

WA PUBLIC SCHOOL STUDENT ENROLMENT FORM

Please complete the Student Enrolment Form and return it to the school for confirmation of this student's enrolment. Family details should include details of parents or carers residing at the same address as the student being enrolled. Any details relating to parents not residing with the student may be included in the Parent/Responsible person details section of this form. Please place **X** in provided.

When you enrol your child at this school, please check that you have the following:

- Birth certificate
- Identity documents (if applicable)
- Immunisation certificate
- Court order (if applicable)
- Proof of address

If your child was not born in Australia, you must provide:

- Evidence of the date of entry into Australia;
- Passport or travel documents; and
- Current visa and previous visas (if applicable).

In addition, if your child is a temporary visa holder you must provide:

- Confirmation of enrolment or evidence of permission to transfer provided by Education and Training International (if holding an International full fee student visa, sub class 571); or
- Evidence of the visitor and temporary resident visa (other than sub class 571 referred to above); or
- Evidence of the visa for which the student has applied (if the student holds a bridging visa).

INFORMATION TO BE PROVIDED

Where an item is marked with an asterisk (*) the information must be provided.

This information is required by the Western Australian Department of Education to meet legal obligations. All other information is needed to meet the purposes outlined below.

While it is not a legal requirement to provide all of the details requested in the Enrolment Form, the information is sought to enable the Department to:

- Undertake administrative and child/student care responsibilities including maintaining emergency contact information;
- Communicate with you about important matters;
- Provide first aid and plan for student health support requirements. For a student with a disability who has significant and complex support needs the principal will negotiate to delay the first day of attendance with the parent/responsible person if the necessary teaching and learning adjustments are not currently available at the school;
- Collect necessary statistical information and undertake analysis of the composition and performance of the student population; and
- Meet State and National reporting requirements.

It is compulsory to advise of change of details in relation to student's name, usual place of residence and/or name and usual place of residence of Parent/Responsible person.

Security and Confidentiality

The information provided in Enrolment Forms is stored securely in local school and Departmental databases. The management of these databases is governed by State and Departmental policies to ensure security, privacy and confidentiality.


Assistance with completing this form

If you require assistance completing this form, including translation services, please contact your school.

PARENTAL OCCUPATION GROUPS:

(Relates to questions in Parent/Guardian/Carer 1 and Parent/Guardian/Carer 2 sections)

GROUP 1	GROUP 2	GROUP 3	GROUP 4
<p>Senior management in large business organisation government administration & defence, and qualified professionals</p>	<p>Other business managers, arts/media/sportspersons and associate professionals</p>	<p>Tradesmen/women, clerks and skilled office, sales and service staff</p>	<p>Machine operators, hospitality staff, assistants, labourers and related workers</p>
<p>Senior executive/ manager/ department head in industry, commerce, media or other large organisation</p> <p>Public service manager(section head or above), regional director, health/education/police/ fire services administrator</p> <p>Other administrator [school principal, faculty head/dean, library/museum/gallery director, research facility director]</p> <p>Defence Forces Commissioned Officer</p> <p>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</p> <p>Health, Education, Law, Social Welfare, Engineering, Science, Computing professional.</p> <p>Business [management consultant, business analyst, accountant, auditor, policy analyst, actuary, valuer]</p> <p>Air/sea transport [aircraft/ships captain/officer/pilot, flight officer, flying instructor, air traffic controller]</p>	<p>Owner/manager of farm, construction, import/export, wholesale, manufacturing, transport, real estate business.</p> <p>Specialist manager [finance/engineering/production/ personnel/industrial relations/ sales/marketing]</p> <p>Financial services manager [bank branch manager, finance/ investment/insurance broker, credit/loans officer]</p> <p>Retail sales/services manager [shop, petrol station, restaurant, club, hotel/motel, cinema, theatre, agency]</p> <p>Arts/media/sports [musician, actor, dancer, painter, potter, sculptor, journalist, author, media presenter, photographer, designer, illustrator, proof reader, sportsman/ woman, coach, trainer, sports official]</p> <p>Associate professionals generally have diploma/technical qualifications and support managers and professionals</p> <p>Health, Education, Law, Social Welfare, Engineering, Science, Computing technician/associate professional.</p> <p>Business/administration [recruitment/employment/industrial relations/training officer, marketing/advertising specialist, market research analyst, technical sales representative, retail buyer, office/project manager]</p> <p>Defence Forces senior Non-Commissioned Officer.</p>	<p>Tradesmen/women generally have completed a 4 year Trade Certificate, usually by apprenticeship. All tradesmen/women are included in this group.</p> <p>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]</p> <p>Skilled office, sales and service staff</p> <p>Office [secretary, personal assistant, desktop publishing operator, switchboard operator]</p> <p>Sales [company sales representative, auctioneer, insurance agent/ assessor/loss adjuster, market researcher]</p> <p>Service [aged/disabled/refugee/child care worker, nanny, meter reader, parking inspector, postal worker, courier, travel agent, tour guide, flight attendant, fitness instructor, casino dealer/supervisor]</p>	<p>Drivers, mobile plant, production/processing machinery and other machinery operators</p> <p>Hospitality staff [hotel service supervisor, receptionist, waiter, bar attendant, kitchen-hand, porter, housekeeper]</p> <p>Office assistants, sales assistants and other assistants</p> <p>Office [typist, word processing/data entry/business machine operator, receptionist, office assistant]</p> <p>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]</p> <p>Assistant/aide [trades' assistant, school/teacher's aide, dental assistant, veterinary nurse, nursing assistant, museum/gallery attendant, usher, home helper, salon assistant, animal attendant]</p> <p>Labourers and related workers</p> <p>Defence Forces ranks below senior NCO not included in other groups</p> <p>Agriculture, horticulture, forestry, fishing, mining worker [farm overseer, shearer, wool/hide classer, farmhand, horse trainer, nurseryman, greenkeeper, gardener, tree surgeon, forestry/logging worker, miner, seafarer/fishing hand]</p> <p>Other worker [labourer, factory hand, storeman, guard, cleaner, caretaker, laundry worker, trolley collector, car park attendant, crossing supervisor]</p>
<p>These categories have been determined nationally and are designed as broad occupational groupings. All Australian states and territories use the same categories.</p>			

	For Office Use Only	
	Commencement Date: ____/____/____	
	Year Level: _____	
	Learning Area: _____	
Faction: _____		

Year										
LA										
Grade										

STUDENT DETAILS – CONFIDENTIAL

*Surname: _____ *Legal Surname: _____

*1st Name: _____ *2nd Name: _____

Preferred Name: _____ Email Address: _____

*Date of Birth: ____/____/____ Gender: Male Female

*Residential Address: _____

_____ Postcode: _____

*Phone: _____ *Mobile: _____

Names of brothers and sisters attending this school:

*Is this student in the care of the Department for Community Development’s (DCD) Chief Executive Officer?
 YES NO

If YES, please specify the name of the DCD Case Manager, their DCD District and their contact phone number.

*Is this student subject to any court orders in respect of their care, welfare and development?
 YES NO If YES, please specify and attach supporting documentation.

PARENT/RESPONSIBLE PERSON DETAILS

Child lives with:

Both Parents Parent/Responsible Person 1

Neither Parent Parent/Responsible Person 2

Is this student subject to Access Restriction? YES NO

If YES, please attach supporting documentation.

EMERGENCY CONTACT

* Indicate, by placing a number in the box, the order in which the following people should be contacted in an emergency. Telephone number must be specified for the *preferred emergency contact*.

Parent/Responsible Person 1 Parent/Responsible Person 2 Other Contacts

PARENT / RESPONSIBLE PERSON 1 DETAILS (this should be the most available SMS contact)

Title: _____ *First Name: _____ *Surname: _____

Please indicate relationship to the student: _____

*Postal Address (if different from student residential address):

_____ postcode _____

*Phone: _____ Email Address: _____

Occupation: _____ Workplace: _____

*Work Phone: _____ *Mobile No: _____

Do you mainly speak English at home? YES NO

Do you speak a language other than English at home? NO, English only YES other

(If more than one language, indicate the one that is spoken most often) - please specify: _____

What is the highest year of primary or secondary school you have completed?	What is the level of the highest qualification you have completed?
Year 12 or equivalent <input type="checkbox"/>	Bachelor degree or above <input type="checkbox"/>
Year 11 or equivalent <input type="checkbox"/>	Advanced diploma/Diploma <input type="checkbox"/>
Year 10 or equivalent <input type="checkbox"/>	Certificate I to IV (including trade certificate) <input type="checkbox"/>
Year 9 or equivalent or below <input type="checkbox"/>	No non-school qualification <input type="checkbox"/>

(If you did not attend school, mark 'Year 9 or equivalent or below')

What is your occupation group? (Write 1, 2, 3, 4 or 8) Please select the appropriate parental occupation group from the list provided. If you are not currently in paid work, but have had a job in the last 12 months, please use your last occupation. If you have not been in paid work in the last 12 months, enter '8' above.

PARENT / RESPONSIBLE PERSON 2 DETAILS

Title: _____ *First Name: _____ *Surname: _____

Please indicate relationship to the student: _____

*Postal Address (if different from student residential address):

_____ postcode _____

*Phone: _____ Email Address: _____

Occupation: _____ Workplace: _____

*Work Phone: _____ *Mobile No: _____

Do you mainly speak English at home? YES NO

Do you speak a language other than English at home? NO, English only YES other

(If more than one language, indicate the one that is spoken most often) - please specify: _____

What is the highest year of primary or secondary school you have completed?	What is the level of the highest qualification you have completed?
Year 12 or equivalent <input type="checkbox"/>	Bachelor degree or above <input type="checkbox"/>
Year 11 or equivalent <input type="checkbox"/>	Advanced diploma/Diploma <input type="checkbox"/>
Year 10 or equivalent <input type="checkbox"/>	Certificate I to IV (including trade certificate) <input type="checkbox"/>
Year 9 or equivalent or below <input type="checkbox"/>	No non-school qualification <input type="checkbox"/>

(If you did not attend school, mark 'Year 9 or equivalent or below')

What is your occupation group? (Write 1, 2, 3, 4 or 8) Please select the appropriate parental occupation group from the list provided. If you are not currently in paid work, but have had a job in the last 12 months, please use your last occupation. If you have not been in paid work in the last 12 months, enter '8' above.

OTHER CONTACT(S) DETAILS

Title: _____ *First Name: _____ *Surname: _____

Please indicate relationship to the student: _____

*Postal Address (if different from student residential address):

_____ Phone: _____

Email Address: _____

Occupation: _____ Workplace: _____

*Work Phone: _____ *Mobile No: _____

Please advise the school if there are any other contacts you would like recorded.

STUDENT DETAILS - ADDITIONAL INFORMATION

Religion: _____ Is the student to be withdrawn from religious instruction? YES
NO

Is the student of Aboriginal or Torres Strait Islander origin? NO
 YES, Aboriginal
(For students of both Aboriginal and Torres Strait Islander origin, mark both 'YES' boxes.) YES, Torres Strait Islander

Does the student mainly speak English at home? YES NO

Does the student speak a language other than English at home (LBOTE)?
(If more than one language, indicate the one that is spoken most often.) NO English only
YES other - please specify: _____

Out of school intake area: YES NO Health Card: YES NO

* Citizenship: Australian Other - please specify _____

* Permanent Resident: YES NO * Temporary Resident: YES NO

* Visa Sub-class No. _____ * Visa Sub-class No. _____

* Visa Expiry Date: _____ * Visa Expiry Date: _____

* Date entered Australia: ____/____/____ * Date entered Australia: ____/____/____

Birth Certificate seen: YES NO Date sighted: ____/____/____
(or passport or Travel Documents)

In which country was the student born? Australia
Other - please specify _____

* Previous School: _____ or

*If previously enrolled in Home Education, specify the Education District: _____

Movement Reason (if applicable) _____

*Does the student have a disability? YES NO If YES, please specify.

Disability: _____

*Please indicate where you have documentation about your child's disability in any of the following areas. Copies of this documentation will be required for school records.

- | | |
|--|--|
| <input type="checkbox"/> Autism Spectrum Disorder | <input type="checkbox"/> Severe Mental Disorder |
| <input type="checkbox"/> Deaf or Hard of Hearing | <input type="checkbox"/> Global Developmental Delay (prior to age 6) |
| <input type="checkbox"/> Specific Speech Language Impairment | <input type="checkbox"/> Vision Impairment |
| <input type="checkbox"/> Intellectual Disability | <input type="checkbox"/> Physical Disability |

STUDENT DETAILS – MEDICAL / HEALTH

Does the student have a medical condition or intensive health care need? YES NO

If YES, please specify.

- | | |
|---|---|
| <input type="checkbox"/> Allergy – Anaphylaxis | <input type="checkbox"/> Hearing condition (eg otitis media) |
| <input type="checkbox"/> Allergy – Other _____ | <input type="checkbox"/> Mental health or behavioural (eg depression, ADD/ADHD) |
| <input type="checkbox"/> Asthma - <i>Mild.....Moderate.....Severe</i> | <input type="checkbox"/> Intensive Health Care Need (eg tube feeding) |
| <input type="checkbox"/> Diabetes | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Diagnosed migraine/headaches | |
| <input type="checkbox"/> Seizure Disorder (eg epilepsy) | |

If the student has a medical condition or intensive health care need you will also need to complete a separate Health Care Authorisation.

Medical Practice (Name and Address): _____

Doctor's Name: _____ Phone: _____

Please provide details of any other information you would like noted.

Do you have ambulance cover? YES NO

(If there is a medical emergency, parents or guardians are expected to meet the cost of the ambulance).

SIGNATURE

Name of person enrolling student: _____

Signature: _____ Date: ____/____/____

OFFICE USE ONLY

Entry Date: ____/____/____

Date Transfer Note Sent: ____/____/____

Previous School: _____

Records Received: Y / N

Publications/Internet Permission Form Completed:

YES NO

Contributions and Charges Billing

PG1 _____% PG2 _____% Other _____%

Immunisation records provided:

YES NO

Form/Class: _____

Faction: _____

Entered on School Information System by: _____ Date: ____/____/____

Leave Date: _____

Destination: _____

Records Sent: Y / N

CONSENT FORMS

At Hocking Primary School we aim to offer your child the widest range of learning opportunities and celebrate learning whenever possible. This may often require some form of parental consent. This forms asks you to consent (or otherwise) to your child's participation/use/access to several aspects of the school program. At all times we make the very best efforts to exercise exemplary standards in respect of duty of care.

MEDIA CONSENT

Children's images and/or their work are often published in a variety of ways, including, but not limited to, video, online and hardcopy copy school newsletters, Department of Education Internet web sites or intranet web sites, school annual magazines and local newspapers. If published third parties would be able to view the photographs and work.

Yes, I agree to the videoing or photographing of my child during school activities for use by the school in educating students and promoting the school and public education.

No, I do not give consent.

In addition, see student's online policy.

INTERNET ACCESS

Student access to online services are provided by the Department of Education in accordance with the school policy (available from the office or school website). Student access is contingent on abiding by the users' Code of Conduct.

Do you give permission for your child to have an online services account? **Yes / No (Circle One)**

Yes, I agree to and understand the responsibilities my child has when using the online school services provided at school for educational purposes, in accordance with the Acceptable Usage Agreement for school students. I also understand that if my child breaks any of the rules in the agreement that the principal may take disciplinary action in accordance with the Department's *Behaviour Management in Schools* policy.

No, I do not give consent.

Note: While every reasonable effort is made by schools and the Department of Education to prevent student exposure to inappropriate online content when using the Department's Online Services, it is not possible to completely eliminate the risk of exposure. The Department cannot filter Internet content accessed by your child from home or from other locations away from the school. The Department recommends the use of appropriate Internet filtering software.

PERMISSION TO CONSUME FOOD AT SCHOOL

Throughout the year Students of Hocking Primary School will be participating in activities that may involve the consumption of food. Some of this food may be grown in our school vegetable garden, prepared or cooked at school or may be food prepared by other parents and brought to school.

Yes, I permit my child to participate in activities that involve the consumption of food grown/prepared at school and prepared by other who will not be aware of food allergies that may affect my child.

No, I do not give consent.

PERMISSION TO WORK IN SCHOOL VEGETABLE GARDEN

Students are encouraged to participate in activities involving the preparation of garden beds, planting and maintenance of the garden area. There are many valuable skills which can be learnt, but the school understands that some students may have allergies to certain plants and may not be permitted to handle certain items.

Yes, I permit my child to participate in activities that involve the handling of plants, garden products and tools.

No, I do not give consent.

PARENT CODE OF CONDUCT

PURPOSE - The Parent Code of Conduct Policy provides statements which remind parents of their obligations as a member of the Hocking Primary School Community and provides advice on the most appropriate behaviours that should be modelled to all students at our school.

RATIONALE - Parents play a formative role in the development of their child's sense of justice, equity, and the dignity and worth of all members of our school community. They also act as one of the most influential role-models within a child's life, therefore the onus for promoting and upholding the core values of our school community must fall on all those with the greatest capacity to reason and control their actions. It is a clear expectation of the community that all parents model acceptable behaviour at all times within the school setting at Hocking Primary School.

EXPECTED PARENT ACTIONS - All parents are expected to abide by the action statements below to ensure the behaviours they model are appropriate at all times.

Support your child in all their educational endeavours by giving praise and showing interest in their school activities.

Help your child to discover that it is often the process that is experienced rather than the end product that makes it all worthwhile; that giving of your very best is what matters rather than always comparing yourself against the capabilities of others.

Ensure all our children have the right to feel safe at school.

There may be times when you feel that the actions of another child have infringed upon the rights of your own child. ***Under no circumstances is a parent or guardian to approach another child whilst they are in the care of the school to discuss or chastise them because of their actions towards their own child.*** Such an approach to the child may be seen to be an assault on the child and may have legal consequences. It is appropriate to approach the class teacher or the School Principal to seek their intervention in bringing about an equitable and peaceful solution to the situation.

Accept that bullying has no place within our community and as such will not be tolerated.

This is as true for adult-to-adult interaction as it is for child-to-child. All interactions between members of our community must be in keeping with the values espoused by the school through its school policies. Instances of bullying must quickly be brought to the attention of the school staff so that justice may be achieved for all involved in the conflict.

Be positive always.

We all have bad days and, at times, events occur which don't always appear fair. However it is often the case that the injustice was not intentional, and many times not even apparent to others. Always approach these situations in a spirit of co-operation and genuine partnership. It is amazing how easily and quickly most situations can be resolved.

Show awareness that a child's perception is not the same as an adult's due to developmental maturity.

A child is not necessarily lying when their story conflicts with another or when the teacher's perspective does not match what you have been told at home. Children see their world through their own limited experiences, which colour their perceptions. Adult perceptions are balanced with life experiences. Listen to your child as they tell you their "reality", but remember that a different "reality" may possibly exist elsewhere. Open, honest discussion with school staff is essential in these situations.

Understand that children may and do act differently at home and school.

When faced with an audience of their own peers often children will act/react in a way, which appears completely out of character to you and the saying "My child wouldn't do that", might not hold for all situations. Be open to all possibilities.

Protect people's good name.

Problems, differences of opinion and personality clashes are not resolved by involving other people in a disagreement or by taking sides in an argument. Attempt to resolve these issues through calm dialogue between the parties directly involved whilst respecting the dignity of each and every person.

Separate opinion from fact.

An approach to the relevant personnel within the school to verify the factual basis of a story can assist in allaying your fears as to an event in question and the intent involved.

Actively listen to another's point of view.

It may be that the perspective from which the parent is approaching the situation is foreign to the other party and each may be equally of value.

Follow correct procedures in times of conflict to ensure all parties are heard and for harmonious solutions to be reached.

If the conflict centres on a classroom issue, the first approach should always be made with the classroom teacher. If a resolution is not reached then it is appropriate to involve the school administration. Should the matter result from a situation outside of classroom matters then it is appropriate to discuss this with a member of the school administration in the first instance. If parents remain dissatisfied with the result then a formal complaint can be made or the matter can be referred to the Director of Schools of the North Metro Regional Education Office.

As the Hocking Primary School community we must live by our motto "Honour, Persist, Succeed" by continually reinforcing the honour of respecting self and others, the virtue of persistence in developing resilience to succeed as lifelong learners in an environment that is safe, supportive of personal choice and one which is tolerant and understanding of difference.

Yes, I have read and understand that as parents I/we play a formative role in the development of our child's/children's sense of justice, equity, and the dignity and worth of all members of our school community. I/we also acknowledge that I/we act as one of the most influential role-models within a child's life, therefore the onus for promoting and upholding the core values of our school community must fall on all those with the greatest capacity to reason and control their actions - parents. It is a clear expectation of the community that all parents model acceptable behaviour at all times within the school setting at Hocking Primary School.

ECE NATURE PLAYGROUND

With regards to access to the ECE Nature Playground before and after the school siren we advise that supervision by staff at the school is not possible and will not be provided. It is therefore vitally important that parents take appropriate supervision actions for all their children during these times.

Yes, I acknowledge that access to the ECE Nature Playground before and after the school siren by any of my children occurs with my full knowledge and that I am solely responsible for their supervision and safety.

Name of student: _____ Year/LA: _____

Name of Parent/Guardian: _____

Signature of Parent/Guardian: _____ Date: _____

