



Message from the Principal

It is with great pleasure that I welcome you and your family to the Gilgai Plains Primary School community. I am immensely proud to be the foundation Principal of this wonderful school and look forward to meeting you and sharing our vision for each and every student. Every person who walks through our doors is significant. It is important that every student and teacher learn and teach in a warm, nurturing and positive environment and have a strong sense of belonging.

We know that respectful relationships provide a solid foundation for life. We aim to foster and sustain positive and productive relationships between staff, students and families. Our school culture is built by living, working, learning and playing according to our school values, **Respect, Kindness, Zest and Learning Together**, which are promoted and modelled by our school community.

At Gilgai Plains Primary School, our number one aim is to develop critical foundational literacy and numeracy skills. It is in primary school that children learn the foundational skills that prepare them for life, give them choice in what they do in their future and lay the groundwork for active, compassionate citizenship. Quality education empowers children and young people and safeguards their health and well-being.

I am a leader who cares for my staff and supports them to always put student's best interests at the centre of everything we do and every decision we make. Our staff are lifelong learners, highly skilled and caring professionals who support students to develop the knowledge and skills to take on challenges and be their best selves.

Our motto, "Sparking Joy in Learning and Compassion in Hearts," illustrates the importance of developing both hearts and minds in an individual's character. We want our students to care for themselves and others and go on to make their world a better place.

Together with our amazing staff, I look forward to the years ahead and partnering with you, to provide the children in our community, the very best learning opportunities.

Anthea Jamieson

Principal



Kindness



Respect



Zest



Learning Together

Gilgai Plains Primary Enrolment Documentation Checklist

All documentation below must be attached to your child's enrolment application for their enrolment to be processed.

<input type="checkbox"/>	Proof of Age: Birth Certificate and/or Passport.
<input type="checkbox"/>	Immunisation Status Certificate: Parents/Guardians must provide the child's My Gov Immunisation Certificate.
<input type="checkbox"/>	Proof of Residency: Student Visa or Bridging Visa (any prior Visas must be submitted).
<input type="checkbox"/>	<p>Proof of Address: At least 3 of any of the following which evidence your place of residence:</p> <ul style="list-style-type: none"> ● Council rates ● Drivers Licence ● Electoral Roll Confirmation ● Lease Agreement (NB. Agreements that have or will expire within 30days cannot be accepted) ● Gas, water or electricity account. <p>In some cases we may request that you provide a completed Statutory Declaration.</p>
<input type="checkbox"/>	Specialists Assessments/Reports (if applicable): Having copies of your child's specialists reports and assessments will help us to determine any specific learning needs and provide strategies and recommendations to support your child at school. These may include reports such as Cognitive, Psychological, Speech, Occupational Therapists.
<input type="checkbox"/>	Medical Plans/Reports (if applicable): If your child has asthma or anaphylaxis, you need to provide current copies of their Asthma or Anaphylaxis Management Plans. Please also provide any other relevant medical reports or plans.

Foundation Declaration 2027

I declare that my child _____ resides permanently at the address I have provided and the information I have provided is true and correct. I understand that The Department of Education has implemented a School Zone for Gilgai Plains Primary School and my child's enrolment application may be denied if I do not meet the School Zone enrolment procedures required.

Parent/Guardian Name: _____

Signature: _____

Form to Enrol in a Victorian Government School

Student Enrolment Information – 20____	OFFICE USE ONLY	CASES21 Student ID: _____
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The information requested in this form is required for enrolment purposes. This information is collected to plan for and support the educational needs of your child.

This form should be completed by parents or carers who are responsible for enrolling their child. It is the responsibility of the person completing this form to consult with all other adults that need to be involved in the enrolment process. Parents or carers can co-sign the same form or complete separate forms if personal details are unable to be shared between them.

If required information is not provided or there is a dispute between parents or carers about a child's enrolment, the enrolling principal is required to consider the student's education and wellbeing when deciding whether to defer or accept the enrolment.

Only one enrolment form should be submitted per student. By completing and submitting this enrolment form, you are accepting a place for your child at the specified school (subject to any further checks required by the school).

All schools across Australia are expected to collect the same information. Questions marked with a ❖ are asked as a requirement of the Commonwealth Government to meet data collection, funding and reporting requirements under the Australian Education Regulations 2013.

STUDENT DETAILS

Surname:	
First Given Name:	
Second Given Name: <i>(if applicable)</i>	
Preferred First Name: <i>(if applicable)</i>	
❖ Gender:	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Self-described: _____
Date of Birth: <i>(dd-mm-yyyy)</i>	____ / ____ / ____ Student Mobile Number: <i>(if applicable)</i>

Intended start date:	
<input type="checkbox"/> Day 1, Term 1	<input type="checkbox"/> Other: <i>(dd-mm-yyyy)</i> ____ / ____ / ____

Which year are you seeking to enrol this student?	
<input type="checkbox"/> Foundation <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> Ungraded	

Student's Permanent Residence

Your child's permanent residence is the address where they spend the majority of their days during the school week. If they spend an equal amount of time at two addresses, both are considered their permanent address and your child will be entitled to enrol in the designated neighbourhood school for either address.

The school may make enquiries to verify the information provided, such as checking the electoral roll at an Australian Electoral Commission office or the Victorian Electoral Commission head office; checking with a real estate agent; or checking whether there are any regulations/codes limiting the number of people living at one residence, for example if a rental property is a studio or one bedroom unit.

No. & Street Address:	
Suburb:	
State:	Postcode:

How often does this student live at this address?
<input type="checkbox"/> Always <input type="checkbox"/> Mostly <input type="checkbox"/> Balanced (50%)
If the student lives at another address during the school week, please provide further details including the address, who they reside with and how many days a week the student lives there:

Siblings

A sibling is defined broadly and can include step-siblings and students residing together as part of a multiple family cohabitation or out-of-home-care arrangements, including foster care, kinship care, permanent care and residential care.

Does the student have any siblings at this school?	<input type="checkbox"/> Yes <input type="checkbox"/> No (<i>move to next section</i>)
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Name	Current Year Level	Reside at same residential address as the student
1		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
2		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
3		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
4		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes

PARENT/CARER DETAILS

Enrolling Adult 1

Title	
First Given Name	
Surname	
Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Self-described: _____

Adult 1 Relationship to student:
<input type="checkbox"/> Parent <input type="checkbox"/> Step Parent <input type="checkbox"/> Host Family <input type="checkbox"/> Relative <input type="checkbox"/> Self (adult student / mature minor) <input type="checkbox"/> Friend <input type="checkbox"/> Foster Parent <input type="checkbox"/> Other: _____
Student lives with Adult 1:
<input type="checkbox"/> Always <input type="checkbox"/> Mostly <input type="checkbox"/> Balanced (50%) <input type="checkbox"/> Occasionally

No. & Street Address:	
Suburb:	
State:	Postcode

Enrolling Adult 2

Title	
First Given Name	
Surname	
Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Self-described: _____

Adult 2 Relationship to student:
<input type="checkbox"/> Parent <input type="checkbox"/> Relative <input type="checkbox"/> Host Family <input type="checkbox"/> Friend <input type="checkbox"/> Foster Parent <input type="checkbox"/> Other: _____ <input type="checkbox"/> Step Parent
Student lives with Adult 2:
<input type="checkbox"/> Always <input type="checkbox"/> Mostly <input type="checkbox"/> Balanced (50%) <input type="checkbox"/> Occasionally

Address is the same as Enrolling Adult 1	<input type="checkbox"/> Yes <input type="checkbox"/> No (complete below)
No. & Street Address:	
Suburb:	
State:	Postcode

Adult 1 Job Title:	
Adult 1 Employer:	

Adult 2 Job Title:	
Adult 2 Employer:	

In which country was Adult 1 born?
<input type="checkbox"/> Australia <input type="checkbox"/> Other (please specify): _____

In which country was Adult 2 born?
<input type="checkbox"/> Australia <input type="checkbox"/> Other (please specify): _____

❖ Does Adult 1 speak a language other than English at home?
<input type="checkbox"/> No, English only
<input type="checkbox"/> Yes (please specify): _____

❖ Does Adult 2 speak a language other than English at home?
<input type="checkbox"/> No, English only
<input type="checkbox"/> Yes (please specify): _____

Please indicate any additional languages spoken by Adult 1:	
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Please indicate any additional languages spoken by Adult 2:	
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Is an interpreter required?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Is an interpreter required?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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❖ What is the highest year of primary or secondary school that Adult 1 has completed?
<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 / no schooling

❖ What is the highest year of primary or secondary school that Adult 2 has completed?
<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 / no schooling

❖ What is the level of the highest qualification that Adult 1 has completed?
<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 level of the highest qualification that Adult 2 has completed?
<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 1?
Please select the appropriate current parental occupation group from the attached list at the end of the document.
<ul style="list-style-type: none"> 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 list. If the person has not been in <u>paid</u> work for the last 12 months, enter 'N'.

❖ What is the occupation group of Adult 2?
Please select the appropriate current parental occupation group from the attached list at the end of the document.
<ul style="list-style-type: none"> 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 list. If the person has not been in <u>paid</u> work for the last 12 months, enter 'N'.

What is the main language spoken between the student and adult at home?	
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What is the main language spoken between the student and adult at home?	
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Preferred language of communications:	
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Preferred language of communications:	
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Is Adult 1 interested in being involved in school group participation activities?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>(e.g., School Council, excursions)</i>		

Is Adult 2 interested in being involved in school group participation activities?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>(e.g., School Council, excursions)</i>		

Can we contact Adult 1 during school hours?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is Adult 1 usually home during school hours?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Home Phone:		
Work Phone:		
Mobile:		
SMS Notifications:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Email Address:		
Email Notifications:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Adult 1's preferred method of contact: <i>(Email shall be used for communication that cannot be sent via phone)</i>	<input type="checkbox"/> Mobile	<input type="checkbox"/> Email
	<input type="checkbox"/> Home Phone	<input type="checkbox"/> Work Phone
Specify any other special conditions or times related to contact?		

Can we contact Adult 2 during school hours?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is Adult 2 usually home during school hours?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Home Phone:		
Work Phone:		
Mobile:		
SMS Notifications:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Email Address:		
Email Notifications:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Adult 2's preferred method of contact: <i>(Email shall be used for communication that cannot be sent via phone)</i>	<input type="checkbox"/> Mobile	<input type="checkbox"/> Email
	<input type="checkbox"/> Home Phone	<input type="checkbox"/> Work Phone
Specify any other special conditions or times related to contact?		

Emergency Contacts

Please provide emergency contacts in the event that the enrolling parents/carers are unavailable. Please ensure those listed as emergency contacts are aware that their information has been provided for this purpose.

Name	Relationship <i>Neighbour, Relative, Friend or Other (please specify)</i>	Telephone Contact	Language Spoken <i>Write E for English</i>
1			
2			
3			
4			

Billing Details

You are not required to make payments or voluntary financial contributions to your school. Schools may request payments for extra-curricular items and activities. For more information, please refer to www.vic.gov.au/school-costs-and-fees.

Send bills to: (select one)	<input type="checkbox"/> Adult 1	<input type="checkbox"/> Adult 2	Another person / address* (complete details below)
Name to be used for all billing correspondence:			
No. & Street or PO Box			
Suburb:			
State:		Postcode:	
Billing Email:			

* Note: If you would like to send bills to another person / address, please ensure Additional Parent/Carer details are completed on pages 13-15.

Correspondence Details

Send correspondence addressed to: (select one)	<input type="checkbox"/> Adult 1	<input type="checkbox"/> Adult 2	<input type="checkbox"/> Both Adults	<input type="checkbox"/> Neither
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Additional Parents/Carers

Are there additional parents/carers in the student's life? <input type="checkbox"/> Yes (provide details below) <input type="checkbox"/> No (move to next section)
Name of Adult 3:
Name of Adult 4:

If yes, please complete the Adult 3 and/or Adult 4 sections as attachments to this form on pages 13-15. If required, you may request a separate form for additional parents/carers from the school. The separate form allows for the capture of four further parents/carers.

STUDENT DEMOGRAPHICS

❖ In which country was the student born?	
<input type="checkbox"/> Australia	<input type="checkbox"/> Other (please specify): _____
If born overseas, on what date did the student arrive in Australia? (dd-mm-yyyy)	
_____ / _____ / _____	
What is the student's residency status? *	
<input type="checkbox"/> Australian citizen – holds Australian Passport	<input type="checkbox"/> Permanent Resident (provide visa details below)
<input type="checkbox"/> Australian citizen – eligible for Australian Passport	<input type="checkbox"/> Temporary Resident (provide visa details below)
<input type="checkbox"/> New Zealand citizen	
Visa Sub Class:	Visa Expiry Date: (dd-mm-yyyy) _____ / _____ / _____
Visa Statistical Code: (Required for some sub-classes)	

* Note: An Australian birth certificate does not guarantee Australian residency or citizenship. Further information is available at www.passports.gov.au/getting-passport-how-it-works/documents-you-need/citizenship

Does the student hold a Bridging Visa?	<input type="checkbox"/> Yes (provide further detail below)	<input type="checkbox"/> No
If Yes, what was the student's previous visa?		
If Yes, what visa has the student applied for?		

International Student ID*: (Not required for exchange students)
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* Note: If you are unsure of your International Student ID, please contact the International Education Division via phone (03 9084 8497) or email (international@education.vic.gov.au).

Does the student speak English?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
❖ Does the student speak a language other than English at home?		
<input type="checkbox"/> No, English only		
<input type="checkbox"/> Yes (please specify the main language spoken at home): _____		
❖ 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 & Torres Strait Islander	
Is the student a young carer (providing support/care for other family member/s)? *	<input type="checkbox"/> Yes	<input type="checkbox"/> No

* A young carer is a young person under 25 years of age who provides, or intends to provide care, assistance, or support to a family member with a mental illness, physical illness, disability, chronic illness, or who is aged or has an addiction.

What are the student's living arrangements?	
<input type="checkbox"/> Student lives with parents/carers together at the same residence	<input type="checkbox"/> Student lives with each parent/carer at different times
<input type="checkbox"/> Student lives with one parent/carer only	<input type="checkbox"/> State Arranged Out of Home Care*
<input type="checkbox"/> Informal care arrangement#	<input type="checkbox"/> Student is independent
<input type="checkbox"/> Homeless	
If the student has a Case Manager, please provide their contact details below:	

* Students who live in court ordered alternative care arrangements away from their parents. These court ordered care arrangements include living with relatives or friends (kinship care), living with non-relative families (foster care or adolescent community placements) and living in residential care units.

If the student is living in an informal care arrangement, please contact the school for an Informal Carer's Statutory Declaration, which must be completed. If there are any **court orders** about the child, please provide copies of those orders to the school with this form.

How will the student primarily travel to and from school?				
<input type="checkbox"/> Walking	<input type="checkbox"/> School Bus	<input type="checkbox"/> Train	<input type="checkbox"/> Driven by parent/carer	<input type="checkbox"/> Taxi / Ride Share
<input type="checkbox"/> Bicycle	<input type="checkbox"/> Public Bus	<input type="checkbox"/> Tram	<input type="checkbox"/> Self-Driven	<input type="checkbox"/> Other: _____
If the student catches public transport to school, what station/stop does their journey commence:				
If the student drives themselves to school, what is their Car Registration Number:				

Students residing in rural and regional Victoria or attending special schools may be entitled to receive travel assistance. Travel assistance may be in the form of access to a school bus service or financial support through a conveyance allowance to assist with the cost of travel. Information on eligibility and the application process can be obtained from the school.

SCHOOL DETAILS

Are you seeking to enrol the student at this school full-time? <input type="checkbox"/> Yes (<i>move to next section</i>) <input type="checkbox"/> No			
If No, how many days a week would the student be attending this school?			
If No, provide reason you are seeking part-time enrolment:			
If No, provide details for other schools:			
Other school name:	Days / week:	Has enrolment been accepted?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Other school name:	Days / week:	Has enrolment been accepted?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Previous Education – Students Enrolling in Foundation for the First Time

Is the student attending a funded kindergarten program* in the year before Foundation? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Name of kindergarten or early childhood service:	

* Note: A kindergarten program that is funded and approved by the Victorian Government, has a play-based learning program, and is delivered by a qualified teacher. Funded kindergarten programs can be found at www.education.vic.gov.au/findaservice

Previous Education – Other

Has the student previously been enrolled at another school?	<input type="checkbox"/> Yes, in Victoria – Government School	<input type="checkbox"/> Yes, in Victoria – Catholic or Independent School
	<input type="checkbox"/> Yes, interstate	<input type="checkbox"/> Yes, overseas <input type="checkbox"/> No (<i>move to next section</i>)

If Yes, name of last school attended:	
If Yes, location of last school attended: (suburb/town/state/country)	
If Yes, date of attendance: (dd-mm-yyyy) _____ / _____ / _____ to _____ / _____ / _____	
If Yes, year levels of previous education:	
If the student studied overseas, what age did the student first start school?	
What was the language of the student's previous education?	
Period of interruption to education: (months/years)	Is the student repeating a year level? <input type="checkbox"/> Yes <input type="checkbox"/> No

STUDENT MEDICAL DETAILS

Schools require the health information requested in this section to plan for and support the health and wellbeing needs of students.

Please note: If there is a situation or incident which requires first aid to be administered to your child, school staff will administer first aid that is reasonably necessary and appropriate to their level of training. School staff will also seek emergency medical attention for your child if it is considered reasonably necessary. Any costs associated with student injury rest with parents/carers unless the Department of Education is liable in negligence (liability is not automatic). In the event that your child needs medical attention, school staff will contact you as soon as practically possible.

Medical Conditions

Does the student have an allergy? If yes, please provide the school with an ASCIA Action Plan for Allergies (available at: www.allergy.org.au/hp/ascia-plans-action-and-treatment#r2a)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is the student at risk of anaphylaxis? If yes, please provide the school with an ASCIA Action Plan for Anaphylaxis (available at: www.allergy.org.au/hp/anaphylaxis/ascia-action-plan-for-anaphylaxis)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the student have asthma?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Has a current Asthma Action Plan been provided to School? If No, please provide an Asthma Action Plan to the School (available at: www.asthma.org.au/treatment-diagnosis/asthma-action-plan/)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the student have any other medical condition or other relevant medical assessment that the school needs to know about? If Yes, please ask the school for the appropriate <u>medical advice form</u> , to be completed by the treating medical practitioner and returned to school.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If Yes to <u>any of the above</u>, please specify:		

Medication

Does the student take medication?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is the medication required during school hours? If Yes, please ask the school for a <u>Medication Authority Form</u> , to be completed by the treating medical practitioner and returned to school	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Name of medications taken:		

Privacy Statement

The personal and health information collected in this form, and any attachments, is required for enrolment at all Victorian Government Schools. The information is collected to ensure accurate enrolment, and to plan for and support the educational needs of students. The information will be managed securely and accessed only by staff, on a need-to-know basis, and in accordance with the Department of Education Schools' Privacy Policy which applies to all government schools (available at: www.education.vic.gov.au/Pages/schoolsprivacypolicy.aspx) or where mandated or allowed by law.

Please also refer to the Victorian Government School Privacy Collection Notice for details on handling of personal and health information in schools: www.education.vic.gov.au/Pages/Schools'-Privacy-Collection-Notice.aspx

DECLARATION

Thank you for completing this Student Enrolment form. The information provided is required to enable staff to properly enrol your child at our school as such it is important that it is accurate and up to date.

I/We confirm that:

- **I am/We are the person/people named as completing this form.**
- **The information in this form is true and correct.**
- **I/We agree to authorise this form by electronic means with an electronic signature.**

Signature of Enrolling Adult: _____ Date: ____ / ____ / ____

Signature of Enrolling Adult (if applicable): _____ Date: ____ / ____ / ____

Please select the category that best describes who has signed and completed this form. This will assist the school with the enrolment process.

- Both parents/carers have completed and signed this form.
- Parents/carers are completing separate forms (schools can provide additional forms on request).
- One parent has completed and signed this form on behalf of both parents. Contact details for the other parent have been provided in the form for the school's use as required.
- One parent has completed and signed this form and the contact details for the other parent are unknown to the enrolling parent/carer and not provided.
- There is only one parent/carer with legal responsibility for the child and that person has completed and signed this form.
- Other, please specify: (for instance, where the contact details for the other parent are known but it is not appropriate or safe to contact them) _____

If there are any court orders about the child, please provide copies of those orders to the school with this form.

WHO CAN SIGN THIS FORM?

- **A person with parental responsibility:** a parent of a child under 18 years of age, subject to relevant court orders (including parenting orders made under the *Family Law Act 1975* and protection orders made under the *Children, Youth and Families Act 2005* by the Children's Court, or other person granted parental responsibility under a relevant court order).
- **A carer formally authorised by Child Protection to enrol the student:** the Department of Families, Fairness and Housing (DFFH) can issue a written authorisation to the carer of a child in out of home care to make decisions about the child. In some circumstances this will include specific authorisation to enrol the child at school.
- **Informal carer:** an Informal Carer is a relative or other responsible adult with whom the child lives, and who has day to day care of the child. The informal carer should provide an Informal Carer Statutory Declaration to confirm their status as an informal carer. A copy of this statutory declaration can be obtained from www.education.vic.gov.au/PAL/informal-carer-statutory-declaration-template.pdf
- **Students living independently:** If the student is an adult or a mature minor for the purpose of enrolment and they live independently. These students will need to be considered in accordance with the www.education.vic.gov.au/pal/decision-making-responsibilities-students/policy policy.
- **Adult Students:** a student 18 years of age or older is considered an adult and can sign their own consent form.

ATTACHMENT 1 – PARENTAL OCCUPATION GROUP CODES

The codes outlined below are to be used when providing family occupation details for enrolled students. Please indicate your current occupation – not your qualification. 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, proofreader, 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: Tradespeople, clerks and skilled office, sales and service staff

Tradespeople generally have completed a 4-year Trade Certificate, usually by apprenticeship. All tradespeople 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 / childcare 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)

ATTACHMENT 2 – ADDITIONAL PARENT/CARER DETAILS

Enrolling Adult 3

Title	
First Given Name	
Surname	
Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Self-described: _____

Adult 3 Relationship to student:
<input type="checkbox"/> Parent <input type="checkbox"/> Relative <input type="checkbox"/> Host Family <input type="checkbox"/> Friend <input type="checkbox"/> Foster Parent <input type="checkbox"/> Other: _____ <input type="checkbox"/> Step Parent
Student lives with Adult 3:
<input type="checkbox"/> Always <input type="checkbox"/> Mostly <input type="checkbox"/> Balanced (50%) <input type="checkbox"/> Occasionally

No. & Street Address:	
Suburb:	
State:	Postcode

Adult 3 Job Title:	
Adult 3 Employer:	

In which country was Adult 3 born?
<input type="checkbox"/> Australia <input type="checkbox"/> Other (please specify): _____

❖ Does Adult 3 speak a language other than English at home?	
<input type="checkbox"/> No, English only <input type="checkbox"/> Yes (please specify): _____	
Please indicate any additional languages spoken by Adult 3:	
Is an interpreter required?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Enrolling Adult 4

Title	
First Given Name	
Surname	
Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Self-described: _____

Adult 4 Relationship to student:
<input type="checkbox"/> Parent <input type="checkbox"/> Relative <input type="checkbox"/> Host Family <input type="checkbox"/> Friend <input type="checkbox"/> Foster Parent <input type="checkbox"/> Other: _____ <input type="checkbox"/> Step Parent
Student lives with Adult 4:
<input type="checkbox"/> Always <input type="checkbox"/> Mostly <input type="checkbox"/> Balanced (50%) <input type="checkbox"/> Occasionally

Address is the same as Enrolling Adult 3	<input type="checkbox"/> Yes <input type="checkbox"/> No (complete below)
No. & Street Address:	
Suburb:	
State:	Postcode

Adult 4 Job Title:	
Adult 4 Employer:	

In which country was Adult 4 born?
<input type="checkbox"/> Australia <input type="checkbox"/> Other (please specify): _____

❖ Does Adult 4 speak a language other than English at home?	
<input type="checkbox"/> No, English only <input type="checkbox"/> Yes (please specify): _____	
Please indicate any additional languages spoken by Adult 4:	
Is an interpreter required?	<input type="checkbox"/> Yes <input type="checkbox"/> No

❖ What is the highest year of primary or secondary school that Adult 3 has completed?	
<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 / no schooling
❖ What is the level of the highest qualification that Adult 3 has completed?	
<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 3? Please select the appropriate current parental occupation group from the attached list at the end of the document.	
<ul style="list-style-type: none"> 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 list. If the person has not been in <u>paid</u> work for the last 12 months, enter 'N'. 	

❖ What is the highest year of primary or secondary school that Adult 4 has completed?	
<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 / no schooling
❖ What is the level of the highest qualification that Adult 4 has completed?	
<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 4? Please select the appropriate current parental occupation group from the attached list at the end of the document.	
<ul style="list-style-type: none"> 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 list. If the person has not been in <u>paid</u> work for the last 12 months, enter 'N'. 	

What is the main language spoken between the student and adult at home?	
Preferred language of communications:	
Is Adult 3 interested in being involved in school group participation activities? (e.g., School Council, excursions)	<input type="checkbox"/> Yes <input type="checkbox"/> No

What is the main language spoken between the student and adult at home?	
Preferred language of communications:	
Is Adult 4 interested in being involved in school group participation activities? (e.g., School Council, excursions)	<input type="checkbox"/> Yes <input type="checkbox"/> No

Can we contact Adult 3 during school hours?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is Adult 3 usually home during school hours?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Home Phone:	
Work Phone:	
Mobile:	
SMS Notifications:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Email Address:	
Email Notifications:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Adult 3's preferred method of contact: (Email shall be used for communication that cannot be sent via phone)	<input type="checkbox"/> Mobile <input type="checkbox"/> Email <input type="checkbox"/> Home Phone <input type="checkbox"/> Work Phone
Specify any other special conditions or times related to contact?	

Can we contact Adult 4 during school hours?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is Adult 4 usually home during school hours?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Home Phone:	
Work Phone:	
Mobile:	
SMS Notifications:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Email Address:	
Email Notifications:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Adult 4's preferred method of contact: (Email shall be used for communication that cannot be sent via phone)	<input type="checkbox"/> Mobile <input type="checkbox"/> Email <input type="checkbox"/> Home Phone <input type="checkbox"/> Work Phone
Specify any other special conditions or times related to contact?	

Billing Details

You are not required to make payments or voluntary financial contributions to your school. Schools may request payments for extra-curricular items and activities. For more information, please refer to www.vic.gov.au/school-costs-and-fees.

Send bills to: <i>(select one)</i>	<input type="checkbox"/> Adult 3	<input type="checkbox"/> Adult 4	<input type="checkbox"/> Another person / address* <i>(complete details below)</i>
Name to be used for all billing correspondence:			
<input type="text"/>			
No. & Street or PO Box			
<input type="text"/>			
Suburb:			
<input type="text"/>			
State:		Postcode:	
<input type="text"/>		<input type="text"/>	
Billing Email:			
<input type="text"/>			

* Note: If you would like to send bills to another person / address, please ensure Additional Parent/Carer details are completed on pages 16-17.

Correspondence Details

Send correspondence addressed to: <i>(select one)</i>	<input type="checkbox"/> Adult 3	<input type="checkbox"/> Adult 4	<input type="checkbox"/> Both Adults	<input type="checkbox"/> Neither
--	----------------------------------	----------------------------------	--------------------------------------	----------------------------------

ATTACHMENT 3 - TRAVEL ASSISTANCE AND PROGRAMS

Conveyance Allowance Program

The Conveyance Allowance Program supports eligible families attending mainstream schools in rural and regional Victoria, and special schools (state-wide) with financial assistance towards the cost of transporting students to and from school.

Is the student applying for the Conveyance Allowance Program?

Yes

No (*proceed to next question*)

Your school can provide the applicable application form and advice on the different types of conveyance available. For further information, including the conveyance allowance policy and application forms, refer to the Department's Policy and Advisory Library (PAL) here: www.education.vic.gov.au/pal/conveyance-allowance/policy

School Bus Program

The School Bus Program assists families in rural and regional Victoria by transporting students to school where they do not have access to public transport. The program supports travel to students nearest government and non-government school. Travel by bus to special schools is provided through the Students with Disabilities Transport Program (see below). Travel to a school that is not the nearest will pay a fare to travel. Your school can provide the relevant application form.

Is the student applying for the School Bus Program?

Yes (see text below)

No (*proceed to next question*)

Your school can provide the relevant application form and advice on travel type (free travel, pre-school, fare payer etc.) For further information, including the School Bus Program policy refer to the Department's PAL here:

www.education.vic.gov.au/pal/school-bus-program/policy

Students with Disabilities Transport Program

The Students with Disabilities Transport Program assists families throughout Victoria by transporting students to their nearest appropriate government special school. The program supports travel for students within Designated Transport Areas. Families should also consider the conveyance allowances that may provide increased or alternative travel options to support school travel.

Is the student applying to travel on a school bus or other travel assistance?

Yes (read below text)

No

Your school can provide the relevant application form and advice on travel suitability. For further information, including the Students with Disabilities Transport Program policy, refer to the Department's PAL here:

www.education.vic.gov.au/pal/transport-students-disabilities/policy

First date of travel?

Next school year

Alternate date: (dd-mm-yyyy) ____ / ____ / ____

Type of travel assistance requested?

Access to School Bus

Conveyance Allowance

If applicable, specify the student's mode of assisted mobility.

Wheelchair

Walker

Comments relevant to travel:

ATTACHMENT 4 – OFFICE USE ONLY SECTION

OFFICE USE ONLY				
Child's Name sighted:		<input type="checkbox"/> Yes	<input type="checkbox"/> No	Enrolment Date:
Year level:	Home Group:	Timetabling Group:	House:	Campus:
Student Email Address:				
Australian residency confirmed:		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not sighted / provided
Date of birth confirmed:		<input type="checkbox"/> Yes – Birth certificate	<input type="checkbox"/> Yes – Doctor certificate	<input type="checkbox"/> Yes - Other / provided <input type="checkbox"/> Not sighted / provided
Does the student have a Disability ID number?		<input type="checkbox"/> Yes (please specify): _____ <input type="checkbox"/> No		
Does the student have a Victorian Student Number (VSN)?				
<input type="checkbox"/> Yes, please specify: _____ <input type="checkbox"/> Yes, but the VSN is unknown <input type="checkbox"/> No, the student has never been issued a VSN				
For Foundation students, has a Transition Learning and Development Statement been provided?		<input type="checkbox"/> Yes, via Insight Assessment Platform	<input type="checkbox"/> Yes, direct from teacher/parent/carer	<input type="checkbox"/> No <input type="checkbox"/> Pending
Immunisation Certificate received:		<input type="checkbox"/> Yes – Up to date	<input type="checkbox"/> Yes – Not up to date	<input type="checkbox"/> Not sighted / provided
Are there any Notice/s on the Immunisation History Statement:		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Does the student have asthma, allergies or anaphylaxis?		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Does the student need to take medication during school hours?		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
*Have the required medical forms been provided to the school?		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A – no medical conditions
*Note: Additional forms including student medical advice and condition forms can be found here: Medical Advice Forms				
Can the student Individual Education Plan include travel training?		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Is the student attending their nearest school?		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Does the student reside in Designated Transport Area (if attending special school)?		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Can the student be accommodated on an existing route (if applicable)?		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Pick-up Point:		Map Ref:	Time AM:	
Set Down Point:		Map Ref:	Time PM:	
Current Court Order or other access document placed on student file? <input type="checkbox"/> Yes <input type="checkbox"/> No				
Additional notes regarding the student's enrolment: (e.g., note if student information or documentation is missing and yet to be provided to the school)				

Gilgai Plains 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 Gilgai Plains Primary School can register your child and allocate staff and resources to provide for their educational and support needs. All staff at Gilgai Plains Primary School and the Department of Education & Early Childhood Development are required by law to protect the information provided by this enrolment form.

Health information is collected so that staff at Gilgai Plains Primary School 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. Gilgai Plains Primary School depends on you to provide all relevant health information because withholding some health information may put your child's health at risk.

Gilgai Plains Primary School requires 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 Gilgai Plains Primary School. Please tell us as soon as possible about any changes to these arrangements. Please do not hesitate to contact the Principal, Anthea Jamieson, if you would like to discuss, in strict confidence, any matters relating to family arrangements.

EMERGENCY CONTACTS

These are people that Gilgai Plains Primary School 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 Gilgai Plains Primary School.

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 Gilgai Plains Primary School 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 Gilgai Plains Primary School 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 Gilgai Plains Primary School to process your child's enrolment.

UPDATING YOUR CHILD'S RECORDS

Please let Gilgai Plains Primary School know if any information needs to be changed by sending updated information to the school office. Please contact Gilgai Plains Primary School by Ph: 03 8779 0000 or emailing gilgai.plains.ps@education.vic.gov.au or via our Student Management Platform Program, Compass to update any personal information. During your child's time with Gilgai Plains Primary School 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 RECORD HELD BY SCHOOL

In most circumstances you can access your child's records. Please contact the Principal 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. Gilgai Plains Primary School can also provide you with more detailed information about privacy policies that govern the collection and use of information requested on this form. The School privacy policy is available on request.

Gilgai Plains Primary School

STATEMENT OF VALUES AND SCHOOL PHILOSOPHY

PURPOSE

The purpose of this policy is to outline the values of our school community and explain the vision, mission and objectives of our school.

POLICY

Gilgai Plains Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

The programs and teaching at Gilgai Plains Primary School support and promote the principles and practice of Australian democracy, including a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.

This policy outlines our school's vision, mission, objective, values and expectations of our school community.

To celebrate and embed our Statement of Values and Philosophy in our school community, we

- display posters and banners that promote your values in our school
- celebrate our values in our school newsletter
- provide awards and recognition for students who actively demonstrate the values
- discuss our values with students in the classroom, meetings and assemblies.

VISION

To develop confident, resilient and resourceful thinkers who strive to achieve their best and contribute to make the world a better place

MISSION

to ensure that every child at Gilgai Plains PS

- Feels safe, happy and well
- Is literate and numerate and experiences continual growth and success
- Has diverse learning opportunities
- Is greeted with a smile and a hello and loves coming to school
- Works hard and allows others to be their best

- Has at least one good friend and knows how to make friends and keep friends
- Has someone to go to when needed
- Is kind to self, others and our environment

OBJECTIVE

Gilgai Plains Primary School's objective is to ensure all students leave our school having developed the knowledge and skills to be independent, successful, resilient and compassionate community members.

VALUES

Gilgai Plains Primary School's values are **Kindness, Respect, Zest** and **Learning Together**.

- We model and demonstrate kindness to ourselves and to others. We understand that our words and our behaviours impact the people around us
- We show respect to others, ourselves and our environment
- We approach everything we do with zest. We understand the importance of being positive, choosing our attitude and trying our hardest
- We value learning together and understand the importance of collaboration to achieve success.

MOTTO

Sparking joy in learning and compassion in hearts.

BEHAVIOURAL EXPECTATIONS

Gilgai Plains Primary School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school.

As principals and school leaders, we will:

- model Gilgai Plains Primary School values in our daily life
- demonstrate effective, kind and positive leadership
- work and learn collaboratively to create an inclusive school environment where trust, respectful and safe behaviour is expected of everyone
- plan, implement and review our work to ensure the ongoing care, safety, security and wellbeing of all students is protected
- have processes in place to ensure students who are or may be at risk are identified and supported
- do our best to ensure every teacher can support students to achieve their personal and learning potential
- respond appropriately when safe and inclusive behaviour is not demonstrated and implement appropriate interventions, sanctions and learning opportunities when required
- inform parents of the school's communication and complaints procedures
- ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.

As teachers and non-teaching school staff, we will:

- model Gilgai Plains Primary school values in our everyday life
- communicate with kindness and respect to all members of the school community
- ensure every student in our homegroup feels safe, seen and heard whilst at school
- ensure students know how to be cybersafe
- partner with parents to understand and communicate the learning and wellbeing needs of each student and, where necessary, adapt the learning environment accordingly
- communicate with the Principal and the leadership team in the event we anticipate or face any tension or challenging behaviours from parents.

As parents and carers, we will:

- model positive behaviour to our child
- communicate with kindness and respect to all school leaders, staff, students and other members of the school community
- ensure our child attends Gilgai Plains Primary School on time, every day the school is open for instruction
- ensure my child has correct uniform and support Gilgai Plains Primary in maintaining pride in the student dress code
- support the learning opportunities offered and take an active interest in our child's school and learning
- ensure safety measures at home when my child has access to technology
- partner with and trust in the school to achieve the best outcomes for our child
- communicate constructively with the school and use expected processes and protocols when raising concerns
- support Gilgai Plain's staff to maintain a safe learning environment for all students and staff by following all school requests regarding attendance on school grounds.

As students, we will:

- always demonstrate Gilgai Plains Primary school values
- communicate with kindness and respect to all principals, teachers, students and parents
- behave in a safe and trustful manner
- follow our school values to be cybersafe and use technology responsibly
- respect the school environment and property
- wear the correct uniform to school
- actively participate in school and try my best
- not disrupt the learning of others and make the most of our educational opportunities.

As community members, we will:

- model positive behaviour to the Gilgai Plains Primary School community
- treat other members of the school community with respect
- support Gilgai Plains Primary School staff to maintain a safe and inclusive learning environment for all students and staff
- utilise Gilgai Plains Primary School processes for communication with staff and submitting concerns.

UNREASONABLE BEHAVIOURS

Schools are not public places, and the Principal has the right to permit or deny entry to school grounds (for more information, see our *Visitors Policy*).

Unreasonable behaviour that is demonstrated by school staff, parents, carers, students or members of our school community will not be tolerated at school, or during school activities.

Unreasonable behaviour includes:

- speaking or behaving in a rude, manipulative, aggressive or threatening way, either in person, via electronic communication or social media, or over the telephone
- the use or threat of violence of any kind, including physically intimidating behaviour such as aggressive hand gestures or invading another person's personal space
- sending demanding, rude, confronting or threatening letters, emails or text messages
- sexist, racist, homophobic, transphobic or derogatory comments
- the use of social media or public forums to make inappropriate or threatening remarks about the school, staff or students.

Harassment, bullying, violence, aggression, threatening behaviour and unlawful discrimination are unacceptable and will not be tolerated at our school.

Unreasonable behaviour and/or failure to uphold the principles of this *Statement of Values and School Philosophy* may lead to further investigation and the implementation of appropriate consequences by the school Principal.

At the Principal's discretion, unreasonable behaviour may be managed by:

- requesting that the parties attend a mediation or counselling sessions
- implementing specific communication protocols
- written warnings
- conditions of entry to school grounds or school activities
- exclusion from school grounds or attendance at school activities
- reports to Victoria Police
- legal action.

Inappropriate student behaviour will be managed in accordance with our school's *Student Wellbeing and Engagement Policy* and *Bullying Prevention Policy*.

Our *Statement of Values and School Philosophy* ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate and learn.

This page to be returned to school.

I have read and understood the Statement of Values for Gilgai Plains Primary School.

I agree to adhere to the Statement of Values.

Signatures of parents & carers

Printed Name

Printed Name

Date:

Thank you.

Gilgai Plains Primary School Transition Form

STUDENT DETAILS

Child's Name: _____ M/F: _____ (fill in blank)

Preferred Name: _____ Date of Birth: _____

Please circle: *Right Handed or Left Handed*

FAMILY DETAILS

Parent Name/s: _____

Contact no: _____

Country of Birth: _____

Number of Children in the family: _____ Place in the family _____

Siblings attending Gilgai Plains Primary and their school Year level:

MEDICAL DETAILS

Has your child been diagnosed with any of the following medical conditions? Please circle where appropriate and provide supporting documentation to the school.

ADHD Aggressive Behaviours Gross Motor Issues

Anaphylaxis Auditory Processing Hearing Issues

Allergies Autism Spectrum Disorder (ASD) Poor Vision

Asthma Fine Motor Issues Speech Issues

Other Issues: (please specify):

KINDERGARTEN/PRESCHOOL/CHILDCARE OR SCHOOL DETAILS

Name of Kinder/School/Centre: _____

Name of Session/Group/Class: _____

Name of Teacher: _____

Is there a history of reading difficulties in the family? YES/NO (*please circle*)

Is there a history of any other learning difficulties? YES/NO (*please circle*)

I give permission for Gilgai Plains staff to contact my child's previous learning service or school:

(*please circle*) YES/NO

Parent Guardian Name: _____

Parent/Carer Signed: _____

Date: _____

Gilgai Plains Primary School Parental Consent

Medical & First Aid

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 teacher-in-charge of my child, where the teacher-in-charge is unable to contact me, or it is otherwise impracticable to contact me.

- I 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 staff member may judge to be reasonably necessary.

Signature of parent/carer: _____ Date: _____

Publication of Student's Photograph

As part of the school's promotion, photographs and videos are taken regularly of our students engaged in a variety of class and outdoor activities. These photographs and videos may be used for publicity purposes and Facebook/blogs/wiki.

We would appreciate it if you would consent to any photographs and videos taken of your child being used for these purposes.

Signature of parent/carer: _____ Date: _____

Local Excursions

At various times throughout the year teachers may wish to take their class on a local excursion which will neither incur expense nor necessitate travelling by bus e.g., visit to the shopping centre, nearby parkland, or local sporting facilities.

I give permission for my child to participate in local excursions and organised activities outside the school grounds for the duration of my child's schooling at Gilgai Plains Primary School.

I authorise the teacher in charge of the excursion to consent where it is impracticable to communicate with me to my child receiving such medical or surgical treatment as may be deemed necessary and to bear any costs involved.

Signature of parent/carer: _____ Date: _____

Family Email Information

Following advice from the Department of Education and Training, the school now has the ability to email Cases21 reports e.g. family statements. In order for the school to send reports/statements by email please complete the below details.

STATEMENT OF INTENDED PURPOSE: The email and any attachments will be confidential and will be intended solely for the information of the individual to whom it is addressed.

I agree to receiving reports and statements via email.

Signature of parent/carer: _____ Date: _____

Email address: _____

School Policies and Procedures

As a parent/guardian of a student attending Gilgai Plains Primary School I will support all approved school policies and those policies set by the Department of Education and Training.

Signature of parent/carer: _____ Date: _____

Gilgai Plains Primary School

Uniform Guide

At Gilgai Plains Primary School we are proud of our student uniform. Wearing our school uniform contributes in a meaningful way to ensuring each student has pride in being a member of our school.

The wearing of school uniform is compulsory for all students. Please refer to Academy Uniforms (www.academyuniforms.com.au) for the full range and price list.

Summer Uniform Items Term One & Four	Winter Uniform Items Term Two & Three
<ul style="list-style-type: none"> ● Summer dress ● Short sleeve polo ● Skort or shorts ● Plain white or black socks ● GPPS bucket hat 	<ul style="list-style-type: none"> ● Winter pinafore dress ● Winter blouse (under pinafore) ● Long sleeve polo ● Knitted V-neck jumper ● Softshell zip jacket ● Track pant ● Puffer vest ● GPPS beanie
<p>Accessories</p> <ul style="list-style-type: none"> ● GPPS School Bag ● GPPS Book Bag ● Black tights ● Shoes - Black school shoes or black runners are permitted. (Must be black in colour and be sturdy. No skate shoes or canvas shoes permitted) ● Knee high or ankle socks (Plain Black or White) 	

On days where students have their Physical Education (PE) class, please ensure your child is wearing appropriate runners (no skate/van/b/ball style shoes).

Uniform items can be purchased the following ways:

Online:

Shop online at www.academyuniforms.com.au for home delivery or choose the free weekly delivery to school.

**In store at Academy Uniforms,
Craigieburn:**

Mon to Fri: 9am – 5pm
Saturday: 10am – 12pm
71 Potter Street, Craigieburn
Ph: 9768 0344






Digital Technology at Gilgai Plains Primary School



Information for Parents

Our commitment to the responsible use of digital technology

At Gilgai Plains Primary School we are committed to building a culture of respect and responsibility. We show this in the way we use technology and interact online. We teach our students about responsible digital behaviours, including how to recognise and respond to online dangers and threats. We support students to develop the digital skills they need to make a positive impact in the world. We are intentional and discerning about our integration of digital tools into the curriculum, providing rich, interactive and personalised experiences, while ensuring a balance with offline learning opportunities.



What we do




	<p>We set clear expectations</p> <ul style="list-style-type: none"> We have clear expectations about appropriate conduct using digital technologies. Our Mobile Phone Policy outlines our school's expectations relating to students using mobile phones during school hours. We have clear and appropriate consequences when students breach these expectations, in line with our Student Wellbeing and Engagement Policy.
	<p>We teach appropriate conduct</p> <ul style="list-style-type: none"> We teach our students to be safe, intentional and responsible users of digital technologies, including age-appropriate instruction on important digital issues such as cybersafety and cyberbullying. We base our learning around safe use of technology on the detailed curriculum of the Cyber Safety Project https://cybersafetyproject.com/.
	<p>We partner with families</p> <ul style="list-style-type: none"> We work with parents and carers to understand the digital technology-related issues they are facing at home. We support them with information and tools that help.
	<p>We provide access to technology</p> <ul style="list-style-type: none"> We provide access to educational software for students to use. <ul style="list-style-type: none"> o Google Suite for Education o Decodable Readers Australia (DRA) o Numbots and Times Table Rockstars o PRIME o Essential Assessment o Online websites, including websites to access reading materials
	<p>We supervise digital learning</p> <ul style="list-style-type: none"> We supervise students using digital technologies in the classroom, consistent with our duty of care. We use clear protocols and procedures to protect students working in online spaces.

	<p>We take appropriate steps to protect students</p> <ul style="list-style-type: none"> • We provide a filtered internet service to block inappropriate content. Full protection from inappropriate content cannot be guaranteed, however, we have processes to report and act on inappropriate content. • We may access and monitor messages and files sent or saved on our network, if necessary and appropriate.
	<p>We appropriately manage and respond to online incidents</p> <ul style="list-style-type: none"> • We work to prevent, respond, and learn from issues or incidents relating to the use of digital technology, including cybersecurity incidents, cyberbullying and risks to child safety. • We refer suspected illegal online acts to the police. • We expect students to behave in a way that is consistent with Gilgail Plains Primary Schools's Statement of Values, Student Wellbeing and Engagement policy, and Bullying Prevention policy. When a student acts in breach of the behaviour standards of our school community, Gilgai Plains Primary School will instigate a staged response, consistent with our student engagement and behaviour policies. • Breaches of this User Agreement by students can result in a number of consequences which will depend on the severity of the breach and the context of the situation. This includes: <ul style="list-style-type: none"> o removal of network access privileges o removal of internet access privileges o other consequences as outlined in the school's Student Wellbeing and Engagement and Bullying Prevention policies.

How parents and carers can help

Learning about technology and its impacts doesn't stop at the school gate. Below are our suggestions for ways you can support your children to responsibly use digital technology.

	<p>Establish clear routines</p> <ul style="list-style-type: none"> • Talk to your child about expectations including when, where, and how digital devices can be used at home, ensuring these rules are age-appropriate and consistent. These can include: <ul style="list-style-type: none"> o Requiring devices to be used in a common area, such as a living room or kitchen o Setting up a specific area for charging devices overnight, away from bedrooms, to promote better sleep hygiene. • Be present when your child is using digital devices, especially for younger children who may not yet understand online risks.
	<p>Restrict inappropriate content</p> <ul style="list-style-type: none"> • Use built-in parental controls on devices and apps to help manage their device access and restrict inappropriate content, including apps and websites that are not suitable for their age group. • Consider restricting the use of non-educational apps and apps with addictive game mechanics (e.g. rewards, badges, limited exit options).

	<p>Talk about online safety</p> <ul style="list-style-type: none"> • Talk with your child about the importance of protecting personal information and recognising online scams. • Encourage your child to talk to you or another trusted adult if they feel unsafe online.
	<p>Model responsible and balanced technology use</p> <ul style="list-style-type: none"> • Encourage a healthy balance between screen time and offline activities, especially outdoor unstructured play and time with friends and family, face-to-face. * • Demonstrate responsible and balanced tech use in your own daily routine to set a good example for your child.
	<p>Work with us</p> <ul style="list-style-type: none"> • Let your child's teacher know about concerns you have regarding their technology use • Keep informed about what your child is learning at school, so you can help reinforce positive messages at home.

***Australia's physical activity and sedentary behaviour guidelines include the following recommendations for children between 5-17 years-old regarding sedentary recreational screen time:**

- no more than 2 hours of sedentary recreational screen time per day
- avoiding screen time 1 hour before sleep
- keeping screens out of the bedroom.

Source: Australia's physical activity and sedentary behaviour guidelines,

<https://www.health.gov.au/topics/physical-activity-and-exercise/physical-activity-and-exercise-guidelines-for-all-australians/for-children-and-young-people-5-to-17-years>.





Support for parents and carers

To learn more about how to support the safe, intentional and responsible use of digital technologies at home, the eSafety Commissioner provides [resources for parents](#), and outlines available [counselling and support services](#).

For Students

What we expect

Below are our expectations of students at Gilgai Plains Primary School when using digital technologies.

<p>Be safe</p> 	<p>At Gilgai Plains Primary School, we protect personal information and keep safe online.</p> <p>We do this by:</p> <ul style="list-style-type: none"> • Not sharing our password or using someone else's username or password. • Logging out of our devices when they are not in use. • Restricting the personal information we post online, including images and videos.
<p>Be respectful</p> 	<p>At Gilgai Plains Primary School, we are kind and show respect to others when using technology.</p> <p>We do this by:</p> <ul style="list-style-type: none"> • Acting with kindness and never bullying others online. • Thinking about how our words might make others feel before we say or write them. • Only taking photos or recordings of others when they are aware and have given us permission to do so. • Seeking permission before sharing others' information online.
<p>Be responsible</p> 	<p>At Gilgai Plains Primary School, we are honest, handle technology with care and follow the school rules.</p> <p>We do this by:</p> <ul style="list-style-type: none"> • Handling devices with care. • Not interfering with devices, school systems, or other students' work. • Not downloading or using inappropriate programs like games. • Not using technology to cheat or steal, and always acknowledging when we use information sourced from others. • Turning off and securely storing our mobile phone during school hours. • Ensuring a healthy balance between screen time and offline activities at school.
<p>Ask for help</p> 	<p>At Gilgai Plains Primary School, we ask for help if we feel unsure or see something inappropriate.</p> <p>We do this by talking to a teacher or a trusted adult if:</p> <ul style="list-style-type: none"> • We feel uncomfortable or unsafe. • We see others participating in unsafe, inappropriate, or hurtful online behaviour. • We notice any damage to school technologies. • We need help understanding about a digital tool or how it can be used.

Support for students:

The e-safety commissioner's [eSafety kids](https://www.esafety.gov.au/eSafetyKids) page has helpful information to help you stay safe online.

Instructions:

- **Students in Years F-2** are encouraged to speak with their parents/carers and teachers about the contents of this agreement. They do not need to sign the agreement.
- **Students in Years 3 – 6** are encouraged to speak with their parents or teachers prior to signing this agreement if they don't understand what it means, or if they have questions they would like to discuss.
- After discussing safe use of technologies with their child, parents/carers should acknowledge and sign the agreement, and return it to the classroom teacher, so that students may begin using technology.
- Please complete the agreement, including parent/carer acknowledgement and return it to your classroom teacher by Friday 6th February (week 2)

I will uphold the expectations on me as a student at Gilgai Plains Primary School when using digital technology.

I will do my best to:

- **be safe** to protect personal information and keep safe online.
- **be respectful** and kind to others when using technology.
- **be responsible** by demonstrating honesty, handling technology with care and following the school rules.
- **ask for help** if I feel unsure or see something inappropriate.

I will continue to learn about how to use digital technology in a safe and responsible way.

F – 2 Students	3-6 Students
<p><u>Student Agreement</u></p> <p>_____</p> <p style="text-align: center;"><i>(Student name)</i></p> <p>_____</p> <p style="text-align: center;"><i>(Class)</i></p> <p><u>Parent/carer acknowledgement</u></p> <p>_____</p> <p><i>(Parent/carer name)</i></p> <p>I acknowledge your commitment and will support you to safely use and learn about digital technologies.</p>	<p><u>Student Agreement</u></p> <p>_____</p> <p style="text-align: center;"><i>(Student name)</i></p> <p>_____</p> <p style="text-align: center;"><i>(Class)</i></p> <p>_____</p> <p style="text-align: center;"><i>(Student's signature)</i></p> <p><u>Parent/carer acknowledgement</u></p> <p>_____</p> <p><i>(Parent/carer name)</i></p> <p>I acknowledge your commitment and will support you to safely use and learn about digital technologies.</p>

Sociolinguistic Language and Learning Profile

Student Name:

Country of Birth:

What languages can the student speak?

What is the main language the student uses to speak to adults at home?

How long did the student attend school in their country of birth?

Not applicable	Less than 1 year	1 years	2 years	3 years	4 years	5 years
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What year did the student start attending school in Australia?

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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How has the student learnt English? *(tick the appropriate box)*

- at school
- at English classes
- through social interactions
- using the internet or digital device
- watching the television
- other

Any other relevant information about your child's learning?

FINANCIAL ASSISTANCE

INFORMATION FOR FAMILIES

Every Victorian child should have access to the world of learning opportunities that exist beyond the classroom. The Camps, Sports and Excursions Fund helps ensure that no student will miss out on the opportunity to join their classmates for important, educational and fun activities. It is part of making Victoria the Education State and the Government's commitment to breaking the link between a student's financial circumstances and their outcomes.

CAMPS, SPORTS and EXCURSIONS FUND (CSEF)

School camps provide children with inspiring experiences in the great outdoors. Excursions encourage a deeper understanding of how the world works while sports teach teamwork, discipline and leadership. All are a part of a healthy curriculum.

CSEF is provided by the Victorian Government to assist eligible families to cover the costs of school excursions, camps and sporting activities.

If you hold a valid means-tested concession card or support an out of home care student you may be eligible for CSEF. A special consideration category also exists for asylum seeker and refugee families. The allowance is paid directly to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child.

The annual CSEF amount per student is \$400 for all school students.

HOW TO APPLY

New applicants should contact the school office to obtain a CSEF application form or download from the website below.

If you applied for CSEF at your child's school last year, you do not need to complete an application form this year unless there has been a change in your family circumstances.

You only need to complete an application form if any of the following changes have occurred:

- **new student enrolments:** your child has started or changed schools this year.
- **changed family circumstances:** such as a change of custody, change of name, concession card number, or new siblings commencing this year.

Check with the school office if you are unsure.

MORE INFORMATION

For more information about CSEF visit:

<https://www.vic.gov.au/camps-sports-and-excursions-fund>



Camps, Sports and Excursions Fund

APPLICATION FORM

School Name

School Ref ID

Applicant details

Surname	
First Name	
Address	
Town/Suburb	
State and Postcode	
Contact Number	

Centrelink pensioner concession **OR** Health care card number (CRN)

- - -

OR Veterans affairs pensioner (Gold Card)* **OR** Special Consideration**

*Applicants must provide a copy of the Veteran Affairs Gold card.

**Out of Home Care applications must include a letter of support from the institution facilitating the arrangement (for example, Mackillop Family Services or the Department of Families, Fairness and Housing (DFFH)) as evidence of the arrangement and must be no more than 18 months old).

Student details

Child's surname	Child's first name	Student ID	Date of birth (dd/mm/yyyy)	Year level

Declaration

I authorise the Victorian Department of Education (DE) to use Centrelink Confirmation eServices to perform an enquiry about my Centrelink customer details and concession card status to enable the business to determine if I qualify for a concession, rebate or service. I also authorise the Victorian Department of Families, Fairness and Housing (DFFH) to provide the results of any enquiry to DE regarding temporary care orders.

I understand that:

- DFFH or Centrelink will use information I have provided to DE to confirm my eligibility for the Camps, Sports and Excursions Fund and will disclose to DE personal information including my name, address, payment and concession card type and status.
- This consent, once signed, remains valid while my child is enrolled at a registered Victorian school unless I withdraw it by contacting the school.

- I can obtain proof of my circumstances/details from DFFH and provide it to my child's school so that my eligibility for the Camps, Sports and Excursions Fund can be determined.
- If I withdraw my consent or do not alternatively provide proof of my circumstances/details, I may not be eligible for the Camps, Sports and Excursions Fund provided by DE.
- Information regarding my eligibility for the Camps, Sports and Excursions Fund may be disclosed to DFFH and/or State Schools Relief for the purpose of evaluating concession card services or confirming eligibility for assistance.

You can request access to the personal information that we hold about you, and to request that any errors be corrected, by contacting your child's school.

Signature of applicant: _____

Date ____/____/2026

Camps, Sports and Excursions Fund eligibility

Applications must be submitted to the school as soon as possible and no later than the end of Term 2.

Where a school or family is unsure if the concession card is eligible, they are encouraged to submit the application into the CSEF system for validation.

CSEF payments cannot be claimed retrospectively for prior years.

Queries relating to CSEF eligibility and payments should be directed to the school.

Those who are eligible to apply for the CSEF **must meet both** of the following two criteria or be eligible for special consideration.

Eligible means-tested cards

Only financially means-tested cards are eligible.

Eligibility date

Eligibility will be subject to the parent/carer's concession card being successfully validated with Centrelink (refer to the department's policy, [Camps, Sports and Excursions Fund \(CSEF\)](#)), on either the first student day of Term 1 or Term 2.

Criterion 1 – General eligibility

The applicant must be one of the following:

- a parent or carer who is the beneficiary of a financially means-tested card
- a student over 16 years who is considered a mature minor and holds a valid concession card (such as a Youth Allowance Health Care Card). Applicant to use the 16 and over application form. For guidance on assessing whether a student is a mature minor, refer to the department's policy on [Mature Minors and Decision Making](#)
- a parent or carer whose child is 16 or over and the beneficiary of a financially means-tested card but are not considered a mature minor. Applicant to use the 16 and over parent consent form.

For students over 16 years of age and where the eligible card is in the name of the student, the fund is only granted to that student, not their siblings.

Criterion 2 – Be of school age and attend a Victorian school

For the purposes of CSEF, students may be eligible for assistance if they attend a registered Victorian school.

CSEF is not payable to a student attending pre-school, kindergarten, TAFE or who are home schooled.

Special Consideration

A special consideration eligibility category exists to assist families and students in certain circumstances. Applications should be made through this application form. For more information, refer to: [Camps, Sports and Excursions Fund \(CSEF\): Eligibility](#).

Payment amounts

The CSEF is an annual payment paid directly to the school and will be allocated by the school towards camps, sports and/or excursion costs for your child. Please refer to the department's policy for the current rates and more information, [Camps, Sports and Excursions Fund \(CSEF\): Payment amounts](#).

How to complete the application form

Note: all sections must be completed by the applicant.

1. Complete the APPLICANT DETAILS section.
Make sure that the Surname, First Name, and Customer Reference Number (CRN) details match those on your concession card. You will also need to provide your concession card to the school.
2. Complete the STUDENT DETAILS section for students at this school.
3. Sign and date the form and return it to the school office as soon as possible and no later than the end of Term 2.

Privacy Statement

The Department of Education is committed to protecting your privacy. All information collected will be handled in accordance with the Privacy Data and Protection Act 2014 (Vic) and the Health Records Act 2001 (Vic). This personal information is collected to assess your eligibility to receive a CSEF payment. Your data is securely managed and only shared with Centrelink and DFFH when necessary for business operations or legal compliance. By submitting this form, you consent to our data practices. For more information regarding correction to your personal information or the handling of personal information please email csef@education.vic.gov.au. For more information about the departments privacy policy, please visit: [Schools' privacy policy | vic.gov.au](#)

Compass is our school management system that allows our parents and carers to access up to date and meaningful information about our school and your child's progress.

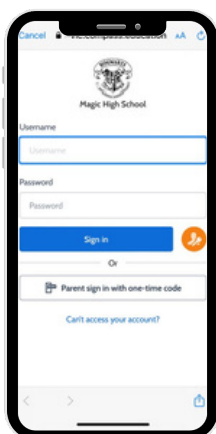
Compass includes many different features, including the ability to:

- Monitor your child's attendance, and enter an explanation for absence or lateness
- Communicate with your child's teachers, and update your family contact details
- View the school calendar
- Download and view your child's academic reports
- Book student conferences
- Pay and provide consent for events and school fees

The Compass Parent Portal can be accessed through a web browser or you may download the app from the [App Store](#) or [Google Play store](#).

Login to your Compass account

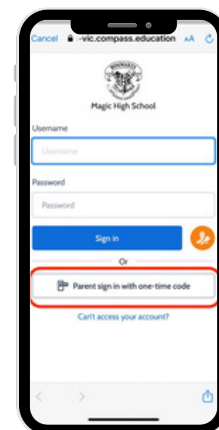
1. Tap in the search field and begin by typing your school name
2. Click on the name of your school
3. Type in your unique family username and password. This information is provided to you by your school
4. Click on the blue 'Sign in' button



Login using a One-Time-Password

1. From the login page click on 'Parent sign in with one-time code'
2. Type in one of the following: mobile' phone number, email address, or username
3. Click on 'Continue'

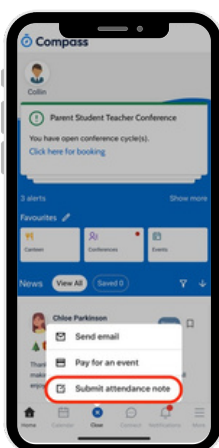
A one-time code will be sent to your chosen method of communication which you can use to login with.



Add an Attendance Note

If your child is going to be absent from school, you can add an attendance note to explain their absence.

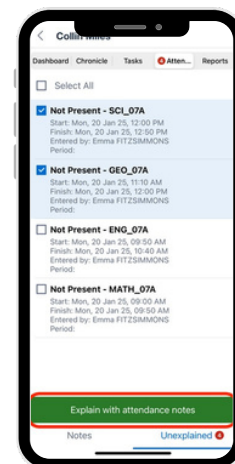
1. Click on the blue 'Shortcuts' button
2. Click on 'Submit attendance note'
3. Select the reason
4. Enter any details and comments
5. Select the start/finish date and time
6. Upload any attachments
7. Click on 'Add Attendance Note' to submit the note



View your child's absences

1. From the homepage, click on your child's profile picture
2. Click on the 'Attendance' tab
3. Click on the 'Unexplained' tab

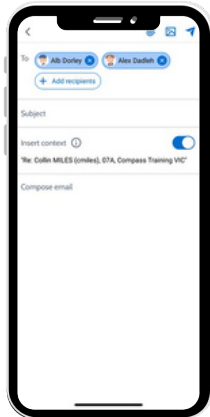
If you need to explain an absence, click on the checkbox next to the absence and explain with an attendance note.



Email your child's teacher

1. Click on the blue 'Shortcuts' button
2. Click on 'Send Email'

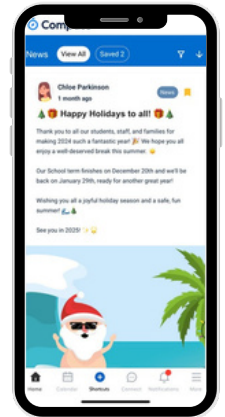
To send the email, click on the plane icon in the top right corner



View school news

You can find news shared by your school, by going to the app homepage and scrolling down the feed.

Click on the save icon next to a Newsfeed post to save the post. You can quickly find saved news posts by clicking on the 'Saved' button.



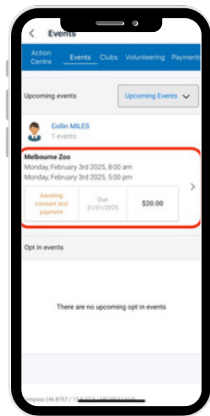
Pay and consent for an Event

1. Click on the blue 'Shortcuts' button
2. Click on 'Pay for an event'

In your Action Centre, events that require your payment and/or consent will appear.

Click on the event to provide your payment/consent and fill out any additional questions and information.

Click on the blue 'Process' button to confirm your consent and process any payment.



Download Semester Reports

1. From the homepage, click on your child's profile picture
2. Click on the 'Reports' tab
3. Click on a reporting cycle to view the report.

You can also download the report as a PDF file onto your device.

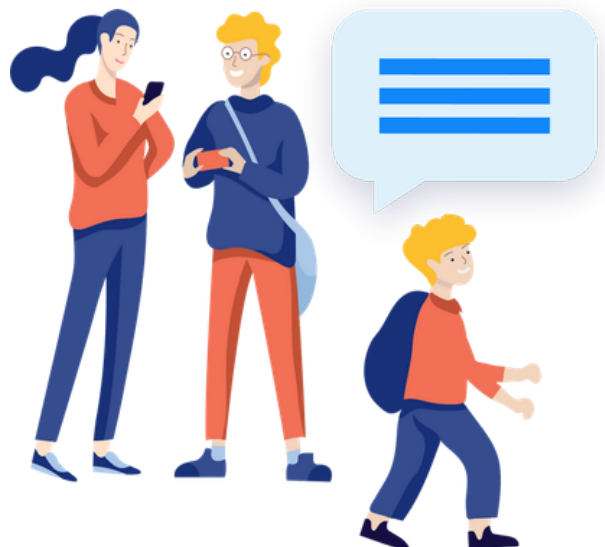
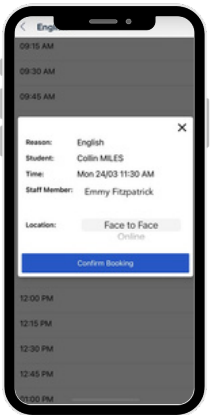


Book Parent-Teacher Conferences

1. Click on the 'More' menu
2. Click on 'Conferences'
3. Click on the Conference cycle
4. Click on a subject to book an interview
5. Select a timeslot and confirm the booking

If your school runs 'Face to Face' and 'Online' conferences, select your preferred location.

You can view your bookings by going to the booking page and clicking on the book icon in the top right corner.





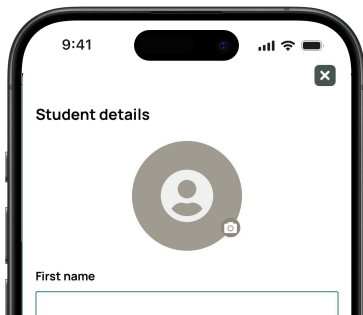
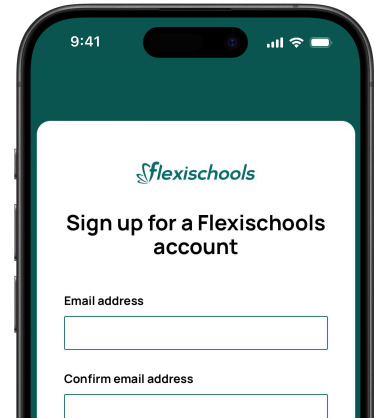
Scan the QR code to download the app

Our school is online with Flexischools

Step 1

Register with Flexischools

- 1 Download the Flexischools app and click **"Sign Up."**
- 2 Enter your email to **create an account.**
- 3 Go to your inbox and click the link to **verify your email.**
- 4 Follow the prompts to complete your registration.



Step 2

Enter your child's details

- 1 In the navigation bar, add your student(s) under **"Profile" > "Students" > "Add new."**
- 2 **Add your child's details** to the new student profile.

Step 3

Place an order

- 1 On the home page, click the **"Order food"** button.
- 2 **Select the student** you would like to order for. Choose a **service** and **order date.**
- 3 **Select the items you would like to order**
- 4 Click **"View order"** and select **"Checkout and pay"** to place your order.



Issued by InLoop ACN 114 508 771 AFSL 471558. Read PDS & TMD at www.flexischools.com.au/legal. Advice is general & doesn't consider your needs.

Need more help?



Flexischools' customer support team is available
Monday - Friday 7AM - 4PM AEST on 1300 361 769.



www.flexischools.com.au



TheirCare
Where Kids love to be!

Gilgai Plains Primary School

Social, enjoyable & fun experiences for children

Develop creativity, life skills & confidence through play

Qualified, caring & engaged staff

Exciting & thoughtfully developed programs

Healthy & Yummy food provided each day

Bookings now open!

	Monday - Friday Hours of Operation	Fees before Child Care Subsidy*	Out-of-pocket fees after Child Care Subsidy**
Before School Care (BSC)	6:30 AM to 8:50 AM	\$21.81	\$2.18
After School Care (ASC)	3:10 PM to 6:30 PM	\$29.84	\$2.98
Pupil Free Day	6:00 AM to 6:30 PM	\$74.60	\$7.46
Holiday Program***	6:00 AM to 6:30 PM	\$74.60	\$7.46

*Standard fee costs before Child Care Subsidy | ** Standard fee costs after maximum Child Care Subsidy | *** Standard fee costs excluding incursions/excursions

Cancellation Fees

(No Child Care Subsidy applied to Cancellation Fees)

BSC/ASC within **24 hours** of session start time: **\$4.00**

Holiday Program within **5 days** of session start time: **\$10.00**

Same day cancellation fee is out-of-pocket session fee.

Late Booking Fees

(Child Care Subsidy is applied to Late Booking Fees)

BSC/ASC within **24 hours** of session start time: **\$4.00**

Holiday Program: book less than **5 days** from the session start time fee is **\$10.00**

Late Pick-up Fees

(Child Care subsidy does not apply to Late Pick-up Fees)

\$1 per minute after service close time.



Service Phone number:

0498 650 477

Your service Coordinator will be available during session times.

Save up to 90% With the Child Care Subsidy!



To register visit theircare.com.au

TheirCare support team is available between 6.30am - 9pm weekdays (Eastern Standard Time) on **1300 072 410** or info@theircare.com.au

