

# HOLY TRINITY SCHOOL

10 RIDDELL RD, WANTIRNA SOUTH, 3152  
Email: info@htws.catholic.edu.au  
Tel: 03 9801 8296 Fax: 03 9800 3384



*Confidential*

## APPLICATION FOR ENROLMENT

*for*

NAME \_\_\_\_\_

Office use only	Date received:	Birth certificate attached: Yes <input type="checkbox"/> No <input type="checkbox"/>
Student No:	Interviewed by:	Immunisation history statement attached: Yes <input type="checkbox"/> No <input type="checkbox"/>
Father No:	Interview date:	Baptism certificate attached: Yes <input type="checkbox"/> No <input type="checkbox"/>
Mother No:	Enrolment date:	English as an Additional Language: Yes <input type="checkbox"/> No <input type="checkbox"/>
	Start date:	House colour:
		VSN:
		Visa information attached (if relevant): Yes <input type="checkbox"/> No <input type="checkbox"/>

STUDENT DETAILS		
Surname:	Entry year (YYYY):	Entry level/grade:
First name/s:		
Preferred first name:		
Date of birth:	Religion: (include rite)	
Male: <input type="checkbox"/>	Female: <input type="checkbox"/>	Other: <input type="checkbox"/>

HOME ADDRESS OF STUDENT	
Street number and name:	
Suburb:	Postcode:
Home phone:	

NATIONALITY		
<b>Government Requirement</b>	Nationality:	Ethnicity:
In which country was the student born?	Australia <input type="checkbox"/>	Other – please specify:
Is the student of Aboriginal or Torres Strait Islander origin? (For persons of both Aboriginal and Torres Strait Islander origin, tick 'Yes' for both.)		
No <input type="checkbox"/>	Yes, Aboriginal <input type="checkbox"/>	Yes, Torres Strait Islander <input type="checkbox"/>

PARENT A/ GUARDIAN 1 (first point of contact)			
Surname:	Title: (e.g. Mr/Mrs/Ms)	First name:	
Relationship to student:			
Address:			
Home phone:	Work phone:	Mobile:	
Email:			
<b>Government Requirement</b>	Occupation:	What is the occupation group? (select from list of parental occupation groups in the School Family Occupation Index on p. 12)	
Religion: (include rite)		Nationality:	
Country of birth:	<input type="checkbox"/> Australia <input type="checkbox"/> Other (please specify):		
<b>What is the highest year of primary or secondary school Parent A/Guardian 1 has completed?</b> (Persons who have never attended secondary school, tick 'Year 9 or below'.)			
Year 9 or below <input type="checkbox"/>	Year 10 or equivalent <input type="checkbox"/>	Year 11 or equivalent <input type="checkbox"/>	Year 12 or equivalent <input type="checkbox"/>
<b>What is the level of the highest qualification Parent A/Guardian 1 has completed?</b>			
No post-school qualification <input type="checkbox"/>	Certificate I to IV (including trade certificate) <input type="checkbox"/>	Advanced diploma/diploma <input type="checkbox"/>	Bachelor degree or above <input type="checkbox"/>

PARENT B/ GUARDIAN 2			
Surname:	Title: (e.g. Mr/Mrs/Ms)	First name:	
Relationship to student:			
Address:			
Home phone:	Work phone:	Mobile:	
Email:			
<b>Government Requirement</b>	Occupation:	What is the occupation group? (select from list of parental occupation groups in the School Family Occupation Index on p. 11)	
Religion: (include rite)		Nationality:	
Country of birth:	<input type="checkbox"/> Australia <input type="checkbox"/> Other (please specify):		
<b>What is the highest year of primary or secondary school Parent B/Guardian 2 has completed?</b> (Persons who have never attended secondary school, tick 'Year 9 or below'.)			
Year 9 or below <input type="checkbox"/>	Year 10 or equivalent <input type="checkbox"/>	Year 11 or equivalent <input type="checkbox"/>	Year 12 or equivalent <input type="checkbox"/>
<b>What is the level of the highest qualification Parent B/Guardian 2 has completed?</b>			
No post-school qualification <input type="checkbox"/>	Certificate I to IV (including trade certificate) <input type="checkbox"/>	Advanced diploma/diploma <input type="checkbox"/>	Bachelor degree or above <input type="checkbox"/>

EMERGENCY CONTACTS – OTHER THAN PARENT/GUARDIAN			
1. Name:		2. Name:	
Relationship to child:		Relationship to child:	
Home phone:		Home phone:	
Mobile:		Mobile:	

SACRAMENTAL INFORMATION		
Baptism:	Date:	Parish:
Confirmation:	Date:	Parish:
Reconciliation:	Date:	Parish:
Communion:	Date:	Parish:
Current parish:		

PREVIOUS SCHOOL/PRESCHOOL PERMISSION
Name and address of previous school/preschool:
I/We give permission for the school to contact the previous school or preschool and to gather relevant reports and information to support educational planning: No <input type="checkbox"/> Yes <input type="checkbox"/> (If yes, please complete Consent for Transferring Information on page 6)

Does the student or their parent(s)/guardian(s) speak a language other than English at home? Note: Record all languages spoken.				
		Student	Parent A/ Guardian 1	Parent B/ Guardian 2
No	English only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yes	Other – please specify all languages			

IF NOT BORN IN AUSTRALIA, CITIZENSHIP STATUS*	
Please tick the relevant category below and record the visa subclass number as per government requirements: (original documents to be sighted and copies to be retained by the school)	
<b>Australian citizen not born in Australia:</b>	
<input type="checkbox"/>	Australian citizen (Australian passport or naturalisation certificate number/document for travel if country of birth is not Australia)
Australian passport number:	
Naturalisation certificate number:	
Visa subclass recorded on entry to Australia:	
Date of arrival in Australia:	
<b>Not currently an Australian citizen, please provide further details as appropriate below:</b>	
<input type="checkbox"/>	Permanent resident: <i>(if ticked, record the visa subclass number)</i>
<input type="checkbox"/>	Temporary resident: <i>(if ticked, record the visa subclass number)</i>
<input type="checkbox"/>	Other/visitor/overseas student: <i>(if ticked, record the visa subclass number)</i>
* Please attach visa/ImmiCard/letter of notification and passport photo page.	

MEDICAL INFORMATION			
Doctor's name:			
Street number and name:			
Suburb:		Postcode:	Phone:
Medicare number:		Ref number:	Expiry:
Private health insurance:	Yes <input type="checkbox"/> No <input type="checkbox"/>	Fund:	Number:
Ambulance cover:	Yes <input type="checkbox"/> No <input type="checkbox"/>	Number:	

Medical condition:	<p>Please specify any relevant medical conditions for the student, e.g. asthma, diabetes, anaphylaxis, and/or any medications prescribed for the student. A Medical Management Plan signed by a relevant medical practitioner (doctor/nurse) will be required for each of the medical conditions listed.</p> <p>Please list specific details for any known allergies that do not lead to anaphylaxis, e.g. hay fever, rye grass, animal fur.</p>
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Has the student been diagnosed as being at risk of anaphylaxis?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If yes, does the student have an EpiPen or Anapen?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

IMMUNISATION (please attach an immunisation history statement for your child)	
All vaccines are recorded on the Australian Immunisation Register (AIR). You are required to obtain an immunisation history statement for your child (visit the myGov website – my.gov.au) and provide it to the school with this enrolment form.	Immunisation history statement attached: Yes <input type="checkbox"/> No <input type="checkbox"/> If no, please provide explanation:
If the student entered Australia on a humanitarian visa, did they receive a refugee health check?	Yes <input type="checkbox"/> No <input type="checkbox"/>

Please provide all required information to allow us to meet our duty of care obligations and facilitate the smooth transition of your child into our school. It will assist the school to implement appropriate adjustments and strategies to meet the particular needs of your child. If the information is not provided or is incomplete, incorrect or misleading, current or ongoing enrolment may be reviewed.

ADDITIONAL NEEDS					
Is your child eligible or currently receiving National Disability Insurance Scheme (NDIS) support? Yes <input type="checkbox"/> No <input type="checkbox"/>					
Does your child present with: (please tick all that apply)					
autism (ASD)	<input type="checkbox"/>	behavioural concerns	<input type="checkbox"/>	hearing impairment	<input type="checkbox"/>
intellectual disability/developmental delay	<input type="checkbox"/>	mental health issues	<input type="checkbox"/>	oral language/communication difficulties	<input type="checkbox"/>
ADD/ADHD	<input type="checkbox"/>	anxiety	<input type="checkbox"/>	vision impairment	<input type="checkbox"/>
giftedness	<input type="checkbox"/>	physical impairment	<input type="checkbox"/>	other condition (please specify)	<input type="checkbox"/>
acquired brain injury	<input type="checkbox"/>	sensory concerns	<input type="checkbox"/>		
Has your child ever seen a: (please tick all that apply)					
paediatrician	<input type="checkbox"/>	physiotherapist	<input type="checkbox"/>	audiologist	<input type="checkbox"/>
psychologist/counsellor	<input type="checkbox"/>	occupational therapist	<input type="checkbox"/>	speech pathologist	<input type="checkbox"/>
psychiatrist	<input type="checkbox"/>	continence nurse	<input type="checkbox"/>	other specialist (please specify)	<input type="checkbox"/>
Have you attached all relevant information/reports? Yes <input type="checkbox"/> No <input type="checkbox"/>					

FAMILY DETAILS				
Who will be responsible for payment of the school fees and levies? (list all)				
Surname	First name	Address and email	Phone	Relationship to the student

SIBLINGS ATTENDING A SCHOOL/PRESCHOOL			
List all children in your family attending school or preschool (oldest to youngest) – include applicant:			
Name	School/preschool	Year/grade	Date of birth

HOME CARE ARRANGEMENTS	
<input type="checkbox"/> Living with immediate family	<input type="checkbox"/> Out-of-home care
<input type="checkbox"/> Carer/guardian	<input type="checkbox"/> Shared parenting, e.g. one week with each parent: Days with Parent A/Guardian 1: Days with Parent B/Guardian 2:
<input type="checkbox"/> Kinship care	<input type="checkbox"/> Other (please specify)

COURT ORDERS OR PARENTING ORDERS (if applicable)	
Are there any current court orders or parenting orders relating to the student? Yes <input type="checkbox"/> No <input type="checkbox"/>	
<i>If yes, copies of these court orders/parenting orders (e.g. AVOs, Family Court/Federal Magistrates Court orders or other relevant court orders) must be provided.</i>	
Is there any other information you wish the school to be aware of?	
Do you require separate school reports for each parent/guardian? Yes <input type="checkbox"/> No <input type="checkbox"/>	

PARENT/CARER/GUARDIAN SIGNATURE:		Date:
PARENT/CARER/GUARDIAN SIGNATURE:		Date:

**Note:** The Victorian Government provides the following guidance regarding admission requirements:

*Consent*

The signature of:

- student, if they are over 15 and living independently
- parent as defined in the *Family Law Act 1975*  
Note: In the absence of a current court order, each parent of a child who is not 18 has equal parental responsibility.
- both parents for parents who are separated, or a copy of the court order with any impact on the relationship between the family and the school
- an informal carer, with a statutory declaration. Carers:
  - may be a relative or other carer
  - have day-to-day care of the student with the student regularly living with them
  - may provide any other consent required e.g. excursions.

Notes for informal carer:

- statutory declarations apply for 12 months
- the wishes of a parent prevail in the event of a dispute between a parent legally responsible for a student and an informal carer.

Note: Secondary students may complete parts of the form and co-sign.

**Disclaimer:** Personal information will be held, used and disclosed in accordance with the school's Privacy Collection Notice and Privacy Policy available on its website: <https://htws.catholic.edu.au>



## HOLY TRINITY SCHOOL

### PHOTOGRAPH/RECORDING PERMISSION FORM

**Dear Parent/Guardian**

At certain times throughout the year, students may have the opportunity to be photographed or recorded/filmed by the school or its service providers for school publications, such as the school's newsletter or website and social media, or to promote the school in newspapers and other media.

Catholic Education Melbourne (CEM) and the Catholic Education Commission of Victoria Ltd (CECV) may also wish to use student photographs/recordings in print and online promotional, marketing, media and educational materials.

We would like permission to use your child's photograph/recording for the above purposes. Please complete the permission form below and return it to the school as soon as possible.

Thank you for your continued support.

<b>STUDENT'S FULL NAME:</b>		<b>YEAR LEVEL:</b>	
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- I give permission for my child's:
  - name
  - photograph
  - recording
 to be published by the school on/in:
  - the school website
  - social media
  - promotional materials
  - newspapers and other media.
- I authorise CEM/the CECV to use the photograph/recording in material available free of charge to schools and education departments around Australia for CEM/the CECV's promotional, marketing, media and educational purposes.
- I give permission for a photograph/recording of my child to be used by the school/CEM/the CECV in the agreed publications without acknowledgment, remuneration or compensation.
- I understand and agree that if I do not wish to consent to my child's photograph/recording appearing in any or all of the publications above, or if I wish to withdraw this authorisation and consent, it is my responsibility to notify the school.

**LICENSED UNDER NEALS:** The photograph/recording may appear in material which will be available to schools and education departments around Australia under the National Educational Access Licence for Schools (NEALS), which is a licence between education departments of the various states and territories, allowing schools to use licensed material wholly and freely for educational purposes.

<b>Name of parent/guardian (please circle):</b>			
<b>Signed:</b> parent/guardian		<b>Date:</b>	
<b>If the student is aged 15+, they may also sign:</b> <b>Signed:</b> student		<b>Date:</b>	

Any permission and consent given may be withdrawn by the parent/guardian or student (if they are aged 15 or over) by notifying the school in advance of any photograph or recording being made.

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## FORM B – Consent to Transfer Information

### STUDENT DETAILS:

<b>First Name</b>		<b>Surname</b>		<b>DOB</b>	
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### SCHOOL TRANSFER DETAILS:

Current School					
<b>E No.</b>	E	<b>School</b>		<b>Suburb</b>	
New School / Catholic Education Commission of Victoria Ltd (CECV)					
<b>E No.</b>	E1340	<b>School</b>	Holy Trinity School	<b>Suburb</b>	Wantirna South

The teacher/principal has discussed with me/us how and why certain information about my child is provided to the new school. I understand that in addition to formal reports etc. details regarding the educational program will be supplied.

I/We provide informed and express consent for all relevant health and/or educational information held by **school A, detailed below**, to be provided to Holy Trinity School. I understand that this information will be collected and used by Holy Trinity School to inform health and safety management strategies and educational programming for my child.

### TYPE OF INFORMATION:

**(e.g. personalised learning plans/student program, medical reports, specialist notes, information regarding adjustments, medical management plans, attendant care plans, behaviour support plans, safety plans)**

Date	Author (e.g. psychologist's, medical practitioner's name)	Title (e.g. speech pathologist, psychologist, paediatrician)	Description (e.g. cognitive assessment, language assessment)

### CONSENT:

<b>Parent/Carer/Guardian Name:</b>	<b>Parent/Carer/Guardian Signature:</b>  <b>Date:</b>
<b>Parent/Carer/ Guardian Name:</b>	<b>Parent/Carer/Guardian Signature:</b>  <b>Date:</b>

Please refer to each school's information about their use and disclosure of information, and information regarding their privacy policy. Further clarification is available on request from the principals.

# Explanatory Statement

## 1. Preamble

- 1.1. Catholic education is intrinsic to the mission of the Church. It is one means by which the Church fulfils its role in assisting people to discover and embrace the fullness of life in Christ. Catholic schools offer a broad, comprehensive curriculum imbued with an authentic Catholic understanding of Christ and his teaching, as well as a lived appreciation of membership of the Catholic Church.
- 1.2. Parents and guardians, as the first educators of their children, enter into a partnership with the Catholic school to promote and support their child's education. Parents and guardians must assume a responsibility for maintaining this partnership by supporting the school in furthering the spiritual and academic life of their children.

## 2. Enrolment

- 2.1. You are required to provide particular information about your child during the enrolment process, both at the application stage and if the school offers your child a place. Please note that lodgement of the enrolment form does not guarantee enrolment at the school. If the information requested is not provided, we may not be able to enrol your child.
- 2.2. To meet school and government requirements, you will need to provide the school with a completed enrolment form including, among other things, the information listed below.

<ul style="list-style-type: none"><li>• evidence of your child's date of birth, e.g. birth certificate, passport</li></ul>	<ul style="list-style-type: none"><li>• information about the language(s) your child speaks and/or hears at home</li></ul>
<ul style="list-style-type: none"><li>• religious denomination</li></ul>	<ul style="list-style-type: none"><li>• nationality and/or citizenship including the visa subclass granted upon entry to Australia (prior to citizenship being granted) where applicable</li></ul>
<ul style="list-style-type: none"><li>• names and addresses of the child and parents/guardians; telephone numbers (home, work, mobile) of parents/guardians</li></ul>	<ul style="list-style-type: none"><li>• doctor's name and telephone number</li></ul>
<ul style="list-style-type: none"><li>• names of emergency contacts and their details</li></ul>	<ul style="list-style-type: none"><li>• information on additional learning needs (for example, whether your child requires additional support in relation to mobility, language, social skills development, welfare needs, challenging behaviours, adjustments to the curriculum, etc.)</li></ul>
<ul style="list-style-type: none"><li>• specific residence arrangements</li></ul>	<ul style="list-style-type: none"><li>• parenting agreements or court orders, including any guardianship orders</li></ul>

- 2.3. After lodgement of this form, school staff may need to request further information, for example in relation to any parenting orders, medical conditions or additional learning needs that you have noted on the enrolment form. In addition, it is often useful for parents/guardians to attend a meeting with school staff prior to enrolment to discuss any additional needs your child may have. An interpreter may be organised, if required.
- 2.4. Subject to any special exercise of discretion by the parish priest, the following list provides an agreed order of priority for enrolment in our school, which is consistent with the enrolment policy for all Catholic schools. The order of priority is:
  - a) Siblings of children currently attending Holy Trinity
  - b) Siblings of children currently attending St Mary's College for the Deaf
  - c) Catholic children who are residents of the parish
  - d) Catholic children who do not reside in the parish but are recognised as parishioners by the parish priest
  - e) Catholic children from other parishes (for pastoral reasons)
  - f) children from non-Catholic Eastern churches who reside in the parish
  - g) children from non-Catholic Eastern churches who reside outside the parish
  - h) children of families with other religious convictions

## 3. Fees

- 3.1. The setting of fee levels and other compulsory charges in Catholic schools is the responsibility of the school, taking into account the allocation of government funds. The school offers a number of methods for paying fees to reduce any financial burden and to assist financial planning. If you have difficulty in meeting the required fee payment, you are welcome to discuss this with the principal of the school.



- 3.2. The fees must be paid for a child to enrol and to continue enrolment at the school. The school has discretion whether to allow a child to participate in optional or extracurricular school events, such as paid school excursions or extracurricular activities, while fees remain due and payable.

#### 4. Enrolment under minimum school entry age

- 4.1. Catholic Education Melbourne Enrolment for Schools Policy 2.4 is intended to ensure that, when enrolling students, Catholic schools are compliant with relevant Victorian and Australian government legislation. The minimum starting age for a child to be enrolled in a Victorian school is four years and eight months, i.e. a child must turn five by 30 April in the year of starting school. Enrolment of children under the minimum school entry age and pre-Prep programs require approval from Catholic Education Melbourne via the 'Application for Early Age Entry to School'.

- 4.2. In the rare situations where:

- a) a parent/guardian seeks enrolment of a child under the minimum starting age
- b) the principal supports the enrolment of that child at the school

the approval of the Executive Director of Catholic Education Melbourne is required before enrolment under the minimum starting age can occur. Approval for early age enrolment will only be granted in exceptional circumstances.

#### 5. Child safe environment

- 5.1. Catholic school communities have a moral, legal and mission-driven responsibility to create nurturing school environments where children are respected, their voices are heard, and where they are safe and feel safe.
- 5.2. Every person involved in Catholic education, including all parents at our school, has a responsibility to understand the importance and specific role they play individually and collectively to ensure that the wellbeing and safety of all children is at the forefront of all they do and every decision they make.
- 5.3. Our school's child safe policies, codes of conduct and practices set out our school's commitment to child safety, and the processes for identifying, communicating, reporting and addressing concerning behaviour and allegations of child abuse. These documents establish clear expectations for all staff and volunteers for appropriate behaviour with children in order to safeguard them against abuse.
- 5.4. Our school has established human resources practices where newly recruited staff, existing staff and volunteers in our school understand the importance of child safety, are trained to minimise the risk of child abuse, and are aware of our school's relevant policies and procedures. Our school also provides ongoing training, supervision and monitoring of staff to ensure that they are suitable to work with children as part of our human resources practices.
- 5.5. Our school has robust, structured risk management processes that help establish and maintain a child safe environment, which involves consideration of possible broad-based risk factors across a wide range of contexts, environments, relationships and activities that children within our school engage in.
- 5.6. Our school, in partnership with families, ensures children and young people are engaged and are active participants in decision-making processes, particularly those that may have an impact on their safety. This means that the views of staff, children, young people and families are taken seriously and their concerns are addressed in a just and timely manner.
- 5.7. Our school's child safety policies and procedures are readily available and accessible. Further details on the Catholic education community's commitment to child safety across Victoria can be accessed by visiting:
- a) Catholic Education Commission of Victoria Ltd's child safety page [www.cecv.catholic.edu.au/Our-Schools/Child-Safety](http://www.cecv.catholic.edu.au/Our-Schools/Child-Safety)
  - b) Catholic Education Melbourne's child safety page [www.cem.edu.au/Our-Schools/Choosing-a-School/Child-Safety.aspx](http://www.cem.edu.au/Our-Schools/Choosing-a-School/Child-Safety.aspx).

#### 6. Terms of enrolment regarding acceptable behaviour

- 6.1. Our school is a community that exemplifies the gospel values of love, forgiveness, justice and truth. The school community recognises that everyone has the right to be respected, to feel safe and be safe; and, in this regard, understands their rights and acknowledges their obligation to behave responsibly.
- 6.2. Every person at the school has a right to feel safe, to be happy and to learn; therefore, we aim to:
- a) promote the values of honesty, fairness and respect for others
  - b) acknowledge the worth of all members of the community and their right to work and learn in a positive environment
  - c) maintain good order and harmony
  - d) affirm cooperation as well as responsible independence in learning
  - e) foster self-discipline and develop responsibility for one's own behaviour.

- 6.3. The school administration, in consultation with the school community wherever appropriate, will prescribe standards of dress, appearance and behaviour for the student body. As a term of your child's enrolment, parents and guardians are expected to comply with the school's behaviour aims and code of conduct, and to support the school in upholding prescribed standards of dress, appearance and behaviour.
- 6.4. Unacceptable behaviour by a child, or repeated behaviour by a parent or guardian that, in the school's view, is unacceptable and damaging to the partnership between parent/guardian and school, may result in suspension or termination of the child's enrolment.

## **7. Terms of enrolment regarding conformity with principles of the Catholic faith**

- 7.1. As a provider of Catholic education, the principal will take into account the need for the school community to represent and comply with the doctrines, beliefs and principles of the Catholic faith when making decisions regarding matters of school administration, including enrolment. Students and families who are members of other faiths are warmly welcomed at our school. However, the school reserves the right to exercise its administrative discretion in appropriate circumstances, where it is necessary to do so to avoid injury to the religious sensitivities of the Catholic school community.

## **8. Terms of enrolment regarding provision of accurate information**

- 8.1. It is vitally important that the school is made aware of each child's individual circumstances insofar as these may impact upon their physical, functional, emotional or educational needs, particularly where the school is required to provide additional support to the child.
- 8.2. Parents and guardians must provide accurate and up-to-date information when completing an enrolment form and must supply the school, prior to enrolment, any additional information as may be requested, including copies of documents such as medical/specialist reports (where relevant to the child's schooling), reports from previous schools, court orders or parenting agreements. Provision of requested documentation is regarded as a condition of enrolment, and enrolment may be refused where a parent/guardian has unreasonably refused to provide requested information or knowingly withheld relevant information from the school.
- 8.3. Where, during the course of a child's enrolment, new information becomes available that is material to the child's educational and/or safety/wellbeing needs, it is a term of the child's continuing enrolment that such information is provided to the school promptly.
- 8.4. The provision of an inaccurate residential address or failure to provide an updated residential address for the child will also be treated as a breach of the terms of enrolment.

## **9. Enrolment for children with additional needs**

- 9.1. The school welcomes parents/guardians who wish to enrol a child with additional needs and will do everything possible to accommodate the child's needs, provided that an understanding has been reached between the school and parents/guardians prior to enrolment regarding:
  - a) the nature of any diagnosed or suspected medical condition/disability, or any other circumstances that are relevant to the child's additional learning needs (for example, giftedness or an experience of trauma)
  - b) the nature of any additional assistance that is recommended/appropriate to be provided to the child (for example, medical or specialist equipment, specialist referrals, specific welfare support, modifications to the classroom environment or curriculum, aide assistance, individual education programs, behaviour support plans or other educational interventions as may be relevant)
  - c) the individual physical, functional, emotional or educational goals that are appropriate to the child, and how the parents/guardians and the school will work in partnership to achieve these goals
  - d) any limitations on the school's ability to provide the additional assistance requested.
- 9.2. The process for enrolling students with additional needs is otherwise the same as for enrolling any student.
- 9.3. As every child's educational needs can change over time, it will often be necessary for the school to review any additional assistance that is being provided to the child, in consultation with parents/guardians and the child's treating medical/allied health professionals, in order to assess whether:
  - a) the additional assistance remains necessary and/or appropriate to the child's needs
  - b) the additional assistance is having the anticipated positive effect on the child's individual physical, functional, emotional or educational goals
  - c) it remains within the school's ability to continue to provide the additional assistance, given any limitations that may exist.

## 10. Assessment and updates

10.1. Various opportunities are provided to keep you up to date with your child's progress. You will receive two comprehensive written reports each year and arrangements will be made for at least one interview where you can discuss your child's development with their teacher. In addition, you can always contact the school to arrange a meeting if you have any concerns or wish to receive an update on progress.

## 11. Child Safety Code of Conduct

The Holy Trinity School vision encapsulates the school community's commitment to ensuring the safety of all students in our care and to providing them with a safe, supportive and enriching environment to develop spiritually, physically, intellectually, emotionally and socially: "Together we nurture life-long learners through a holistic, faith-filled approach focussed on the wellbeing of each student, empowering them to make a difference."

### Purpose

This Code of Conduct has a specific focus on safeguarding children and young people at Holy Trinity and St Mary's College for Hearing Impaired Students against sexual, physical, psychological and emotional abuse or neglect. It is intended to complement other professional and/or occupational codes.

All staff, parents, careers, volunteers, contractors, clergy, visitors, Parents Association and School Advisory Committee members at Holy Trinity are expected to actively contribute to a school culture that respects the dignity of its members and affirms the Gospel values of love, care for others, compassion and justice. They are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of children, as noted below.

### Acceptable behaviours

All staff, parents, volunteers, contractors, clergy, visitors and School Advisory Committee members are responsible for supporting the safety of children by demonstrating the school's key TORCH Values of Tolerance, Optimism, Respect, Confidence and Honesty. They are responsible in supporting the safety of all children by:

- adhering to standard 3 'Code of Conduct', of the school's child-safe policy and upholding the school's statement of commitment to child safety at all times
- taking all steps as listed in the policies to protect children from abuse or neglect
- treating everyone in the school community with respect (modelling positive and respectful relationships and acting in a manner that sustains a safe, educational and pastoral environment)
- listening and responding to the views and concerns of children, particularly if they are telling you that they or another child have been abused or that they are worried about their safety/the safety of another child
- promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander children (for example, by never questioning an Aboriginal and Torres Strait Islander child's self-identification)
- promoting the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds (for example, by having a zero tolerance policy towards discrimination)
- promoting the safety, participation and empowerment of children with a disability (for example, during personal care activities)
- ensuring as far as practicable that adults are not alone with a child unless in the sight of others
- ensuring that when working with a small group of students or 1:1 with a student, all adults will follow the St Mary's Supervision Policy (St Mary's College of the Deaf Staff only)
- reporting any allegations of child abuse to the school's leadership: Principal, Deputy Principal, Student Wellbeing Leader (child safety officer)
- understanding and complying with all reporting obligations as they relate to mandatory reporting and reporting under the Crimes Act 1958 (Vic.) (Staff only)
- reporting any child safety concerns to the school's leadership: Principal, Deputy Principal, Student Wellbeing Leader (child safety officer)
- if an allegation of child abuse is made, ensuring as quickly as possible that the child(ren) are safe and that the Principal or Deputy Principal are informed

## Unacceptable behaviours

All staff, parents, volunteers, contractors, clergy, visitors and School Advisory Committee members must not:

- ignore or disregard any suspected or disclosed child abuse
- develop any 'special' relationships with children that could be seen as favouritism (for example, the offering of gifts or special treatment for specific children)
- exhibit behaviours with children which may be construed as unnecessarily physical (for example, inappropriate sitting on laps)
- put children at risk of abuse (for example, by locking doors)
- initiate unnecessary physical contact with children or do things of a personal nature that a child can do for themselves, such as toileting or changing clothes
- engage in open discussions of a mature or adult nature in the presence of children (for example, personal social activities)
- use inappropriate language in the presence of children
- express personal views on cultures, race or sexuality in the presence of children
- discriminate against any child, including because of age, gender, race, culture, vulnerability, sexuality, ethnicity or disability
- have contact with a child or their family outside of school without the school principal's knowledge (Staff Only). For example, unauthorised after-hours tutoring, private instrumental/other lessons or sport coaching. Accidental contact, such as seeing people in the street, is appropriate
- initiate or maintain any online contact with a child (including by social media, email, instant messaging etc.) or their family (unless necessary e.g. by providing families with enewsletters or assisting students with their school work or school related activities) (staff only)
- use any personal communication channels/device such as a personal email account to make contact with students
- exchange personal contact details such as phone number, social networking sites or email addresses with children
- to photograph or video other people's children, at school or a school event, without the consent of the parent or guardian
- to publish or upload photos or videos of other people's children, at school or a school event, without the consent of their parent or guardian
- work with children while under the influence of alcohol or illegal drugs
- consume alcohol or drugs in an irresponsible manner at school or at school events in the presence of children

### Failure to Comply With This Code of Conduct

Where a staff member (teaching and non-teaching), parent, volunteer, contractor, clergy member, visitor or School Advisory Committee member is suspected of breaching any obligation, duty or responsibility within this policy, Holy Trinity School will take disciplinary action, including in the case of serious breaches, dismissal.

HOLY TRINITY 2/2/17

*Disclaimer: Personal information will be held, used and disclosed in accordance with the school's Privacy Collection Notice and Privacy Policy available on its website: <https://htws.catholic.edu.au>*

## Agreement

I acknowledge that I understand and accept the terms and conditions of enrolment as set out in the Explanatory Statement and, if enrolment is accepted, I agree that there are certain expectations, obligations and guarantees required of parents/guardians of the school's students, so that a harmonious relationship may be established:

- I will support and abide by school policies and rules, as amended from time to time, in relation to programs of studies, sports, pastoral care, school uniform, acceptable behaviour, child safety, discipline and general operations of the school
- I will ensure that the information I have provided is kept up to date throughout the period of enrolment and I will notify the school promptly of any changes to that information (e.g. change of residential address, changes to parenting orders)
- I will pay the current school fees and levies for my child and also pay any variation or increase of fees and levies as required upfront at the beginning of the school year or in three instalments (and will pay in full by the end of Term 3 each year), or I will otherwise notify the school immediately if I am experiencing financial difficulties
- I will support my child's participation in the religious life of the school (e.g. school liturgies, retreat programs)
- I will attend parent/teacher and information evenings which relate to my child
- I will participate in a working bee once a year or make a financial contribution
- In the event I have any concerns, I will raise them initially with the relevant teacher and then the school principal
- I will treat all members of the school community with respect as befits a Catholic school
- If in time of emergencies, accidents or serious illness I cannot be contacted, I give permission for the principal (or their representative) to seek medical attention for my child as required (which may include transportation to the nearest hospital, medical centre or doctor by ambulance or private vehicle). I also understand that the signatories below are required to meet any costs incurred
- I confirm I have been provided with a copy of the Child Safety Code of Conduct in this application form. I have read it, understood it and agree to abide by the Child Safety Code of Conduct at all times.
- As a parent/guardian, I understand that if this application is successful, I will support the vision of the school and parish. In accepting the enrolment, I agree to abide by all of the school's policies, procedures and protocols (Policies). These Policies are reviewed regularly and may be subject to change at the school's discretion. I will work with the school to support any academic/social/behavioural needs of my child. I agree to support my child's participation in the religious life of the school (e.g. school liturgies, Masses etc.). The consequence of not complying with the school's Policies may result in the termination of the enrolment.

I understand that if any misleading information has been provided, or any omission of significant information is made in the application for enrolment, acceptance will not be granted; or, if discovered after acceptance, enrolment may be withdrawn.

<b>Parent A/Guardian 1 signature:</b>		<b>Date:</b>
<b>Parent B/Guardian 2 signature:</b>		<b>Date:</b>

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# SCHOOL FAMILY OCCUPATION INDEX

## PARENT OCCUPATION GROUPS

Please select the appropriate group from the following list to assist with data for school funding purposes.

### GROUP N: Unemployed for more than 12 months

If you are not currently in paid work but **have had a job in the last 12 months**, or have retired in the last 12 months, please **use your last occupation** to select from the list. If you have not been in paid work for the last 12 months, enter 'N' into the 'occupation code' field on the enrolment form.

## OCCUPATION GROUP A

### SENIOR MANAGEMENT IN LARGE BUSINESS ORGANISATIONS, GOVERNMENT ADMINISTRATION AND DEFENCE AND QUALIFIED PROFESSIONALS

#### Senior management in large business organisations

Senior Executive/Manager/Department Head in industry, commerce, media or other large organisations

- **Business** [e.g. chief executive, managing director, company secretary, finance director, chief accountant, personnel/industrial relations manager, research and development manager]
- **Media** [e.g. newspaper editor, film/television/radio/stage producer/director/manager]

#### Government administration

- **Public service manager** (Section head or above) [e.g. regional director, hospital/health services/nurse administrator, school principal, faculty head/dean, library/museum/gallery director, research/facility manager, police/fire services administrator]
- **Defence Forces commissioned officer**

**Qualified professionals** – generally have a degree or higher qualifications and experience in applying this knowledge to: design, develop or operate complex systems, identify, treat and advise on problems, teach others

*Health, Education, Law, Social Welfare, Engineering, Science, Computing, Business, Air/sea transport professionals*

- **Health** [e.g. GP or specialist, registered nurse, dentist, pharmacist, optometrist, physiotherapist, chiropractor, veterinarian, psychologist, therapy professional, radiographer, podiatrist, dietician]
- **Education** [e.g. school teacher, university lecturer, VET/special education/ESL/private teacher, education officer]
- **Law** [e.g. judge, magistrate, barrister, coroner, solicitor, lawyer]
- **Social Welfare** [e.g. social/welfare/community worker, counsellor, minister of religion, economist, urban/regional planner, sociologist, librarian, records manager, archivist, interpreter/translator]
- **Engineering** [e.g. architect, surveyor, chemical/

civil/electrical/mechanical/mining/other engineer]

- **Science** [e.g. scientist, geologist, meteorologist, metallurgist]
- **Computing** [e.g. IT services manager, computer systems designer/administrator, software engineer, systems/applications programmer]
- **Business** [e.g. management consultant, business analyst, accountant, auditor, policy analyst, actuary, valuer]
- **Air/sea transport** [e.g. aircraft pilot, flight officer, flying instructor, air traffic controller, ship's captain/officer/pilot]

## OCCUPATION GROUP B

### OTHER BUSINESS OWNERS/MANAGERS, ARTS/MEDIA/SPORTSPERSONS AND ASSOCIATE PROFESSIONALS

#### Business owner/manager

- **Farm/business owner/manager** [e.g. crop and/or livestock farmer/farm manager, stock and station agent, building/construction, manufacturing, mining, wholesale, import/export, transport business manager, real estate business]
- **Specialist manager** [e.g. works manager, engineering manager, sales/marketing manager, purchasing manager, supply/shipping manager, customer service manager, property manager, personnel, industrial relations]
- **Financial services manager** [e.g. bank branch manager, finance/investment/insurance broker, credit/loans officer]
- **Retail sales/services manager** [e.g. shop, post office, restaurant, real estate agency, travel agency, betting agency, petrol station, hotel/motel/caravan park, sports centre, theatre/cinema, gallery, car rental, car fleet, railway station]

#### Arts/media/sportspersons

- **Artist/writer** [e.g. editor, journalist, author, media presenter, photographer, designer, illustrator, musician, actor, dancer, painter, potter, sculptor]
- **Sports** [e.g. sportsman/woman, coach, trainer, sports official]

**Associate professionals** – generally have diploma/technical qualifications and provide support to managers and professionals

*Health, Education, Law, Social Welfare, Engineering, Science, Computing, Business/administration*

- **Medical, science, building, engineering, computer technician/associate professional**
- **Health/social welfare** [e.g. enrolled nurse, community health worker, paramedic/ambulance officer, massage therapist, welfare/parole officer, youth worker, dental hygienist/technician]
- **Law** [e.g. police officer, government inspector, examiner or assessor, occupational/environmental health officer, security advisor, private investigator, law

clerk, court officer, bailiff]

- **Business/administration** [e.g. recruitment/employment/industrial relations/training officer, marketing/advertising specialist, market research analyst, technical sales representative, retail buyer, office/business manager, project manager/administrator, other managing supervisors]
- **Defence Forces** [e.g. senior non-commissioned officer]
- **Other** [e.g. library technician, museum/gallery technician, research assistant, proof reader]

## OCCUPATION GROUP C

### TRADESMEN/WOMEN, CLERKS AND SKILLED OFFICE, SALES AND SERVICE STAFF

**Tradesmen/women** – generally have completed a four-year trade certificate, usually by apprenticeship. All tradesmen/women are included in this group.

- **Trades** [e.g. electrician, plumber, welder, cabinet maker, carpenter, joiner, plasterer, tiler, stonemason, painter decorator, butcher, pastry cook, panel beater, fitter, toolmaker, aircraft engineer]

#### Clerks, skilled office, sales and service staff

- **Clerk** [e.g. bookkeeper, bank clerk, PO clerk, statistical/actuarial clerk, accounts/claims/audit/payroll clerk, personnel records clerk, registry/filing clerk, betting clerk, production recording clerk, stores/inventory clerk, purchasing/order clerk, freight/transport/shipping clerk/despatcher, bond clerk, customs agent/clerk, customer inquiry/complaints/service clerk, hospital admissions clerk]
- **Office** [e.g. secretary, personal assistant, desktop publishing operator, switchboard operator]
- **Sales** [e.g. company sales representative (goods and services), auctioneer, insurance agent/assessor/loss adjuster, market researcher]
- **Carer** [e.g. aged/disabled/refuge care worker, child care assistant, nanny]
- **Service** [e.g. meter reader, parking inspector, postal delivery worker, travel agent, tour guide, flight attendant, fitness instructor, casino dealer/gaming table supervisor]

## OCCUPATION GROUP D

### MACHINE OPERATORS, HOSPITALITY STAFF, OFFICE ASSISTANTS, LABOURERS AND RELATED WORKERS

#### Drivers, mobile plant, production/processing machinery and other machinery operators

- **Driver or mobile plant operator** [e.g. car, taxi, truck, bus, tram or train driver, courier/deliverer, forklift driver, street sweeper driver, garbage collector, bulldozer/loader/grader/excavator operator, farm/horticulture/forestry machinery operator]
- **Production/processing machine operator** [e.g. engineering, chemical, petroleum, gas, water, sewerage, cement, plastics, rubber, textile, footwear, wood/paper, glass, clay, stone, concrete,

production/processing machine operator]

- **Machinery operator** [e.g. photographic developer/printer, industrial spray painter, boiler/air-conditioning/refrigeration plant, railway signals/points, crane/hoist/lift, bulk materials handling machinery]

#### Hospitality, office staff

- **Sales staff** [e.g. 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, sales demonstrator, shelf stacker]
- **Office staff** [e.g. typist, word processing/data entry/business machine operator, receptionist]
- **Hospitality staff** [e.g. hotel service supervisor, receptionist, waiter, bar attendant, kitchenhand, fast food cook, usher, porter, housekeeper]
- **Assistant/aide** [e.g. trades' assistant, school/teacher's aide, dental assistant, veterinary nurse, nursing assistant, museum/gallery attendant, home helper, salon assistant, animal attendant]

#### Labourers and related workers

- **Defence Forces** [other ranks (below senior NCO) without trade qualification not included above]
- **Agriculture, horticulture, forestry, fishing, mining worker** [e.g. farm overseer, shearer, wool/hide classer, farm hand, horse trainer, nurseryman, greenkeeper, gardener, tree surgeon, forestry/logging worker, miner, seafarer/fishing hand]
- **Other worker** [e.g. labourer, factory hand, storeman, guard, cleaner, caretaker, laundry worker, trolley collector, car park attendant, crossing supervisor]