet and not simply copy and paste information from websites.
- Not interfere with network security or the data of another student.
- Not bring or download unauthorised programs, including games, to school or run them on the school computers.
- Talk to my teacher or another adult if:
  - I need help online
  - I feel the welfare of other students at our school is being threatened by online activities.
  - I come across sites which are not suitable for our school.
  - Someone writes something that I don’t like, or makes me feel uncomfortable, or asks me to provide information I know is private.
- Be a good online citizen and will abide by the above guidelines.

PG Movie Parent Consent

From time to time our students are required to view electronic material through the DEECD site, DVDs and other electronic resources. The Australian Curriculum, at all levels, specifies many examples of DVDs and electronic materials to support teaching and learning in the classroom. The current DEECD rule is that parents must provide permission for a student to view a PG movie/content. We are requesting that all parents give us written permission to allow students to view selected and supervised PG material to support the classroom programs and learning. Many DVDs these days are rated PG, e.g. The Lion King. A further example of part of the history curriculum for Level 3 and 4, that calls for the screening of the movie “Oliver”, which is also rated PG, yet is recommended as part of the curriculum by DEECD.