

ALTONA MEADOWS PRIMARY SCHOOL

STUDENT ENROLMENT INFORMATION – 20__

Computer Generated Student ID:

STUDENT DETAILS

PERSONAL DETAILS OF STUDENT

Surname:		Title: (Miss Ms, Mrs, Mx, Mr)	
First Given Name:			
Second Given Name:			
Preferred Name (if applicable):			
❖ Gender	<input type="checkbox"/> Male	<input type="checkbox"/> Female	<input type="checkbox"/> _____ (fill in blank)
Student Mobile Number:		Birth Date: (dd-mm-yyyy)	___ / ___ / ___

PRIMARY FAMILY HOME ADDRESS:

No. & Street: or PO Box details	
Suburb:	
State:	Postcode:
Telephone Number:	Silent Number: (tick) <input type="checkbox"/> Yes <input type="checkbox"/> No
Mobile Number:	Fax Number:

OFFICE USE ONLY

Child's Name and Birth Date proof sighted (tick)		<input type="checkbox"/> Yes	<input type="checkbox"/> No	Enrolment Date:		
Year Level		Home Group		Timetabling Group		House
Student Email Address:						
Immunisation Certificate received?: (tick)		<input type="checkbox"/> Complete		<input type="checkbox"/> Not sighted		
Is there a Medical Alert for the student? (tick)		<input type="checkbox"/> Yes		<input type="checkbox"/> No		
Does the student have a Disability ID Number? (tick)		<input type="checkbox"/> No		<input type="checkbox"/> Yes		Disability ID No.:
Has a Transition Statement been provided (either by the Early Childhood Educator or parents)? (tick) For prep students only		<input type="checkbox"/> Yes		<input type="checkbox"/> No		<input type="checkbox"/> Pending

FAMILY DETAILS

List any other family members attending this school:

❖ This question is asked as a requirement of the Commonwealth Government. All schools across Australia are required to collect the same information.

PRIMARY FAMILY DETAILS

NOTE: The 'PRIMARY' Family is: "the family or parent the student mostly lives with". Additional and Alternative family forms are available from the school if this is required. These additional forms are designed to cater for varying family circumstances.

ADULT A DETAILS (PRIMARY CARER):

Gender : <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> _____ fill in blank
Title: (Ms, Mrs, Mr, Mx, Dr etc)
Legal Surname:
Legal First Name:
What is Adult A's occupation?
Who is Adult A's employer?
In which country was Adult A born? <input type="checkbox"/> Australia <input type="checkbox"/> 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) <input type="checkbox"/> No, English only <input type="checkbox"/> Yes (please specify):
Please indicate any additional languages spoken by Adult A:
Is an interpreter required? (tick) <input type="checkbox"/> Yes <input type="checkbox"/> No
❖ What is the highest year of primary or secondary school Adult A has completed? (tick one) (For persons who have never attended school, mark 'Year 9 or equivalent or below'.) <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
❖ What is the level of the <i>highest</i> qualification the Adult A has completed? (tick one) <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 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 <u>paid</u> work for the last 12 months, enter 'N'.

ADULT B DETAILS:

Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> _____ fill in blank
Title: (Ms, Mrs, Mr, Mx, Dr etc)
Legal Surname:
Legal First Name:
What is Adult B's occupation?
Who is Adult B's employer?
In which country was Adult B born? <input type="checkbox"/> Australia <input type="checkbox"/> 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) <input type="checkbox"/> No, English only <input type="checkbox"/> Yes (please specify):
Please indicate any additional languages spoken by Adult B:
Is an interpreter required? (tick) <input type="checkbox"/> Yes <input type="checkbox"/> No
❖ What is the highest year of primary or secondary school Adult B has completed? (tick one) (For persons who have never attended school, mark 'Year 9 or equivalent or below'.) <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
❖ What is the level of the <i>highest</i> qualification the Adult B has completed? (tick one) <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 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 <u>paid</u> work for the last 12 months, enter 'N'.

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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)	<input type="checkbox"/> Adult A <input type="checkbox"/> Adult B <input type="checkbox"/> Both <input type="checkbox"/> Neither

PRIMARY FAMILY CONTACT DETAILS

ADULT A CONTACT DETAILS:

Business Hours:

Can we contact Adult A at work? (tick)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is Adult A usually home during business hours? (tick)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Work Telephone No:		
Other Work Contact information:		

ADULT B CONTACT DETAILS:

Business Hours:

Can we contact Adult B at work? (tick)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is Adult B usually home during business hours? (tick)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Work Telephone No:		
Other Work Contact information:		

After Hours:

Is Adult A usually home AFTER business hours? (tick)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Home Telephone No:		
Other After Hours Contact Information:		
Mobile No:		
SMS Notifications:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Adult A's preferred method of contact: (tick one) (If Phone is selected, Email shall be used for communication that cannot be sent via phone.)		
<input type="checkbox"/> Mail <input type="checkbox"/> Email <input type="checkbox"/> Phone <input type="checkbox"/> Facsimile		
Email address:		
Email Notifications:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Fax Number:		

After Hours:

Is Adult B usually home AFTER business hours? (tick)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Home Telephone No:		
Other After Hours Contact Information:		
Mobile No:		
SMS Notifications:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Adult B's preferred method of contact: (tick one) (If Phone is selected, Email shall be used for communication that cannot be sent via phone.)		
<input type="checkbox"/> Mail <input type="checkbox"/> Email <input type="checkbox"/> Phone <input type="checkbox"/> Facsimile		
Email address:		
Email Notifications:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Fax Number:		

PRIMARY FAMILY MAILING ADDRESS:

Write "As Above" if the same as Family Home Address

No. & Street or PO Box	
Suburb:	
State:	Postcode:

PRIMARY FAMILY DOCTOR DETAILS:

Doctor's Name		Individual or Group Practice: <input type="checkbox"/> Individual <input type="checkbox"/> Group (tick)	
No. & Street or PO Box No.:			
Suburb:			
State:		Postcode:	
Telephone Number		Fax Number	
Current Ambulance Subscription: (tick) <input type="checkbox"/> Yes <input type="checkbox"/> No		Medicare Number:	

PRIMARY FAMILY EMERGENCY CONTACTS:

	Name	Relationship (Neighbour, Relative, Friend or Other)	Telephone Contact	Language Spoken (If English Write "E")
1				
2				
3				
4				

PRIMARY FAMILY BILLING ADDRESS:

Write "As Above" if the same as Family Home Address

No. & Street or PO Box			
Suburb:			
State:		Postcode:	
Billing Email	<input type="checkbox"/> Adult A <input type="checkbox"/> Adult B	<input type="checkbox"/> Other (Please Specify)	

OTHER PRIMARY FAMILY DETAILS

Relationship of Adult A to Student: (tick one)	<input type="checkbox"/> Parent	<input type="checkbox"/> Step-Parent	<input type="checkbox"/> Adoptive Parent
	<input type="checkbox"/> Foster Parent	<input type="checkbox"/> Host Family	<input type="checkbox"/> Relative
	<input type="checkbox"/> Friend	<input type="checkbox"/> Self	<input type="checkbox"/> Other
Relationship of Adult B to Student: (tick one)	<input type="checkbox"/> Parent	<input type="checkbox"/> Step-Parent	<input type="checkbox"/> Adoptive Parent
	<input type="checkbox"/> Foster Parent	<input type="checkbox"/> Host Family	<input type="checkbox"/> Relative
	<input type="checkbox"/> Friend	<input type="checkbox"/> Self	<input type="checkbox"/> Other

The student lives with the Primary Family: (tick one)				
<input type="checkbox"/> Always	<input type="checkbox"/> Mostly	<input type="checkbox"/> Balanced	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Never

Send Correspondence addressed to: (tick one)	<input type="checkbox"/> Adult A	<input type="checkbox"/> Adult B	<input type="checkbox"/> Both Adults	<input type="checkbox"/> Neither
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DEMOGRAPHIC DETAILS OF STUDENT

❖ In which country was the student born?	
<input type="checkbox"/> Australia	<input type="checkbox"/> 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) <input type="checkbox"/> Permanent <input type="checkbox"/> Temporary	
Basis of Australian Residency:	
<input type="checkbox"/> Eligible for Australian Passport	<input type="checkbox"/> Holds Australian Passport
<input type="checkbox"/> 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)	
<input type="checkbox"/> No, English only	<input type="checkbox"/> Yes (please specify): _____
Does the student speak English? (tick)	<input type="checkbox"/> Yes <input type="checkbox"/> No
❖ Is the student of Aboriginal or Torres Strait Islander origin? (tick one)	
<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)? (tick one)	
<input type="checkbox"/> No	<input type="checkbox"/> Yes
What is the student's living arrangements? (tick one):	
<input type="checkbox"/> At home with TWO Parents/ Guardians	<input type="checkbox"/> State Arranged Out of Home Care # (See Note)
<input type="checkbox"/> At home with ONE Parent/ Guardian	<input type="checkbox"/> Homeless Youth
<input type="checkbox"/> Independent	

State Arranged Out of Home Care - Students who have been subject to protective intervention by the Department of Health and Human Services and live in alternative care arrangements away from their parents. These DHHS-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.

Note: Special Schools – please go to section “Travel Details for Special Schools” to enter transport details.

Beginning of journey to school:	Map Type	Melway / VicRoads / Country Fire Authority / Other		
Map Number	X Reference	Y Reference		
Usual mode of transport to school: (tick)				
<input type="checkbox"/> Walking	<input type="checkbox"/> School Bus	<input type="checkbox"/> Train	<input type="checkbox"/> Driven	<input type="checkbox"/> Taxi
<input type="checkbox"/> Bicycle	<input type="checkbox"/> Public Bus	<input type="checkbox"/> Tram	<input type="checkbox"/> Self Driven	<input type="checkbox"/> Other
If student drives themselves to school:	Car Reg. No.		Distance to School in kilometres:	

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

SCHOOL DETAILS

Date of first enrolment in an Australian School: ____ / ____ / ____			
Name of previous School:			
Years of previous education:		What was the language of the student's previous education?	
<p>Does the student have a Victorian Student Number (VSN)?</p> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Yes. Please specify: <div style="display: flex; gap: 5px;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div> </div> <div> <input type="checkbox"/> Yes, but the VSN is unknown </div> <div> <input type="checkbox"/> No. The student has never been issued a VSN. </div> </div>			
Years of interruption to education:		Is the student repeating a year? (tick)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Will the student be attending this school full time? (tick)		<input type="checkbox"/> Yes <input type="checkbox"/> No	
If No, what will be the time fraction that the student will be attending this school? (i.e: 0.8 = 4 days/week)			
Other school Name:	Time fraction:	0.	Enrolled: <input type="checkbox"/> Yes <input type="checkbox"/> No
Other school Name:	Time fraction:	0.	Enrolled: <input type="checkbox"/> Yes <input type="checkbox"/> No

CONDITIONAL ENROLMENT DETAILS

In some circumstances a child may be enrolled conditionally, particularly if the required enrolment documentation to determine the shared parental responsibility arrangements for a child is not provided. Please refer to the School Policy & Advisory Library for more information <https://www2.education.vic.gov.au/pal/enrolment/policy>

Enrolment conditions <ul style="list-style-type: none">

OFFICE USE ONLY

Has the documentation been provided and retained on school records?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Have the conditions been met to complete the enrolment?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

STUDENT ACCESS OR ACTIVITY RESTRICTIONS DETAILS

Is the student at risk?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is there an Access Alert for the student? (tick)	<input type="checkbox"/> Yes (If Yes, then complete the following questions and present a current copy of the document to the school.)	<input type="checkbox"/> No (If No, move to the immunisation / medical condition details questions.)
Access Type: (tick)	<input type="checkbox"/> Parenting Order <input type="checkbox"/> Informal Carer Stat Dec	<input type="checkbox"/> Parenting Plan <input type="checkbox"/> DHHS Authorisation <input type="checkbox"/> Intervention Order <input type="checkbox"/> Witness Protection Program Order <input type="checkbox"/> Protection Order <input type="checkbox"/> Other
Describe any Access Restriction:		
Is there an Activity Alert for the student? (tick)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If Yes, then describe the Activity Restriction:		

OFFICE USE ONLY

Current custody document placed on student file?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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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: ____ / ____ / ____

STUDENT MEDICAL DETAILS

MEDICAL CONDITION DETAILS:

Does the student suffer from any of the following impairments? (tick)	Hearing:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Vision	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Speech:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Mobility:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the student suffer from Asthma? (tick) If No, please go to the Other Medical Conditions section					<input type="checkbox"/> Yes	<input type="checkbox"/> No

ASTHMA MEDICAL CONDITION DETAILS:

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

Please indicate if the student suffers from any of the following symptoms: (tick) <input type="checkbox"/> Cough <input type="checkbox"/> Difficulty Breathing <input type="checkbox"/> Wheeze <input type="checkbox"/> Exhibits symptoms after exertion <input type="checkbox"/> Tight Chest		If my child displays any of these symptoms please: (tick) Inform Doctor <input type="checkbox"/> Yes <input type="checkbox"/> No Inform Emergency Contact <input type="checkbox"/> Yes <input type="checkbox"/> No Administer Medication <input type="checkbox"/> Yes <input type="checkbox"/> No Other Medical Action <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify:	
Has an Asthma Management Plan been provided to School? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Does the student take medication? (tick) <input type="checkbox"/> Yes <input type="checkbox"/> No		Name of medication taken:	
Is the medication taken regularly by the student (preventive) or only in response to symptoms? (tick) <input type="checkbox"/> Preventative <input type="checkbox"/> Response			
Indicate the usual dosage of medication taken:		Indicate how frequently the medication is taken:	
Medication is usually administered by: (tick) <input type="checkbox"/> Student <input type="checkbox"/> Nurse <input type="checkbox"/> Teacher <input type="checkbox"/> Other			
Medication is stored: (tick) <input type="checkbox"/> with Student <input type="checkbox"/> with Nurse <input type="checkbox"/> Fridge in Staff Room <input type="checkbox"/> Elsewhere			
Dosage time		Reminder required? (tick) <input type="checkbox"/> Yes <input type="checkbox"/> No Poison Rating	

OTHER MEDICAL CONDITIONS

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

Does the student have any other medical condition? (tick) <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify:	
Symptoms:	
If my child displays any of the symptoms above please: (tick)	
Inform Doctor <input type="checkbox"/> Yes <input type="checkbox"/> No Administer Medication <input type="checkbox"/> Yes <input type="checkbox"/> No	Inform Emergency Contact <input type="checkbox"/> Yes <input type="checkbox"/> No Other Medical Action <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify:
Does the student take medication? (tick) <input type="checkbox"/> Yes <input type="checkbox"/> No	
Name of medication taken:	
Is the medication taken regularly by the student (preventive) or only in response to symptoms? (tick) <input type="checkbox"/> Preventative <input type="checkbox"/> Response	
Indicate the usual dosage of medication taken:	
Indicate how frequently the medication is taken:	
Medication is usually administered by: (tick) <input type="checkbox"/> Student <input type="checkbox"/> Nurse <input type="checkbox"/> Teacher <input type="checkbox"/> Other	
Medication is stored: (tick) <input type="checkbox"/> with Student <input type="checkbox"/> with Nurse <input type="checkbox"/> Fridge in Staff Room <input type="checkbox"/> Elsewhere	
Dosage time Reminder required? (tick) <input type="checkbox"/> Yes <input type="checkbox"/> No Poison Rating	

STUDENT DOCTOR DETAILS

The following details should **only** be provided if **this** student has a Doctor and/or Medicare number different to the Primary Family.

Doctor's Name:	
Individual or Group Practice: (tick) <input type="checkbox"/> Individual <input type="checkbox"/> Group	
No. & Street or PO Box No.:	
Suburb:	
State:	Postcode:
Telephone Number	Fax Number
Student Medicare Number:	

STUDENT EMERGENCY CONTACTS

This section should **ONLY** be filled out if **THIS** student has emergency contacts other than the Prime Family Emergency Contacts.

	Name	Relationship (Neighbour, Relative, Friend or Other)	Language Spoken (If English Write "E")	Telephone Contact
1				
2				

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: ____ / ____ / ____



Altona Meadows Primary School uses digital technologies as teaching and learning tools. We see the internet and digital technologies as valuable resources by acknowledge that they must be used responsibly. Each student must use these technologies responsibly at school. Although we rigorously monitor student usage, parents should be aware that full protection from inappropriate content can not always be assured. The internet provides students with many opportunities to obtain information, engage in discussion and communicate with individuals, organisations and groups worldwide so as to increase skills, knowledge and abilities.

When I use the digital technology, I agree to:

- Be safe, responsible and ethical user whenever and wherever I use it
- Support other by being respectful in how I communicate with them and never write or participate in online bullying (this includes forwarding messages and supporting others in harmful, inappropriate or hurtful behaviour)
- Talk to a teacher if I feel uncomfortable or unsafe online or see other participating in unsafe, inappropriate or hurtful online behaviour
- Seek to understand the terms and conditions of websites and online communities and be aware that content I upload or post is my digital footprint
- Protect my privacy rights and those of other students by not giving out personal details including full names, telephone numbers, addresses, passwords and images
- Use the internet for educational purposes and use the equipment properly
- Use social networking sites and the internet for educational purposed only as directed by teachers
- Not copyright or plagiarise when using content on websites (ask permission to use images, text, audio and video and cite reference when necessary)
- Not interfere with network security, the data of another user or attempt to log into the network with a user name or password of another student
- Not reveal my password to anyone except system administrator or the teacher
- Not bring or download unauthorised programs, including games on school devices
- Only take photos and record sound or video when it is part of an approved lesson
- Seek permission from individuals involved before taking photos, recording sound or videoing them (including teachers)
- Seek parent (written) permission before publishing or sending photos, recorded sound or video to anyone else or to any online space
- Be respectful in the photos I take or video I capture and never use these as a tool for bullying.

This Acceptable Use Agreement also applies 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 if I do not act responsibly.

Note: Without the return of the Acceptable Use Agreement, your child will be restricted from using technology at school to enhance their learning.



ALTONA MEADOWS PRIMARY SCHOOL

LOCAL EXCURSION PERMISSION NOTICE

Dear Parent/Guardian,

At times, your child/ren may leave the school grounds under careful supervision by staff.

These are *no cost* local excursions that can be reached by walking short distances from school eg sport competitions, visits to the shopping centre or around the neighbourhood etc.

Could you please complete the permission note and return to the **school office**.

**Please Note: This local excursion permission note will cover your child for the duration of their primary school years at AMPS.
If your circumstances change please notify the school.**

Child's Name: _____ Grade: _____

I give permission for my child to attend any local excursions.

I authorise the teacher in charge to consent where it is impracticable to communicate with me to the child receiving such medical or surgical treatment as may be deemed necessary.

Parent/Guardian

Signature: _____ Date: _____



ALTONA MEADOWS PRIMARY SCHOOL

Consent to Conduct Head Lice Inspections

Permission to cover the student for duration of time at Altona Meadows 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 inspection 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 it will be emphasised to the 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 be also pointed out that head lice can be itchy and annoying and if you know that 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 head lice or eggs are present.

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

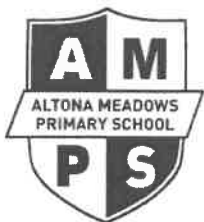
Please note that the health regulations require that where a child has head lice, that child should not return to school until appropriate treatment has commenced. The school may request the completion of an 'Action Taken' form, which requires parents/guardians/carers to nominate if and when the treatment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

I hear by give consent for my child to be included in the schools head lice inspection program for the duration of their schooling at Altona Meadows Primary School

Name of child: _____

Name of Parent: _____

Signature of Parent _____ Date: _____



ALTONA MEADOWS PRIMARY SCHOOL
Facebook & Instagram
Web Page & Multimedia
Photo/Newspaper/T.V. Permission Form

Dear Parents/Guardians,

AMPS have an Internet Web Page on the worldwide Internet. Our address is www.amps.vic.edu.au

The web page includes information about the school, children's writing, and art etc and some photographs or video images of children. The content will change from time to time.

Please complete this form and return it to the school office. If circumstances change you may cancel this authority simply by contacting the school.

Student Photo's and Privacy Act – during your child's education at AMPS they may occasionally have their photo or name (first name only) published on the school's website and/or newspapers. If you have any objections about your child's photo or name appearing on the website and/or newspapers, please contact Mrs. Hampton. We will never disclose full names, addresses or phone numbers.

This authority will remain current for the years of your child's education at AMPS unless you instruct us otherwise.

Child's Name: _____ Grade: _____

I give permission for my child to: -

Please ☒
YES NO

Use the Internet for research purposes and I am aware of the school policy on Internet use.

<input type="checkbox"/>	<input type="checkbox"/>
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Publish written work and artwork on the Internet using his/her first name only.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Appear unnamed in photographs and video footage on the Internet.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Send and receive e-mail from other people and organisations as approved by his/her classroom teacher.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Parent/Guardian's Name: _____

Parent/Guardian's Signature: _____ Date: _____



Altona Meadows Primary School

MEDICATION AUTHORITY FORM

For students requiring medication to be administered at school

This form should, ideally, be signed by the student's medical/health practitioner for all medication to be administered at school but schools may proceed on the signed authority of parents in the absence of a signature from a medical practitioner.

- **For students with asthma,** Asthma Australia's School Asthma Care Plan
- **For students with anaphylaxis,** an ASCLIA Action Plan for Anaphylaxis

Please only complete the sections below that are relevant to the student's health support needs. If additional advice is required, please attach it to this form.

Please note: wherever possible, medication should be scheduled outside school hours, eg medication required three times daily is generally not required during a school day – it can be taken before and after school and before bed.

Student Details

Name of school: _____

Name of student: _____ Date of Birth: _____

MedicAlert Number (if relevant): _____

Review date for this form: _____

Medication to be administered at school:

Name of Medication	Dosage (amount)	Time/s to be taken	How is it to be taken? (eg oral/topical/injection)	Dates to be administered
				Start: / / End: / / OR <input type="checkbox"/> Ongoing medication
				Start: / / End: / / OR <input type="checkbox"/> Ongoing medication

Please indicate if there are any specific storage instructions for any medication:

Medication delivered to the school

Please ensure that medication delivered to the school:

- ☐ Is in its original package
- ☐ The pharmacy label matches the information included in this form

Supervision required

Students in the early years will generally need supervision of their medication and other aspects of health care management. In line with their age and stage of development and capabilities, older students can take responsibility for their own health care. Self-management should be agreed to by the student and their parents/carers, the school and the student's medical/health practitioner.

Please describe what supervision or assistance is required by the student when taking medication at school (e.g. remind, observe, assist or administer):

Monitoring effects of medication

Please note: School staff **do not** monitor the effects of medication and will seek emergency medical assistance if concerned about a student's behaviour following medication.

Privacy Statement

We collect personal and health information to plan for and support the health care needs of our students. Information collected will be used and disclosed in accordance with the Department of Education and Training's privacy policy which applies to all government schools (available at: <http://www.education.vic.gov.au/Pages/schoolsprivacypolicy.aspx>) and the law.

Authorisation to administer medication in accordance with this form:

Name of parent/carer: _____

Signature: _____ Date: _____

Name of medical/health practitioner: _____

Professional role: _____

Signature: _____ Date: _____

Contact details: _____

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

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, proof reader, 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 Tradesmen/women, clerks 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 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 / 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

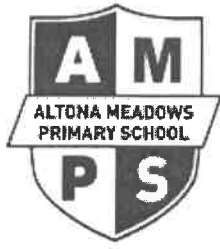
Hospitality staff (hotel service supervisor, receptionist, waiter, bar attendant, kitchen hand, porter, housekeeper)

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 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)



Altona Meadows Primary School LEGAL ENROLMENT REQUIREMENTS

BIRTH CERTIFICATE &/OR PASSPORTS

Please note that it is a **LEGAL REQUIREMENT** to provide a Birth Certificate or Passport for enrolment to a primary school in Victoria.

- Birth Certificate (extract or original – no photocopies accepted)
- For children born overseas (except New Zealand) must also present their **Passport & Visa**.

SCHOOL ENTRY IMMUNISATION CERTIFICATE

Please note that it is a **LEGAL REQUIREMENT** to provide a school entry Immunisation Certificate for enrolment to a primary school in Victoria.

A school entry immunisation certificate is a specific document which shows your child's record of immunisation. The certificate is an important record that will assist health authorities in protecting children in the event of a vaccine preventable disease occurrence in school.

There are now 4 ways parents can obtain a school entry Immunisation Certificate:

1. Parents will automatically receive a history statement from the **Australian Childhood Immunisation Register (ACIR)** after your child has completed their 4 year old vaccine schedule and has completed all childhood immunisations required. If you haven't received it contact:
The Australian Childhood Immunisation Register (ACIR) 1800 653 809

OR

2. As of 1st January 2010, schools are able to accept an Immunisation Certificate issued by a doctor.

OR

3. Visit your local Medicare office requesting a printout of your child's immunisation history or go online to their website www.medicareaustralia.gov.au

OR

4. The Public Health Department issues Immunisation Certificates for children entering school
ONLY IF THE CHILD WAS IMMUNISED OVERSEAS, HAS MEDICAL CONTRAINDICATIONS, OR ARE CONSCIENTIOUS OBJECTORS.

To obtain a certificate you **MUST** take your child's immunisation records to:

**Public Health Department
115 Civic Parade
Altona.
Phone 9932 1511**



ALTONA MEADOWS PRIMARY SCHOOL

Information Sheet

Money Days

Every day.

Any money for excursions, fundraisers, etc may be sent to school in a clearly marked envelope, i.e. child's name, grade, room number and amount, on these days.

Forgotten Lunch

The school understands that for various reasons, children sometimes arrive without their lunch. Children are able to come to the office and have either a cheese or vegemite sandwich made for them.

Early Leavers

If you wish to pick up your child early from school, please collect them from the office. Admin staff will sign your child out on the data base.

We will not release children to anyone that is not on your list of emergency contacts unless we are notified beforehand.

Late Arrivals

Children who arrive late will need to attend the Office and pick up a Late Pass to take to their classrooms. Admin staff will mark them as "late arrival" on the electronic roll.

Volunteer Workers

Before entering the classrooms, volunteers need to sign the Visitors' Book at the Office on arrival and departure. All volunteers must fill out a Volunteers Form and provide a Working with Children Check and Proof of Vaccination.

Injury Letter

A letter will be sent home with your child informing you of the injury and what symptoms to look for.

Book Club

Usually sent home once a term. Money and order to be returned to school in a sealed named envelope.

Medication

Dispensed from office. Medical authority from a parent/guardian & explanation of dosage is required. Do not allow your child to have medication in their bag – except asthma puffers.

Mobile Phones

Are **not** to be brought to school.



ALTONA MEADOWS PRIMARY SCHOOL

PRIVACY NOTICE

Information About The Enrolment Form.

Please Read This Notice Before Completing The Enrolment Form.

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

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

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

Emergency Contacts

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

Student Background Information

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

Immunisation Status

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

Visa Status

This information is required to enable us to process your child's enrolment.

Compass

This is our main form of communication with families, you will receive log in details once your child is enrolled.

Updating Your Child's Records

Please let AMPS know if any information needs to be changed by sending updated information to the school office. Please contact AMPS on 9369 1288 or by email altona.meadows.ps@education.vic.gov.au to update any information. During your child's time with us we will also send you copies of enrolment information held by us. Please use this opportunity to let us know of any changes.

Access to Your Child's Records Held by the School

In most circumstances, you can access your child's records. Please contact the Principal on 369 1288 to arrange this. Sometimes access to certain information, such as information provided by someone else, may require a Freedom of Information request. We will advise you if this is required and tell you how you can do this.

If you have any concerns about the confidentiality of this information please contact the Principal. AMPS can also provide you with more detailed information about privacy policies that govern the collection and use of information requested on this form.



ALTONA MEADOWS PRIMARY SCHOOL

Curriculum Support & Enrichment Program

The Arts

- Annual School Concert
- Recorder groups – grades 3-6.
- Participation in music festivals.
- Visiting performers to school
- Participate in Bayside Festival

Physical Education & Health

- Perceptual Motor Program
- Swimming Program – all grades can participate.
- Inter-school sport – grade 6 eg. Netball, Newcombe, Football, Soccer, Cricket, Softball, Rounders.
- Grade 5 intra-school sports program.
- All grades have physical education lessons.
- Family Life Grade 5 & 6.
- Specialist Physical Education Teacher
- Daily walking club – whole school
- Breakfast Club Tuesday & Thursday
- Free Fruit Friday

Language

- English as a Second language on a needs basis.
- Reading support, as identified by class teachers.
- Reading Recovery and early intervention programs.

Parent Education

- Classroom helpers program.
- Parent year level programs – in service programs.
- Parent participation in classroom projects eg. Sport activities, reading, kitchen, garden.

Social Services

- Ongoing fundraising for specific causes eg. Royal Children's Hospital, MS Read a thon, State Schools Relief, RSL.

Personal Development

- Junior School Council
- Excursions, camps and tours.
- Community competitions.
- Community festivals.
- Peer Mediation
- Buddy Program
- Drug Education
- Swimming Program

General

- Secondary and Prep Transition
- Community speakers
- Homework Help Grade 5 – 6
- Stephanie Alexander Kitchen Garden Program Grades 3 – 6.



ALTONA MEADOWS PRIMARY SCHOOL

SCHOOL PROFILE

Learning for Life.

School Vision

Altona Meadows Primary School aims to promote integrity, lifelong learning and the attainment of excellence. The core purpose of the school is to provide a comprehensive curriculum for all students enabling them to reach their academic, social and physical potential.

Values

Altona Meadows Primary School prides itself in establishing and maintaining strong and positive partnerships between students, home and in the wider community. We are committed to supporting and extending all students to become lifelong learners and to continue to reach their full potential.

We inspire our students at AMPS to be successful through demonstrating our three core values; RESPECT, RESILIENCE and STRIVE FOR EXCELLENCE.

Context

Comprehensive, developmental courses are provided for English, Mathematics, Physical Education and Sport, Studies of Society and Environment, Science, Technology, and the Arts based on VELS (Victorian Education Learning Standards).

Emphasis is placed on the development of:

Literacy and Numeracy skills

Specialist and support programs designed to meet priorities within available resources

Curriculum and management support and staff professional development

Developing a variety of teaching and learning strategies to cater for the learning styles of all students

Many programs are presented using an integrated curriculum approach with particular attention to co-operative learning strategies and individualised teaching. Our school has also introduced a variety of extra curricula programs that include Buddies (Prep and 6) and guitar and recorder lessons, gardening etc. A Clubs program is being introduced across different grade levels within the school. Other ongoing programs to enhance learning include: Swimming (Prep-6), Camp (3-6) and Interschool Sport for Grades 5/6.

The parent community are encouraged to assist in all aspects of our school program. Parents are involved in assisting in the classrooms and library, attending excursions, assisting in different fund-raising ventures as well as our breakfast Club and SAKG program (Stephanie Alexander Kitchen Garden Program). Our school also values the work of many volunteers outside of the immediate school community.



How to Login

To login, you will require your unique family username and password. These details will be provided to you by the school however if you are yet to receive them, please contact the school office.

You will initially be provided with a temporary password that you will be prompted to update to one of your choosing when you login for the first time.

To login, Download the Compass app. Type in your username and password and click 'Sign in'.

Altona Meadows Primary School

Username

Password

Sign in

Remember me

[Forgot your password?](#)

If it is the first time you are logging in, you will be required to confirm your email address and mobile number. These details may be used by the school for SMS/email communications and also, password recovery.

Welcome to the Altona Meadows Primary School Parent Portal

Please confirm your mobile phone number and email address(es) below. These details will be used by the school to keep you up to date on school news, upcoming events, student absences, fees due for payment and a range of other information services (depending on the Compass features your school uses).

Mrs Sable BROOKS

Mobile

Email

Also when logging in for the first time, once you have confirmed your details, you will be required to change your temporary password to one of your choosing. When you have entered your new password, click 'Save'.

Next, you will need to change your password

Your new password must:

- Not contain your username
- Not be a password recently used by this account
- Be at least eight (8) characters in length
- Contain at least one (1) UPPERCASE letter
- Contain at least one (1) lowercase letter
- Contain at least one (1) number

New Password:

Confirm New Password:

Save



Purpose

Altona Meadows Primary School Curriculum Policy sets out the school's commitment and approach to providing an engaging and comprehensive curriculum to cater for all learners.

As our Strategic Plan sets out, we are committed to providing an engaging, friendly, safe and supportive environment that enhances learning, personal growth and wellbeing of all students, enabling them to become lifelong learners.

Aim

At Altona Meadows Primary School, we are committed to improving student learning growth and achievement in all key learning areas, particularly Literacy and Numeracy.

Implementation

Altona Meadows Primary School implements the Victorian Curriculum F-10, which provides the framework for what each student should learn during their first 11 years of schooling.

Learning Areas	Capabilities
The Arts English Health and Physical Education The Humanities Languages Mathematics Science Technologies	Critical and Creative Thinking Ethical Intercultural Personal and Social

The Victorian Curriculum is structured as a continuum across the Learning levels, which enables the development of targeted learning programs for all students. It is used by teachers to plan in relation to the actual learning level of each student rather than their assumed level of learning based on age.

English is undertaken on a daily basis with Reading and Writing sessions. Speaking and Listening is integrated not just in reading and writing but across all learning areas. Teachers use an Instructional model for the Reading and Writing sessions based on the Gradual Release of Responsibility (I do, We do, You do).

Mathematics is undertaken on a daily basis with a mathematical session focused on the development of skills and knowledge in Number and Algebra, Measurement and Geometry and Statistics and Probability. Within each of these sessions the proficiencies of Understanding, Fluency, Problem Solving and Reasoning, which are fundamental to learning Mathematics and working mathematically are applied. Lessons are developed using the Instruction model and contain hands on applications of mathematical skills and understandings using real-life problem solving contexts.

In addition to the comprehensive classroom program in Literacy and Numeracy, Inquiry concepts address the curriculum needs of The Humanities (History, Civics & Citizenship and Geography), Science, Health and Technologies (Design and Technologies). There are 6 - 8 Inquiry concepts undertaken across a two year cycle in each of the Units (1/2, 3/4 and 5/6) and 4 concepts undertaken each year in Foundation. The school utilises the Kath Murdoch Inquiry Cycle to support the development of our curious and creative learners through the areas of Tuning In, Finding Out, Sorting Out, Going Further, Making Conclusions and Taking Action.

- To staff: Formative and summative data will be used to inform planning and teaching. Trend data will also provide relevant information about the school's continuous improvement journey.

- To parents: Each semester parents will receive an online report that will include the teacher judgements against the Victorian Curriculum Standards in the learning areas and capabilities that have been part of the teaching and learning program for that semester. Teachers will also provide information about the student's engagement, wellbeing and attendance so parents are fully informed in relation to the learning and development of the whole child.

Informal opportunities for parents/carers to meet with teachers will occur before and after school on a daily basis. Parents also have the opportunity to email teachers through our Compass App and can organise a phone call if required.

References

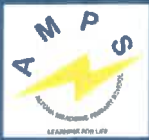
- Victorian Curriculum: <https://victoriancurriculum.vcaa.vic.edu.au/>
- Altona Meadows Primary School Assessment Schedule
- Altona Meadows Primary School ICT policy

Evaluation:

- This policy will be reviewed as part of the school's three-year review cycle.

This policy was last ratified by School Council in....

February 2022



Purpose

Altona Meadows Primary School is committed to providing a safe and respectful learning environment where bullying will not be tolerated.

The purpose of this policy is to:

- explain the definition of bullying so that there is shared understanding amongst all members of the AMPS community
- make clear that no form of bullying at AMPS will be tolerated
- ask that everyone in our school community be alert to signs and evidence of bullying behaviour, and accept responsibility to report bullying behaviour to school staff
- ensure that all reported incidents of bullying are appropriately investigated and addressed
- ensure that support is provided to students who may be affected by bullying behaviour (including targets, bystanders and students engaging in bullying behaviour)
- seek parental and peer group support in addressing and preventing bullying behaviour at AMPS.

When responding to bullying behaviour, Altona Meadows Primary School aims to:

- be proportionate, consistent and responsive
- find a constructive solution for everyone
- stop the bullying from happening again
- restore the relationships between the students involved.

AMPS acknowledges that school staff owe a duty of care to students to take reasonable steps to reduce the risk of reasonably foreseeable harm, which can include harm that may be caused by bullying behaviour.

Rationale

This policy addresses how Altona Meadows Primary School aims to prevent, address and respond to student bullying behaviour. AMPS recognises that there are many other types of inappropriate student behaviours that do not meet the definition of bullying which are also unacceptable at our school. These other inappropriate behaviours will be managed in accordance with our Student Code of Conduct Policy and Student Wellbeing and Engagement Policy. This policy applies to all school activities, including camps and excursions.

Definitions

Bullying

In 2018 the Education Council of the Council of Australian Governments endorsed the following definition of bullying for use by all Australian schools:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records)

- Teachers are encouraged to incorporate classroom management strategies that discourage bullying and promote positive behaviour.
- In the classroom, our social and emotional learning curriculum teaches students what constitutes bullying and how to respond to bullying behaviour assertively. This promotes resilience, assertiveness, conflict resolution and problem solving.
- Students are encouraged to look out for each other and to talk to teachers and older peers about any bullying they have experienced or witnessed.

For further information about our engagement and wellbeing initiatives, please see our Student Wellbeing and Engagement policy.

Incident Response

Reporting concerns to Altona Meadows Primary School

Bullying complaints will be taken seriously and responded to sensitively at our school.

Students who may be experiencing bullying behaviour, or students who have witnessed bullying behaviour, are encouraged to report their concerns to school staff as soon as possible.

Our ability to effectively reduce and eliminate bullying behaviour is greatly affected by students and/or parents and carers reporting concerning behaviour as soon as possible, so that the responses implemented by AMPS are timely and appropriate in the circumstances.

We encourage students to speak to their classroom teacher. However, students are welcome to discuss their concerns with any trusted member of staff.

Parents or carers who develop concerns that their child is involved in, or has witnessed bullying behaviour at AMPS should contact their child/s classroom teacher or Team Leaders.

Investigations

When notified of alleged bullying behaviour, school staff are required to:

1. record the details of the allegations on Compass
2. inform the student/s classroom teacher, Team Leader and Assistant Principal/Principal

The Team Leader is responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the Team Leader may:

- speak to the those involved in the allegations, including the target/s, the students allegedly engaging in bullying behaviour/s and any witnesses to the incidents
- speak to the parents of the students involved
- speak to the teachers of the students involved
- take detailed notes of all discussions for future reference
- obtain written statements from all or any of the above.

All communications with the Team Leader in the course of investigating an allegation of bullying will be managed sensitively. Investigations will be completed as quickly as possible to allow for the behaviours to be addressed in a timely manner.

The objective of completing a thorough investigation into the circumstances of alleged bullying behaviour is to determine the nature of the conduct and the students involved. A thorough understanding of the alleged bullying will inform staff about how to most effectively implement an appropriate response to that behaviour.

Serious bullying, including serious cyberbullying, is a criminal offence and may be referred to Victoria Police. For more information, see: [Brodie's Law](#).

Responses to bullying behaviours

- Duty of Care Policy
- Inclusion and Diversity Policy

The following websites and resources provide useful information on prevention and responding to bullying, as well as supporting students who have been the target of bullying behaviours:

- [Bully Stoppers](#)
- [Kids Helpline](#)
- [Lifeline](#)
- [Bullying. No way!](#)
- [Student Wellbeing Hub](#)
- [Office of the eSafety Commissioner](#)
- [Australian Student Wellbeing Framework](#)

Evaluation:

- This policy will be reviewed as part of the school's three-year review cycle.

This policy was last ratified by School Council in....

June 2021



Rationale/Purpose

To explain to parents/carers, students and staff the processes Altona Meadows Primary School will follow to safely manage the provision of medication to students while at school or school activities, including camps and excursions.

Scope:

This policy applies to the administration of medication to all students. It does not apply to:

- the provision of medication for anaphylaxis which is provided for in our school's Anaphylaxis Policy
- the provision of medication for asthma which is provided for in our school's Asthma Policy
- specialised procedures which may be required for complex medical care needs.

Policy:

If a student requires medication, Altona Meadows Primary School encourages parents to arrange for the medication to be taken outside of school hours. However, AMPS understands that students may need to take medication at school or school activities. To support students to do so safely, AMPS will follow the procedures set out in this policy.

Authority to administer

If a student needs to take medication while at school or at a school activity:

- Parents/carers will need to arrange for the student's treating medical/health practitioner to provide written advice to the school which details:
 - the name of the medication required
 - the dosage amount
 - the time the medication is to be taken
 - how the medication is to be taken
 - the dates the medication is required, or whether it is an ongoing medication
 - how the medication should be stored.
- In most cases, parents/carers should arrange for written advice to be provided in a Medication Authority Form which a student's treating medical/health practitioner should complete.
- If advice cannot be provided by a student's medical/health practitioner, the Principal (or their nominee) may agree that written authority can be provided by, or the Medication Authority Form can be completed by a parent/guardian.
- The Principal may need to consult with parents/carers to clarify written advice and consider student's individual preferences regarding medication administration (which may also be provided for in a student's Student Health Support Plan).

Parents/carers can contact AMPS front office for a Medication Authority Form.

Administering medication

Any medication brought to school by a student needs to be clearly labelled with:

- the student's name
- the dosage required
- the time the medication needs to be administered.

- allow a student to take their first dose of a new medication at school in case of an allergic reaction. This should be done under the supervision of the student's parents, carers or health practitioner
- allow use of medication by anyone other than the prescribed student except in a life threatening emergency, for example if a student is having an asthma attack and their own puffer is not readily available.

Medication error

If a student takes medication incorrectly, staff will endeavour to:

Step	Action
1.	If required, follow first aid procedures outlined in the student's Health Support Plan or other medical management plan.
2.	Ring the Poisons Information Line, 13 11 26 and give details of the incident and the student.
3.	Act immediately upon their advice, such as calling Triple Zero "000" if advised to do so.
4.	Contact the student's parents/carers or emergency contact person to notify them of the medication error and action taken.
5.	Review medication management procedures at the school in light of the incident.

In the case of an emergency, school staff may call Triple Zero "000" for an ambulance at any time.

Evaluation:

- This policy will be reviewed as part of the school's three-year review cycle.

This policy was last ratified by School Council in....

May 2021



Rationale

At Altona Meadows Primary School, Information and Communication Technologies (ICT) will be an integral part of the curriculum and will extend learning beyond the classroom by facilitating access to and collaboration with a network of local and global resources.

Aims

- To provide experiences for students to develop creative and analytical thinking
- To enhance learning opportunities and broaden the scope of learning through the use of digital devices
- To develop 21st Century skills and knowledge to produce useful products and find practical solutions to real life contexts
- To support greater engagement of students in all curriculum areas

Implementation

- Evidence of 21st Century learning will be found in all work programs
- A 21st Century Learning Plan will be developed that reflects and builds upon the objectives detailed in the Altona Meadows Primary School AIP, SSP as well as reflecting department initiatives
- The school will provide funds to ensure the purchase of high quality technology that will assist in increasing student learning outcomes and continue to meet the ratio requirements
- Staff will be continually up skilled through the use of internal Professional Learning
- Technical support and local technicians will provide specialist expertise when required
- An allocation for software will be assigned, in order to comply with Victorian Curriculum priorities
- Saved documents, photographs and videos to be stored on a secure online learning space, that can only be accessed by school staff and individual students

Please note: Teachers have the right to access student devices to check and delete any inappropriate or illegally downloaded material. They also have the right to check student search history on the internet for information.

Internet Policy

The educational value of appropriate information on the internet is substantial. The internet is composed of information provided by institutions and people all over the world and thus, also includes material that is not of educational value in the context of the school setting.

There is information that may be judged as inaccurate or unsuitable. Altona Meadows Primary School does not condone or permit the use of this material. It is a joint responsibility of school personnel and the parent or guardian of each student to educate the student about his or her responsibility when using the internet. One of our school goals is to support students in the responsible use of this vast reservoir of information. The school will maintain educational filtering systems and report website content that is deemed inappropriate. Teachers will work with students to identify appropriate key words and how to search for relevant information online.

Proper and Acceptable Use

The use of the internet including the world wide web on any device at Altona Meadows Primary School must be in support of education and academic research and consistent with the educational objectives.

Unacceptable Uses of the Internet

- Searching, viewing or retrieving materials that are not related to school work
- Downloading of unauthorized games, music or movies
- Copying, saving or redistributing copyright materials (users should assume that all material is copyrighted unless explicitly stated)
- Subscription to any services or ordering of any goods or services

- Hand in mobile phones to their Team Leader before school and collect them at the end of the day
- Do not participate in cyber bullying
- Do not use mobile phones, cameras or other digital devices to record audio and visual material that is not authorised as part of the school curriculum
- Do not breach the privacy of students, staff and members of the school community through unauthorised recording or filming
- Report incidents of cyber bullying to a member of staff
- Advise students being victimised by cyber bullying to talk to an adult
- Offer to speak to an adult on behalf of the students who is being victimised
- Do not share their passwords with anyone to protect their own and others privacy and personal information
- Are not uploading or passing on any content that may be harmful or hurtful to others
- Are not uploading content about or by others without consent

Usage Guidelines

- Students must adhere to Altona Meadows Primary School's Acceptable Use Contract at all times
- Games are not to be accessed through the network or played on devices at school
- Deliberate attempts to avoid the school's restrictions of access to sites deemed inappropriate are forbidden and will be dealt with under the Internet usage Policy
- The set up and configuration of the device is not to be changed
- If damage to the device is suspected, then the classroom teacher needs to be alerted and our technician will inspect the device and determine whether it is a simple technician issue or that it will require repair with the supplier
- At school, devices must be secured in storage lockers in the classroom, whenever they are not in the student's direct possession or being used such as recess and lunchtimes
- Network administrators may review files and communications to maintain system integrity and ensure that users are using the device responsibly. Users should not expect that any and all files and information on the device is private, including that contained on a memory stick or other storage device connected to the device
- The school reserves the right to access the device at any time
- Students may not add or remove any identifying labels on the device as this will void any warranty
- Without the signed return of the Acceptable Use Agreement, children will be restricted from using technology at school to enhance their learning
- Devices must not be removed from any protective covers

Any faults must be reported immediate to the classroom teacher

Social Media

Altona Meadows Primary School prohibits the use of Facebook, Instagram, Snapchat, messaging services or other similar social media services unless it has been expressly allowed by the Principal

Digital Device Policy

Altona Meadows Primary School uses devices as a teaching and learning tool. We see the internet as a valuable resource but acknowledge it must be used responsibly. Each parent and student involved in the Digital Technologies Program at Altona Meadows Primary School has been asked to agree to use the internet responsibly. Parents should be aware that the nature of the internet means that full protection from inappropriate content can never be guaranteed. The Digital Technologies Program provides students with unprecedented opportunities to obtain information, engage in discussion and liaise with individuals or organisations and groups worldwide so as to increase skills, knowledge and abilities. It is our vision that the Digital Technologies Program will be used in learning to deepen understanding of concepts, raise engagement levels and support personalised learning.



Altona Meadows Primary School

ICT Acceptable Usage Agreement Student Agreement

Please read the attached Acceptable Use Agreement with your child and discuss any questions they may have. Both you and your child need to sign to show you accept the agreement and return this to your child's classroom teacher.

This Acceptable Use Policy also applies to students during school excursions, camps and other 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 if I do not act responsibly.

Date

Student Name

Student Signature

Class

Date

Parent Name

Parent Signature

Please contact Altona Meadows Primary School on 9369 1288 to discuss any matter relating to this consent.

Please return this completed section to your child's classroom teacher.

- This policy will be reviewed as part of the school's three-year review cycle.

This policy was last ratified by School Council in....

July 2021



Purpose

The purpose of this policy is to encourage behaviours at Altona Meadows Primary School to minimise the risk of skin and eye damage and skin cancer in all school activities, including camps and excursions. It is applicable to all students and staff.

This policy provides guidelines to:

- Support staff and students to use a combination of sun protection measures when UV index levels are 3 or above (generally mid August to end of April)
- Ensure that there are outdoor environments that provide adequate shade for students and staff
- Ensure students are encouraged and supported to develop independent sun protection skills to help them to be responsible for their own protection
- Support our school's strategies to meet its duty of care and occupational health and safety obligations to minimize harmful UV exposures and associated harm for students and staff

Policy

Excessive exposure to the sun's ultraviolet (UV) radiation can cause health problems including sunburn, damage to skin and eyes, and an increased risk of skin cancer.

UV Radiation:

- Cannot be seen or felt
- Can be reflected off surfaces such as buildings, asphalt, concrete, water, sand and snow
- Can pass through light clouds
- Varies in intensity across the year (highest in Victoria from mid August to end of April)
- Peaks during school hours

Sun safety is a shared responsibility and staff, parents and students are encouraged to implement a combination of sun protection measures whenever UV levels reach 3 and above (typically from mid August to end of April). Information about the daily local sun protection times is available via our SunSmart widget on our website, the free SunSmart app, or at sunsmart.com.au or bom.gov.au.

Altona Meadows Primary School has the following measures in place to help reduce the risk of excessive UV sun exposure for staff and students.

Shade

Altona Meadows Primary School will provide sufficient options for shelter and trees to provide shade on school grounds, particularly in places such as;

- The canteen
- Outdoor lesson areas
- Popular play areas
- Assembly areas

When building works of grounds maintenance is conducted at Altona Meadows Primary School that may impact on the level of shade available to staff and students, a review of the shaded areas available will be conducted and further shading installed as appropriate.

Sun protective uniform/clothing



Purpose

To outline to our school community the Department's and Altona Meadows Primary School's policy requirements relating to homework.

Scope

This policy applies to students in all year levels and staff responsible for setting and monitoring homework at Altona Meadows Primary School.

Rationale

Altona Meadows Primary School has developed this Homework Policy in consultation with the School Council to support student learning and wellbeing by:

- Providing opportunities for students to review, revise and reinforce newly acquired skills
- Providing opportunities for students to apply new knowledge
- Providing opportunities for students to prepare for future lessons
- Encouraging students to enrich or extend knowledge individually, collectively and imaginatively
- Fostering good lifelong learning and study habits
- Supporting learning partnerships with parents/carers

Definitions

Homework is tasks assigned to students by teachers that are meant to be carried out during non-school hours.

Policy

At Altona Meadows Primary School all homework set by teachers will be:

- Purposeful
- Curriculum aligned
- Appropriate to student's skill level and age
- Monitored by the teacher
- Where appropriate, provide opportunities for parents/carers to partner in their child's learning

The types of homework that teachers at Altona Meadows Primary School may include are:

- Completing consolidation exercises for mathematics
- Completing science investigation exercises
- Making or designing an artwork
- Practicing spelling words
- Reading for pleasure

Shared expectations and responsibilities

Homework is a shared responsibility between the school, teachers, students and their parents/carers. In order to get the most out of homework tasks, it is important that everyone understands their obligations and responsibilities.

Responsibilities and expectation for leaders at Altona Meadows Primary School are to:

- Advise teachers, students and parents/carers of homework expectations at the beginning of the school year and provide them with access to the homework policy



Purpose

The purpose of the Student Dress Code is to outline Altona Meadows Primary School's requirements for student dress and appearance and to provide information about uniform purchase and support, dress code implementation and exemption processes.

This dress code has been developed by Altona Meadows Primary School's School Council in close consultation with our school community to ensure it respects the rights of individual students whilst reflecting the values and interests of our community.

The student dress code aims to:

- Foster a sense of community and belonging and encourages students to develop pride in their appearance
- Support Altona Meadows Primary School's commitment to ensuring that our students feel equal and are dressed safely and appropriately for school activities
- Reduce student competition on the basis of clothing
- Enhance the profile and identity of the school and its students within the wider community

The School Council has developed a dress code that we believe provides a range of choices for students and is cost effective for families.

Scope

Students are expected to comply with this Student Dress Code while travelling to and from school, during school hours and when attending school activities.

Uniform and Appearance

The full list of Altona Meadows Primary School's compulsory school uniform items are available at Appendix A to this policy.

While at school, travelling to or from school or participating in school activities, Altona Meadows Primary School students must comply with the following:

- Uniforms must be clean and in good repair
- Uniforms must be clearly marked with the owner's name
- Additional layers of clothing may be worn underneath the uniform for added warmth, provided these undergarments are completely hidden

Jewellery and cosmetics

Students are not permitted to wear decorative jewellery to school. Stud earrings and sleepers worn in the ears, and watches, are the only acceptable jewellery.

Cosmetics may not be worn at school. Only clear nail polish is permitted.

Hair and Sun Safety

Shoulder length or longer hair is to be tied back to help restrict the spread of nits and lice for student safety.

School uniform hats must be worn outside from as per our Sunsmart Policy. School uniform hats may also be worn outside these times, by parent or student choice. Hats are not to be worn inside.

Students are permitted to wear sunglasses during outdoor activities. Sunglasses should be close fitting, wrap around that meet the Australian Standards 1067 and cover as much of the eye area as possible.



Victorian School Term Dates – 2022 - 2025

* The first day of Term 1 is a student-free day in all government schools to allow for appropriate planning to take place for the arrival of students. Each year government schools are provided with four student-free days for professional development, school planning and administration, curriculum development, and student assessment and reporting purposes. The remaining three student-free days are determined by each individual school, so contact your school for details

2022

Term 1: 28 January (school teachers start) *29 January (Students Start) to 8 April
Term 2: 26 April to 24 June
Term 3: 11 July to 16 September
Term 4: 3 October to 20 December

2023

Term 1: 27 January (school teachers start) *28 January (Students Start) to 6 April
Term 2: 24 April to 23 June
Term 3: 10 July to 15 September
Term 4: 2 October to 20 December

2024

Term 1: 29 January (school teachers start) *30 January (Students Start) to 28 March
Term 2: 15 April to 28 June
Term 3: 15 July to 20 September
Term 4: 7 October to 20 December

2025

Term 1: 28 January (school teachers start) *28 January (Students Start) to 4 April
Term 2: 22 April to 4 July
Term 3: 21 July to 19 September
Term 4: 6 October to 19 December