



Office use only	
Student UPN: (please use student tracker)	
Year:	
Form:	
Anticipated start date:	
Enrolment status:	<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time FTE:

Student Enrolment Form

Information and Privacy

The Department of Education and Training is committed to providing Northern Territory students with quality education services. The department needs to ask for personal information from students, parents and guardians so it can plan, provide and report on its services, and to monitor compliance under the *Education Act*. Personal information will only be disclosed for these purposes as permitted by the *Information Act*. The *Privacy Statement* attached is for your information. Please take the time to read this as it outlines in greater detail the use and disclosure of the information that you provide.

If you need help completing this form, including translation services, please contact your school.

School name:		
Has the student ever attended an NT school?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
What was the last school the student attended?	School name:	
	State/Territory:	Country: (if not Australia)
	Year/grade/level attained:	Date of leaving: / /
Is this student residing in the NT due to a Defence Force posting?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Proof of identity attached (e.g. birth certificate, Medicare card, health care card)	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Section 1 Student Details		
Surname:		
Legal surname on birth certificate: (if different from above)		
Previous surname: (if applicable)		
1st name: (given name)		
2nd name: (middle name)		
3rd name: (if applicable)		
Preferred first name:		
Has the student been known by any other names? (if not listed above)	Other surname/s:	Other first name/s:

Date of birth:		
Sex:	<input type="checkbox"/> Male <input type="checkbox"/> Female	
Tribal grouping/clan name: (if applicable)		
Skin name: (if applicable)		
Student's residential address:		
Suburb/town/community:		Postcode:
Student's postal address: (if different from above)		
Suburb/town/community:		Postcode:

Senior secondary students only	
Student's contact details:	Phone:
	Mobile:
	Email:
Student's car registration number: (if applicable)	
Is the student independent? (i.e. living without a parent/guardian)	<input type="checkbox"/> Yes (If yes, all correspondence will be sent to the student). <input type="checkbox"/> No (If no, all correspondence will be sent to the parent/guardian).

Section 2 Additional Student Information	
Is the student of Aboriginal or Torres Strait Islander origin?	<input type="checkbox"/> No <input type="checkbox"/> Yes, Aboriginal <input type="checkbox"/> Yes, Torres Strait Islander <input type="checkbox"/> Yes, both Aboriginal and Torres Strait Islander
Does the student speak a language other than English at home? (If more than one language, indicate the one that is spoken most often)	<input type="checkbox"/> No, English only <input type="checkbox"/> Yes, other – please specify: <hr/>
Is the student an Australian citizen or permanent resident?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If no, what is the visa subclass number: (e.g. 457, 676) If you have any questions about the visa subclass, contact the department's International Services Branch on 8901 4905.	<hr/> <input type="checkbox"/> Copy of visa attached?
If born overseas, on what date did the student arrive in Australia?	/ /
In which country was the student born?	<input type="checkbox"/> Australia <input type="checkbox"/> Other – please specify: <hr/>

Section 3 Special Family Circumstances

Special family circumstances include a single parent, dual custody, foster care, court orders, access restrictions etc. Please provide details of the circumstances.

Are supporting legal documents attached? Yes No

Section 4 Parent/Guardian Information

If you are an independent student (living without a parent or guardian) please go straight to Section 7

	Parent/guardian 1	Parent/guardian 2
Title: (Mr/Ms/Mrs/Miss)		
Surname:		
First name:		
Middle name:		
Relationship to student: (e.g. father, grandmother)		
Responsible for parenting*	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Lives with student*	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Receive accounts* (e.g. fees)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Receive reports etc*	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Contact this person in an emergency?*	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No (If all the No boxes above are ticked, please ensure Section 3 is completed.)
Home phone:		
Other phone:		
Mobile:		
Email:		
Residential address:		
Suburb/town/community:		
Postcode:		
Postal address: (if different from above)		
Suburb/town/community:		
Postcode:		

*Tick all boxes that apply

Section 5 Parent/Guardian Background Information

The information requested in this section is collected for national reporting purposes. All parents across Australia are being asked to provide this optional information. It will be used to assist school education authorities in ensuring funding and teaching resources are appropriately allocated to Territory schools as part of the *National Education Agreement*.

Does the parent/guardian speak a language other than English at home?

If more than one language, indicate the one that is spoken most often.

Parent/guardian 1	Parent/guardian 2
<input type="checkbox"/> No, English only <input type="checkbox"/> Yes, other – please specify <hr/>	<input type="checkbox"/> No, English only <input type="checkbox"/> Yes, other – please specify <hr/>

What is the **highest** year of primary or secondary school the parent/guardian has completed?

For persons who have never attended school, mark Year 9 or equivalent or below.

Parent/guardian 1	Parent/guardian 2
<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	<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 **highest** qualification the parent/guardian has completed?

Parent/guardian 1	Parent/guardian 2
<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	<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 the parent/guardian?

Please select the appropriate parental occupation group below (for more details refer to Appendix 2).

If the person is not currently in paid work but had a job or retired in the last 12 months, please use the person's last occupation.

Parent/guardian 1	Parent/guardian 2
<input type="checkbox"/> Group 1 Senior management in large business organisation, government administration, and qualified professionals <input type="checkbox"/> Group 2 Other business managers, arts/media/sportspersons, and associate professionals <input type="checkbox"/> Group 3 Tradesmen/women, clerks and skilled office, sales and service staff <input type="checkbox"/> Group 4 Machine operators, hospitality staff, assistants, labourers and related workers <input type="checkbox"/> Other Not in paid work in the last 12 months	<input type="checkbox"/> Group 1 Senior management in large business organisation, government administration, and qualified professionals <input type="checkbox"/> Group 2 Other business managers, arts/media/sportspersons, and associate professionals <input type="checkbox"/> Group 3 Tradesmen/women, clerks and skilled office, sales and service staff <input type="checkbox"/> Group 4 Machine operators, hospitality staff, assistants, labourers and related workers <input type="checkbox"/> Other Not in paid work in the last 12 months

Section 6 Sibling Information

Does the student have any brothers or sisters at this school?

Yes No If yes, provide details below

Sibling's given names	Surname	Date of birth
		/ /
		/ /
		/ /
		/ /

Section 7 Additional Emergency Contacts

For an emergency where the parent/guardian/carer cannot be contacted, please provide alternative contacts. For independent students this is the 1st point of contact in an emergency.

	Contact 1	Contact 2
Title: (Mr/Ms/Mrs/Miss)		
Name:		
Relationship: (e.g. aunt, friend)		
Phone 1:		
Phone 2:		

Section 8 Medical Details and Consent

Does your child suffer from any of the following?
(Tick all the boxes that apply)

- Allergies Asthma Diabetes
 Seizure disorder (e.g. epilepsy) Hearing impairment Physical disability
 Speech impairment Visual impairment Intellectual/learning impairment (e.g. dyslexia)
 Acquired brain impairment Mental health or behaviour issue (e.g. depression, ADHD)
 Other, please specify: _____

If you have ticked any of the boxes above please provide further information. Also provide details if the student has any special needs or requires support in school (including details of previous special needs assessments undertaken by a school etc).

<input type="checkbox"/> Medication required. Please supply details of any treatments, care or medication required. (contact school for relevant forms)	
Relevant medical consent forms completed and attached:	<input type="checkbox"/> Yes <input type="checkbox"/> No, not required
Immunisation certificate/record provided:	<input type="checkbox"/> Yes <input type="checkbox"/> No
I give consent to the sharing of health information between schools and Department of Health and Families (DHF) as stated in the privacy statement (for more details see Appendix 1). Health information may be shared with DHF, which offers student health services including nursing, dental, audiology and general health advice. DHF provides feedback to the schools after health checks (e.g. vision or hearing results.)	<input type="checkbox"/> Yes <input type="checkbox"/> No
I give consent to a school health surveillance check when my child is in Transition and/or Year 1 (if applicable).	<input type="checkbox"/> Yes <input type="checkbox"/> No
I give consent to my primary school child having a dental examination (if applicable). Parents/guardians will be notified of the result and asked to give consent for any treatment or referrals. No treatment will be carried out without a current signed consent. Parents/guardians are encouraged to accompany their child to appointments. More information available on website www.health.nt.gov.au/oral_health	<input type="checkbox"/> Yes <input type="checkbox"/> No

Section 9 Additional Consents

Consent for publication of a student's Photo and Work
 DET may record sound and/or vision of a student and their work while they are at school or taking part in school related activities or performances. Photographs of students involved in activities, and work by students, are often published to enable the students to share their experiences and to enable parents and others to be informed about the school or college's work. This does not mean that the student loses ownership of the works.
 Please provide consent for the following:

	Use of Student Photograph	Use of Work by Student	Publishing Student First Name	Publishing Student Surname
School/College Newsletter	<input type="checkbox"/> Yes <input type="checkbox"/> No			
School/College Yearbook	<input type="checkbox"/> Yes <input type="checkbox"/> No			
School/College/Department Website	<input type="checkbox"/> Yes <input type="checkbox"/> No			

* Consent for all other media usage should be sought as and when required.

<p>Consent for library use I give consent to authorised access of the student's contact details and library borrowings by LINNet (Libraries in the Northern Territory) and associated libraries.</p> <p>School libraries use the contact details to provide library borrowing services to students, and may share this information with LINNet and associated libraries. Only authorised library personnel will have access to this information. Please note failure to provide the information in full or part may result in limiting or preventing the student from borrowing from the school library.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Consent for attending religious instruction I give consent for the student to attend religious instruction. Name of religious instruction you wish the student to attend: _____</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No

<h2 style="margin: 0;">Section 10 Declaration</h2>	
<p>Attachment Checklist</p>	
If the student is enrolling in preschool please complete the preschool enrolment attachment.	<input type="checkbox"/> Attached <input type="checkbox"/> Not applicable
If the student is enrolling in transition please complete the transition enrolment attachment.	<input type="checkbox"/> Attached <input type="checkbox"/> Not applicable
If the student is enrolling in or undertaking a vocational education and training (VET) course please complete the VET enrolment attachment.	<input type="checkbox"/> Attached <input type="checkbox"/> Not applicable

It is your responsibility to notify the school in writing of any changes to the information provided on this enrolment form.

Name of parent/guardian/independent student enrolling the student and providing consents:

(Please print)

Relationship to student: _____

Signature: _____ Date: / /

Name of school witness: _____

(Please print)

Signature: _____ Date: / /

APPENDIX 1 Privacy Statement

For more information regarding the Department of Education and Training (DET) obligations in relation to protecting your privacy, visit www.det.nt.gov.au/foi or contact a DET Information Officer on (08) 8999 5793. We need enrolment details for the following purposes:

Student Details

- This information is required to discuss matters regarding the student's education, for contact in an emergency or for other educational purposes. These other educational purposes may include:
 - the determination of the number of school aged children in a region, allowing DET to plan resourcing for schools;
 - to assist in the provision of transport to and from schools;
 - to determine whether all school-aged children are enrolled in an educational facility as required by the NT *Education Act*;
 - any requirements under relevant laws of either the Northern Territory or Australian Government; and
 - students' names and demographic information may be verified against health records.

Student and Parent Background Information

- Some of this information is a standard requirement on all enrolment forms Australia wide as part of the National Education Agreement. The information you provide will assist school education authorities in ensuring funding and teaching resources are appropriately allocated to Territory schools. Some of this information will be forwarded to the Australian Government as required under the appropriate legislation.

Additional Emergency Contacts

- This is required in the event that the school is unable to contact parents/guardians. Please ensure that the people named have agreed to their details being provided to the school.

Special Family Circumstances

- Additional information about parents/guardians. This is needed so that we are aware of family arrangements e.g. foster care, dual custody, access restrictions. Please provide any relevant Court Orders including access restrictions and parenting plans, and inform the school as soon as possible about any changes to your family arrangements.
- Contact your school principal if you would like to discuss, in strict confidence, any matters relating to these arrangements.

Medical Details and Consents

- Health information is required so that our staff can properly care for your child. Please ensure this is up-to-date, as incomplete or inaccurate health information may put your child's health at risk.
- Contact information may be shared with staff of the Department of Health and Families (DHF) should nurses, dentists, audiology staff and health workers need to contact parents/ guardians. The school may need to disclose personal and sensitive information to medical practitioners, and people providing services to the school, including specialist visiting teachers and counsellors.
- We require details of student medical conditions and/or disabilities, and medication they may need while at school. If possible, please provide medication to the school in an authorised pharmacy packet.
- Please inform the school if your child develops a medical condition that may require regular or emergency treatment by school staff.
- Medical information will be shared with school staff on a "need to know" basis. Relevant sections of your child's medical records may be held at the school in suitable locations to ensure that appropriate action is taken in emergencies.
- Health information may also be shared with DHF, which offers student health services including nursing, dental, audiology and general health advice. DHF provides feedback to the schools after health checks (e.g. vision or hearing results) to ensure the student is properly cared for at school.
- DHF may provide medical information back to the school to assist in planning appropriate health interventions and to assist in classroom curriculum activities.

Please contact the school if you require further information or clarification regarding the DET Medications Policy.

Access to Your Child's Record Held by the School

In most circumstances you are able to access your child's records. Please contact the Principal to do so. If you have any concerns about the privacy of this information please contact the Principal.

APPENDIX 2

List of Parent or Guardian Occupation Groups

Group 1

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

Senior executives/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 a 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 2

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 3

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 clerk/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 desk, admissions clerk]

Skills office, sales and service staff

Office [secretary, personal assistant, desktop publishing operator, switchboard]

Sales [company sales representative, auctioneer, insurance agent/assessor/loss adjuster, market researcher]

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]

Group 4

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, kitchenhand, porter, housekeeper]

Office assistants, sales assistants and other assistants.

Office staff [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 are 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]



Transition Enrolment Attachment

If you are enrolling your child in **transition**, please answer the following questions. Your answers will help inform the Department of Education and Training to provide early childhood services (preschool and child care) that suit the needs of parents and families.

Student surname:	
Student first name:	
Date of birth:	
Sex:	<input type="checkbox"/> Male <input type="checkbox"/> Female

1. Approximately how long has your child resided in this community?	<input type="checkbox"/> Less than 6 months	<input type="checkbox"/> 6 months to 1 year		
	<input type="checkbox"/> 1 year to 3 years	<input type="checkbox"/> More than 3 years		
2. Over the past 12 months, was your child in non-parental care on a regular basis and/or attended any other educational programs/classes?	<input type="checkbox"/> Yes - please go to question 3 <input type="checkbox"/> No - please go straight to question 6			
3. What type of care did your child receive?	No	Yes Full-time	Yes Part-time	
a) Day care centre - with preschool program	Name:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Day care centre - without preschool program	Name:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Day care centre - not sure about preschool program	Name:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Preschool - location (suburb/community): _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Family day care		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Grandparent		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Other relative		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Nanny		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Other person (includes friend or neighbour)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Other - please specify: _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Did your child attend a language program? Please specify: _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Did your child attend religious classes? Please specify: _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. You answered No to question 2 - please tick the reason that applies to your situation:	Tick if applicable			
a) I preferred my child to stay at home in parental care	<input type="checkbox"/>			
b) No preschool/centre available in my suburb/community	<input type="checkbox"/>			
c) No vacancy in the preschool/centre	<input type="checkbox"/>			
d) No transport available (bus/car) to the preschool/centre	<input type="checkbox"/>			
e) The preschool/centre was not affordable	<input type="checkbox"/>			
f) Other reason - please specify: _____	<input type="checkbox"/>			



Acceptable Use Agreement for Early Childhood Students

The following agreement covers the student's use of Internet, intranet, portal, network and e-mail. **Girraween School** provides all students enrolled at the school with Information Communication and Technology (ICT) facilities for educational use.

As your child is considered too young to fully understand this type of agreement, you are asked to read through the document carefully, and to sign it if you grant approval for your child to make use of the available facilities.

Students may use these facilities for class work, research and communication. The resources provided include computers and peripherals, access to network resources, e-mail, the NTDEET Educational Portal and the Internet. Care must be taken to ensure the resources are protected from harm and that no users are exposed to materials considered offensive or illegal. In order to have access to the school's ICT resources, parents / guardians and students must agree to abide by the school's Acceptable Use Agreement.

Note: Additional explanation of what is entailed by this agreement has been provided to each child. Copies of this information can be obtained from the school upon request.

1. Only software purchased or approved by the school, and installed by the school, can be used on school equipment.
2. Software copyright is to be observed at all times. It is illegal to copy or distribute school software. Illegal software from other sources is not to be copied to or installed on the school equipment.
3. Copyright of materials from electronic resources is to be observed at all times.
4. Students must follow the rules posted for the use and care of the computer equipment at all times.
5. Students using the ICT facilities may only do so under the supervision of school staff. Any students not following staff instructions may have further access restricted or denied.
6. Privacy and network security is to be observed. Students must not under any circumstances access personal files belonging to others, software or areas of the network which are not designated for their use.
7. The sharing of passwords is a security risk and students must not give their password to other students or log in with another users name under any circumstances.
8. All users must log off when leaving a computer.
9. There should be no disruption to class activities by unauthorised broadcast messages across the school network.
10. Virus protection is very important. If students use floppy disks to transfer work between the school network computers and computers outside the network, disks should be scanned for viruses prior to use on the school network. Virus checking software will be made available on the school computers for this purpose
11. Printing of materials of a personal nature or unassociated with school activities is not permitted unless approval is sought from a school staff member. This may incur a charge.
12. The use of ICT facilities, specifically the Internet, is for educational, communication and research purposes only:
 - Deliberate attempts to look for or download and use material that is illegal or which would be thought of as offensive is not permitted. Only materials required for school activities as directed by teachers may be downloaded. If students should unknowingly navigate to a web site that contains material that may be considered offensive, they must clear the screen immediately and notify the teacher.



Northern Territory Government

Department of Employment, Education and Training

- Students must not use inappropriate language or harass others when communicating online.
- Privacy and ownership of others' work and materials from web sites must be respected at all times.
- The use of direct communications such as on-line chat facilities must only be carried out under the supervision of a staff member and must only be as part of educational on-line activities.
- This agreement acknowledges that there are times where a student may be required to provide personal details. Such details are not to be provided by the student unless permission is given by a teacher.

Note: *Deliberate misuse of computer equipment and software or deliberate breaches of the conditions of this agreement may result in access restrictions to ICT facilities by the student(s) involved and result in discipline by school administration.*

By signing this agreement and using the equipment and resources of Girraween School, the parent acknowledges the conditions under which their child will use the ICT facilities.

Parent

I understand the conditions under which ICT facilities are made available and agree to those conditions. I further understand that additional explanations have been provided to my child, copies of which can be obtained from the school upon request.

I understand that my child may be accessing the Internet for educational purposes or in accordance with this Agreement.

I understand that any use of facilities contrary to this Agreement, or generally, will be treated as a breach of school discipline and shall be dealt with accordingly.

The school reserves the right to vary the terms of this Agreement to accommodate unforeseen circumstances relating to the use of facilities by students. Variations shall be in writing signed by the school Principal, and shall be distributed to students and shall take effect accordingly.

Please Print (Parent / Guardian) Name: _____

Student Name: _____

Class: _____

Address: _____

Signature: _____

Agreement signed this _____ day of _____, 200__

PERMISSION FOR STUDENT TO PARTICIPATE IN CHAPLAINCY PROGRAM

Dear Parent/Guardian

This school community provides a chaplaincy program endorsed by the school council and available on a voluntary basis to all students.

The chaplain is managed by the principal and must comply with the Code of Conduct for School Chaplains in Northern Territory Schools and the Department of Education Chaplaincy Services in Schools Policy.

<p>The following activities/programs are offered on an opt-in basis and require written permission prior to student participation. If you wish to opt-in to any of the activities/programs for your child/ren please circle the appropriate response and complete the relevant parent and student details below. This form must be completed every year. When providing consent, parents/guardians acknowledge that chaplains will have access to relevant personal information about your child/ren that is held by the school.</p>		
<i>One-on-one Pastoral Care support- see below</i>		Yes / No
<i>Personal Development Programs with small groups- specific information will be sent home before students are included in these programs.</i>		Yes / No
<i>Assistance to classes and teachers during critical incidents.</i>		Yes / No
<i>Kids Club lunch time craft activities and games for primary students</i>		Yes / No
Students Name/s & Class		
Parent/ Guardian Signature		Date: / / 2022

Parents may withdraw or change this permission at any time by advising the school in writing. Parents will be given an opportunity to review this permission annually and where there is a change to the chaplain or the program of services available.

One-on-one Pastoral Care support

A separate form will be provided if one on one chaplaincy services are required or recommended. Provision of one-on-one chaplaincy services requires the written approval of both principal and parent in each case. Records of one-on-one chaplaincy services are created by the chaplain and filed on the student's file. Records of one-on-one session must include details of who was involved; where and when the session took place; and what the main topics of discussion were and any outcomes.



Girraween Primary School

Rising to the challenge



Preschool

Student/s Name _____ Class/es _____

	Yes	No
I would like to receive the school newsletter via email to the following address Email address _____		
I DO give permission for my child to attend general preschool excursions in and around the school grounds		
I DO give consent for my child to be checked at school for lice/nits by the trained Nit Busters team		
I DO give consent for my child to apply 'Cancer Council Everyday Sunscreen SPF 30+' for sports events and excursions.		
I DO give permission for my child's photo to be published on the Girraween Primary School Facebook page.		
I DO give permission for my child's photo to be published on the Girraween Primary School Website		
I would like a school banking kit		
Are you interested in becoming a member of any of the following groups?		
Grounds		
Craft		
School Council		
Fund Raising		

What is your occupation?

Parent/Guardian 1: _____

Parent/Guardian 2: _____

Do you have any skills which may contribute to the Girraween School Community?

Name and signature of parent/guardian providing consent

Parent/guardian Name _____
(Please Print)

Parent/guardian Signature _____ Date: _____

Consent Form Schedule

Name of Northern Territory Department of Education and Training media activity:

All general media coverage associated with school-related activities or performances.

Any works which may be recorded/copied:

Any of the works done by the student as part of a school activity.

Vision/sound to be recorded:

Any vision, photographs, interviews or audio associated with the general media activities.

Date or dates of activity/performance:

As decided from time to time by the school.

Location(s) of activity/performance:

As advised by the school before the event.

Name of person to whom I shall report:

As advised by the school before the event.

Comments:

Student Consent Form – Media & Intellectual Property

This document gives the Northern Territory of Australia (NT) and its Department of Education and Training (DET) permission to use works created by students in the course of their studies for purposes associated with the promotion of DET or the Northern Territory. This does not mean that you, the student, lose ownership rights over your works—simply that DET has permission to use your works for the purposes mentioned.

It also gives permission for NT and DET (and media organisations, but only with DET permission) to use audio and visual recordings of students in publications, communications and media generally.

Name of Student:.....

Parent or Guardian:.....

Address:.....

Date:.....

1. During the course of my studies provided by DET I may produce works that create intellectual property rights, for example, copyright. These works may form part of my academic assessment or my studies generally.
2. These works might include my written work (e.g. stories and poems), paintings, pictures, drawings, designs, photographs, videos, films, music, performance, computer programs, web sites, sculptures, fashion or costume, metal or wood works or any other works I create.
3. DET may record sound and/or vision of me and my works whilst I am at school or taking part in school-related activities or performances.
4. DET understands that I own the intellectual property rights in my works and that this Consent Form is not meant to transfer my ownership.
5. I give permission to NT and DET (and media organisations, but only with DET permission) to use my works, my sound/vision, and/or my name in publications, communications and media generally.
6. I understand that should I choose to withdraw my permission, I can only do so by notifying DET in writing, and understand that my withdrawal of permission is not retrospective.
7. DET understands that I may choose to give permission to other people to also use my works.
8. I understand that by giving this permission, DET can use my works, my sound and/or my vision in any way it chooses, for the purposes described above. It may be reproduced in any form, in whole or in part, and distributed by any medium including but not limited to Intranet, Internet, CD, DVD, or other multimedia uses.
9. I understand that I will not be paid by DET for giving this permission or for the use of my works, sound or vision.
10. Wherever possible, the Northern Territory of Australia will remain sensitive to and understanding of cultural, family and personal sensitivities.

11. Are you of Indigenous or Torres Strait Islander descent? Yes No

12. Any special consideration for use of the visual/audio recording(s):
.....
.....

13. As the parent/guardian signing this consent form I understand that if I or other members of my family are participants at school events involving my child, that sound or vision of me or other members of my family may also be used by the NT and

DET in publications, communications and media generally.

Signature of student:

Signature of parent/guardian:

.....

.....

Date:

Date:

.....

.....

Witness:

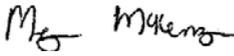
Witness:

.....

.....

Collected on behalf of the Northern Territory of Australia by:

Name:.. Megan McKenzie

Signed: 

The Northern Territory of Australia is collecting the information in this form to obtain permission to use visual and audio recordings in Northern Territory of Australia publications, communications and media generally. Visual and/or audio recordings, or personal information included in this form may be supplied to contractors or service providers engaged by the Northern Territory of Australia to develop or produce publications, communications and media generally. Visual and/or audio recordings or personal information included in this form may also be provided to media organisations for DET promotional and news purposes. You are entitled at any time to access and amend the information provided by you on this form. Withdrawal of permission is not retrospective.

Northern Territory Government, GPO Box 4396, Darwin NT 0801, Australia

For more information please contact:

Agency name:... Girraween Primary School

Telephone: 89833300



Girraween Primary School

RISING TO THE CHALLENGE

PERSONAL BEST

RESPONSIBILITY

CARE

RESPECT

FAIRNESS

Email: admin.girrasch@education.nt.gov Tel: 08 8983 3300 Fax: 8983 4202 PO Box 1042 Howard Springs NT 0835

Media Permissions

We like to share what is happening at school using a range of media forms. Often, we want to publish a group photo to illustrate what is happening in classes. At other times we want to publish a small group or individual photo to celebrate children’s achievements.

CHILD’S NAME	CLASS

I give permission for my child/ren’s photo and work be published in the following media platforms

If there is a piece of information you would like to exclude, please indicate.

		No Please DO NOT Publish				
	YES	OR	Student Work	Photo	First Name	Last Name
School Facebook Page	<input type="checkbox"/>	OR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sharing Platform eg.. Class Dojo, School App	<input type="checkbox"/>	OR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For my child’s work to be entered into competitions	<input type="checkbox"/>	OR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

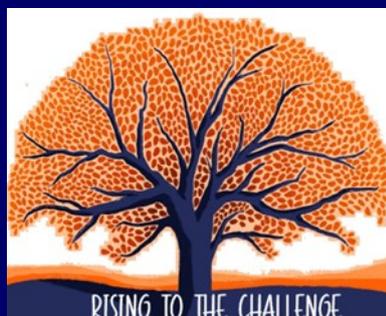
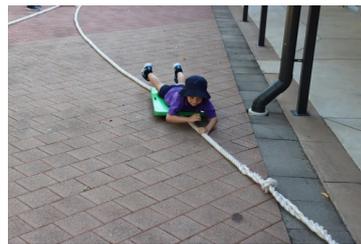
Parent’s signature _____

Kinds regards

Megan McKenzie
Principal

WELCOME TO TRANSITION

At Girraween Primary School



25 CARRUTH ROAD
GIRRAWEEEN NT 0836
PH: (08) 8983 3300

Email: admin.girrasch@education.nt.gov.au
Website: girraweenprimary.nt.edu.au/
Facebook: Girraween Primary School

FORWARD

We welcome you and your child into the wider school community and look forward to working in partnership to ensure your child's first year of school life is a happy and rewarding one. In Transition, we endeavor to build upon the experiences, skills and understandings your child has already acquired; to nurture future learning within a warm, inviting, exciting and challenging environment. We look forward to your involvement with our Early Years programs. We hope it will be a most enjoyable and rewarding time for you and your child. This handbook contains the information you will need for a smooth start to Transition. If you are unsure about any aspect of the program, please do not hesitate to ask.

The Transition classrooms are vibrant communities that use an inquiry model to foster learning. Through an inquiry process, your child's social, physical, cognitive and language growth is nurtured within a purposeful context.

HOUSE KEEPING ITEMS

CHANGE OF DETAILS

It is important that family and student information is up to date to enable us to contact you or the caregiver promptly should the need arise. This can be changed at the office or by phone.



VOLUNTARY CONTRIBUTIONS AND VOUCHERS

Voluntary contributions are paid at the Front Office. These contributions enable us to purchase items such as art material, sport equipment, visiting performances, excursion/travel subsidy, information technology, administration, photocopying, First aid and ambulance cover. Parents and guardians can to use their **Back to School vouchers** to purchase a book pack which ensures children have access to the consumable resources they need throughout the year.

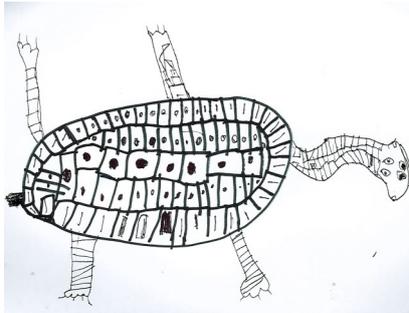
ABSENCES

If your child is absent from school, it is important to notify the school as absences without explanation are recorded in the roll. Absences of more than three days require a medical certificate. A parent seeking an exemption for their child for an extended absence should provide a written request to the principal stating the reasons and period of absence. Unexplained absences of four weeks will result in the automatic removal of your child from the roll.



SCHOOL TIMES

- 8:15 - Music
- 8:20 - School Commences
- 10:10 - Children eat recess in the classroom or outside in the dry season
- 10:20- Recess play
- 10:50
- 12:40 - Children eat lunch in the classroom or outside in the dry season
- 12:50 - Lunch Play
- 1:20
- 2:40 - Home Time



PUNCTUALITY

It is vital that the children are ready to enter their classroom when the music begins each morning, as we begin each day with an English focus and want the students to start the process of independently organising themselves by unpacking school bags. We welcome parents to join in our 'Cosy Reading' in the mornings where quality story books are shared and read to every student in small groups. At the end of the day it is important to be on time to collect your child from the classroom. If you have an emergency and will be late, or someone else is collecting your child please notify the school office. If you need to collect your child earlier in the day, please sign them out at the office.



GIRRAWEEEN SCHOOL COMMUNITY FUNDRAISING

Girraween Primary School aims to hold at least one major fundraising event per term, along with smaller ongoing activities. It is our hope, as a whole school, that all parents will participate in fundraising activities. The School Council has a fundraising sub-committee and you are most welcome to join, or lend your support and ideas.

WHAT DO I NEED TO ORGANISE AS A PARENT?

Your child will need to bring the following items:

ALL ITEMS NEED TO BE CLEARLY MARKED WITH YOUR CHILD'S NAME



- * **school bag**
- * **bucket hat** - wearing of hats during outside activities is school policy. No hat means children are restricted to the verandah area. Hats can be purchased at the front office.
- * **spare set of clothes** - in case your child has an accident or engages in messy play
- * **snack, lunch and drink bottle (water)** - a water bottle will be provided at the beginning of the year, however in the event that it is lost or damaged and is unusable it is the responsibility of the parent to have it replaced.

Your child is required to wear the following:

- * **school uniform** - these are available at the Front Office
- * **bucket hat** - these are available at the Front Office
- * **shoes** - Velcro joggers or sandals are ideal. NO thongs, slip on shoes or shoes with heels
- * **jewellery** (optional) - medical alert bracelet, simple watch, studs or small earrings. Girraween Primary School is accepting of wearing cultural or religious symbols eg. Crucifixes, Buddhist or Islamic pendants etc.



To participate in Physical Education lessons and sporting activities, students must wear a hat and appropriate footwear.

Students will not be allowed to attend excursions unless they are wearing full school uniform and suitable footwear.

Parents seeking exceptions to the uniform dress code will be considered at the discretion of the Principal.

WHAT DO I NEED TO ORGANISE AS A PARENT?

SNACKS, RECESS AND LUNCHES

At approximately 9am children will stop for a 'crunch and sip break'. This is a 10 minute snack on raw fruit or vegetables and a drink of water to stimulate brains and sustain energy for learning. It is best if this snack is easily accessible from their lunch box. We encourage healthy eating at Girraween and have made some suggestions for recess and lunch snacks below. As we have children attending the school with severe nut allergies, we would appreciate **NO peanut or nut products** included in lunches. If the product says "may contain traces of nuts" it is okay to have at school. Please do not pack items which say "contains nuts." If you are delivering lunch during the day please make sure we have it by 12:15pm as we start eating earlier than the older classes to begin with.



Suggestions for snacks:

- Fruit of any kind – some fruits such as oranges, apples, kiwifruit (some fruit may need to be pre-cut), dried fruit.
- Vegetable sticks – carrot, celery.
- Cheese and biscuits, yoghurt, boiled eggs, cooked pasta, sandwiches, sultanas, (NO NUT BASED PRODUCTS eg Nutella, and Muesli Bars.)
- Popper juice or water bottle. Children have regular drinks of water throughout the day.

Unsuitable foods include:

rollups, lollies, chocolate, chocolate coated biscuits, chips.



CANTEEN SERVICES

Our canteen is managed by Mel's Kitchen. The menu is available in the front office. It is also available on the website and the Skoolbag App. Orders for both lunch and recess are available from the school's canteen. You can write your order on a paper bag with the correct money enclosed. Lunch and recess orders need to be written on separate bags. An order can also be made online at:

<https://ouronlinecanteen.com.au>



CLASSROOM HELP

We welcome parent involvement and really appreciate the time given as this extra support is most valuable for our students. To be involved please contact your child's teacher. It is a Departmental requirement that all volunteers have a current Ochre Card if they are participating in activities outside of the classroom such as an excursion. Ochre card application forms can be obtained from the front office and lodged online at <http://nt.gov.au/emergency/community-safety/apply-for-a-working-with-children-clearance>

MEDICATION

If your child requires medication during the school day you will need to take it to the Front Office and complete a form with administering instructions. No medication can be stored in the classroom. If your child is asthmatic, please complete an Asthma Action Plan at the office.

MONEY

To ensure money for excursions, performances or special events is safely received please put it in a clearly labelled envelope with students name and amount.

PARENT/TEACHER COMMUNICATIONS

Notes

Teachers send out a classroom letter each term to keep you informed on student learning, timetabling, homework and upcoming events.

Interviews / 3 Way Conferences

Teachers are always available to have a chat about any concerns or queries, please contact them for an appointment. We also have interviews and 3 Way Conferences to provide opportunities for two-way communication.

HEALTH

Sunscreen/Insect Repellent – Is the responsibility of parents. Due to sensitive skins we are not able to apply sunscreen or insect repellent.

Allergies – If your child has any known allergies please notify us immediately.

Asthma – If your child suffers with Asthma please complete an Asthma Action Plan

Head lice – Check your child's head regularly. If you find lice or eggs please notify us so we can send a note home to all parents to check their children. If your child has head lice, they cannot resume school until treatment has occurred. It is wise to treat the whole family (especially siblings).

Colds and Flu – Can be highly contagious. Keeping children at home to recuperate is the best medicine.

Conjunctivitis – Is highly contagious. Your child is to stay home until treatment is applied and discharge from the eyes has stopped.

Impetigo – School Sores. Exclude until treatment has commenced. All sores on exposed surfaces are to be covered with watertight dressings.

Diarrhea – Exclude until diarrhoea has stopped.

From Territory Health Services, NT Disease Control



ORAL LANGUAGE

Oral Language is extremely important in Transition, as it is a vital component for successful reading and writing. During the day the children will interact in many different ways; perhaps to ask questions, follow instructions, to share an experience, to explain a need, to participate in class or friendship discussions. Oral language also involves playing with words and meanings for example 'slithering like a silent snake, or pounding like a dinosaur'; these lessons are full of drama, movement and song—they are rich in expression and purposeful in expanding our students understanding of descriptive language. Children's use of oral language becomes more refined and extended as they practise, and they become more able to satisfy social needs and to gain control of objects, people and knowledge in the environment.



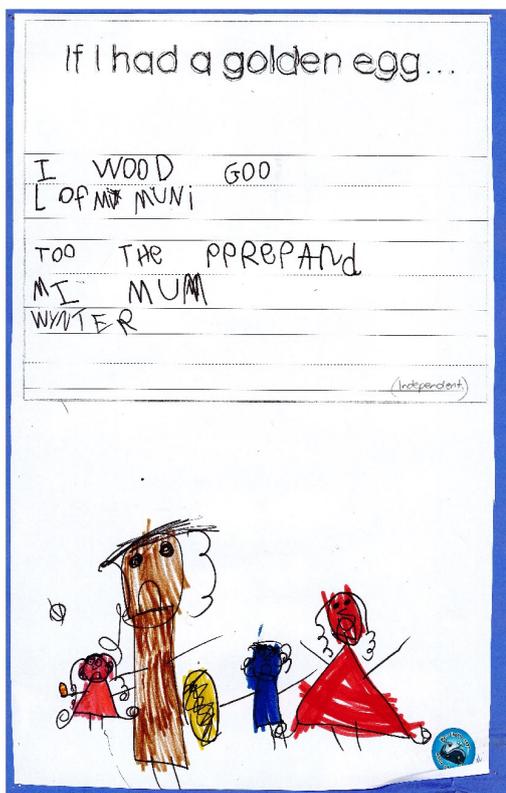
READING

At Girraween we want our students to not only know how to read but to want to read, for enjoyment and to make meaning.

Research shows us that **strong readers**, firstly love to read and have a **vast knowledge of words**; they have **listened to many stories** and have discussed and shared ideas about these with adults. Because of this, they are rich in reading knowledge and most importantly they acquired these skills long before they can actually read the text. In other words they have the building blocks to be successful and engaged readers. With this in mind, our reading program will initially involve the children bringing home story books rather than readers. We call these Cosy Readers. It is intended to strengthen the enjoyment of reading, cosying in with a parent to share in a reading experience with quality literature. Please make time to **read every day**.

Towards the end of Term 1 the children will participate in the home reading program and will also bring home simple books regularly to read with you. If you have any concerns about your child's reading progress please contact your teacher. Listening to, sharing and discussing stories is essential for your child's literacy development and will enhance their:

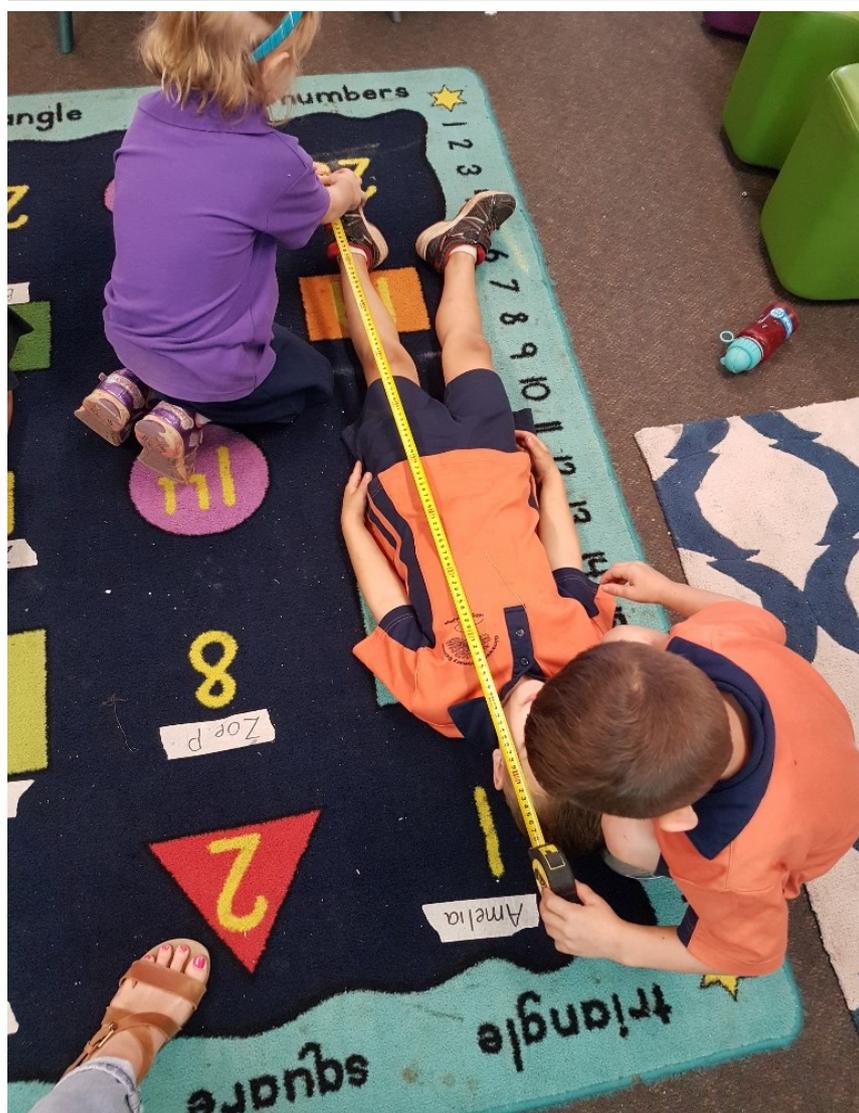
- knowledge about language
- ability to hear new words and expand their vocabulary
- understanding of stories—what makes sense
- understanding that print has meaning
- ability to recognise patterns within stories
- sight word vocabulary



To begin the writing process, the children take part in a range of activities designed to build **fine motor skills** and **eye tracking**. With these skills in hand the children move on to experimental writing. They **'have a go'** at writing texts they are familiar with, such as letters, recipes, lists and are encouraged to do this within an **authentic context** such as writing signs for a shopping centre. In addition to this, the children participate in formal handwriting lessons. It is essential that we build a positive writing identity within our students and they see themselves as **'writers'**.



THE LANGUAGE OF MATHEMATICS



In Mathematics in a Transition classroom children participate in hands on learning experiences that focus primarily upon number sense -reading, writing and making amounts to 20. Many of these early experiences are designed to build knowledge of **mathematical understandings, give opportunities to use mathematical language to communicate and make connections with the real world.** Play is a key element for learning in transition and is used as a vehicle for students to explore, create and develop their problem solving and understandings. In addition, the teacher builds upon concepts from the curriculum including measurement, shape, time and data through integrated units of work, incorporating elements of intentional teaching to ensure learning is purposeful.

OTHER ACTIVITIES

Library: Children visit the library, listen to stories and have the opportunity to borrow a book, which can be taken home for the week. Children will need a library bag which can be purchased from the front office.



Swimming: Lessons at Palmerston pool will be organised, and the children attend each day for 8 days, over a fortnight. Dates and times to be advised. It is generally in Term 4.



Technology: Children have the opportunity to access digital technology to support and present their learning such as ipads and computers. Students will learn basic software skills through appropriate integrated units of work.



Assemblies: Whole school assemblies are time for sharing classroom work, skills, talents and to celebrate individual achievements. These are held every second Friday at 8:30am beginning on week 2 each term. Teachers aim to contact you when your child is receiving a special award.



Excursions: In support of our curriculum focus we take children on trips outside the school environment. Each excursion requires parents to complete and sign a permission form, and there may be a cost involved.

Cooking as part of Sustainability: In preparation for Field Day in Term 2, classes may engage in cooking using produce from our gardens.



Dance Performances: In Term 3, classes will perform a dance as part of a whole school Dance Event. Students will create and practice dance moves leading up to the performance. All classes contribute to stage props and costumes are decided at the time.

PMP: Students in transition participate in a perceptual motor program twice weekly in the dry season that works to develop their gross motor and perceptual language. Parent help is required to successfully run this program. If you are available, please let your teacher know.



GREAT QUESTIONS TO ASK YOUR CHILD AT THE END OF A BUSY DAY

Tell me about one thing that you enjoyed today.

Tell me about a game that you played today.

What was one thing that you saw today?

Tell me about what you read in class.

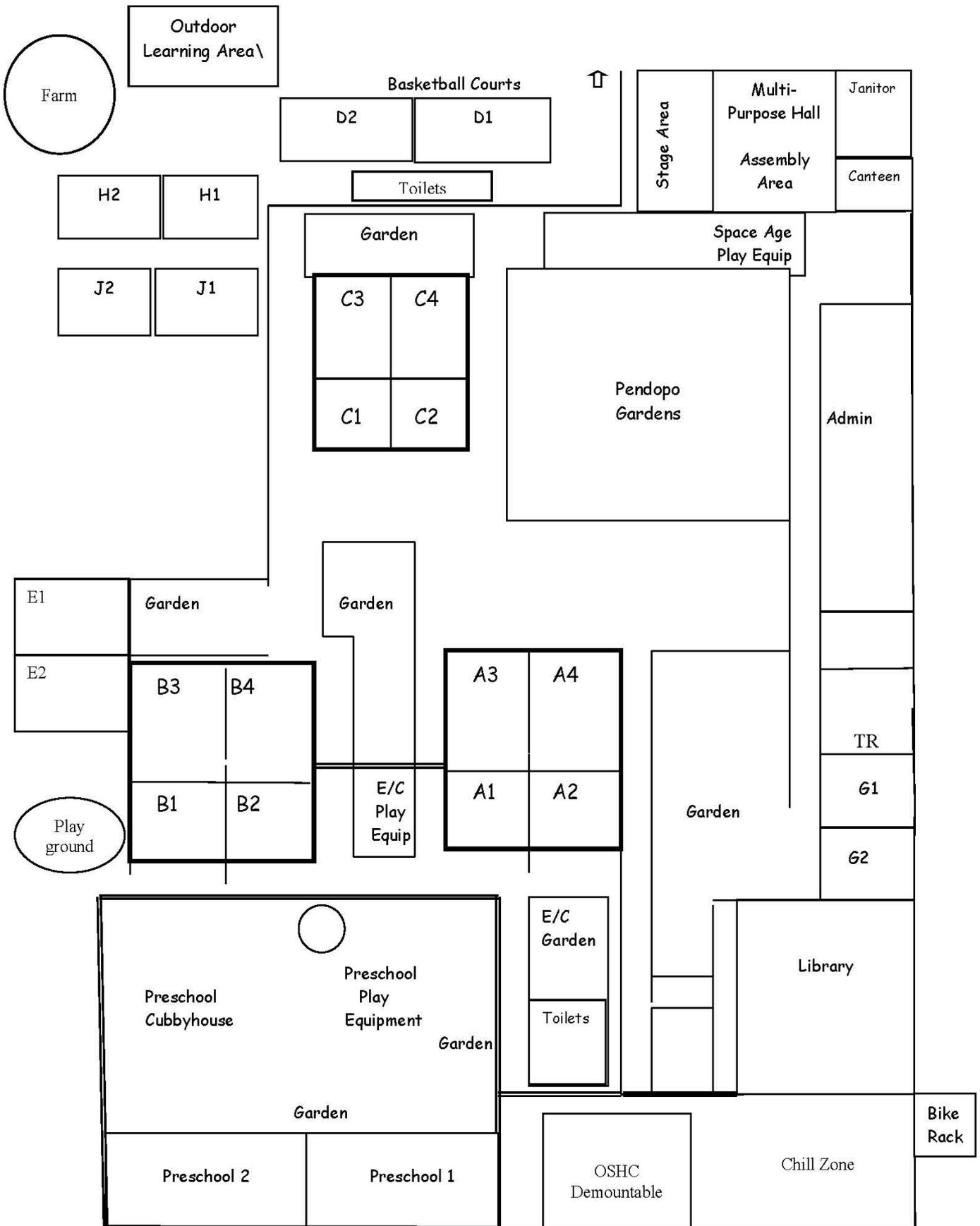
Did any of your classmates do anything funny?

What was the hardest thing you had to do today?

Can you show me something you learnt (or did) today?



GIRRAWEEEN SCHOOL MAP



Girraween Primary Learning Powers



I take on different roles effectively negotiating, sharing and working with others to achieve group goals.

GIRRAWEEEN LEARNING POWERS

CAPTAIN COLLABORATIVE



I am resilient, responsible, responsive and reflective. I set goals and learn independently and in groups.

GIRRAWEEEN LEARNING POWERS

CAPTAIN COMMITTED



I consider others' needs and understand that we play an equal, valuable role within our learning environment.

GIRRAWEEEN LEARNING POWERS

CAPTAIN CONSIDERATE



I question, investigate and critically examine information to guide my decision making and share information with others.

GIRRAWEEEN LEARNING POWERS

CAPTAIN CURIOUS



I imagine possibilities and connect ideas by thinking logically, creatively and reflectively whilst showing persistence and flexibility.

GIRRAWEEEN LEARNING POWERS

CAPTAIN CREATIVE



Girraween Primary School

Rising to the challenge



Dear Parent/Guardian,

Thank you for choosing to enrol your child at Girraween School. To assist us in providing the most appropriate education and care for your child/children please help us by completing the following forms:

- 1. Student Enrolment Form
- 2. Acceptable Use Agreement (Computers/Internet)
- 3. Media Consent Form- Witness Needed
- 4. General Consent Form (Banking, Facebook, Sunscreen, Newsletter via e-mail & Nits)
- 5. Chaplaincy Program – Not applicable for Preschool
- 6. Proof of Residency
- 7. Media Permissions
- 8. Birth Certificate 9. Immunisation Records

Pre School Only

- 10. Pre School Enrolment Attachment
- 11. Supplementary Pre School Enrolment Form

Transition Only

- 12. Transition Enrolment Attachment

Please also ensure we are aware of any other details that may assist us in catering for your child's needs.

If your child has previously been attending another school in the Northern Territory we will request a transfer of previous school records to Girraween School.

If you have moved to the NT from interstate, please provide us with any previous school records to assist us in assessing the developmental level of your child.

I look forward to meeting with you to finalise your child's enrolment.

Yours faithfully,

Megan McKenzie
Principal

Office Use Only:

Student Name: _____ *

- Appointment
- Entered into SAMS
- Class _____
- Send for File

Appointment Date: Appointment Time: