

Samford State School
INDEPENDENT PUBLIC SCHOOL

Strive with Honour

Dear Parents/Carers,

Welcome to Samford State School.

When returning your completed enrolment forms, please provide:

1. Original Birth Certificate for sighting
2. Proof of Residency within our catchment – 2 documents required, current:
 - council rate notice;
 - utility bill;
 - Government department addressed letter;
 - signed unconditional Contract for Houses and Residential Land (house purchase);
 - signed General tenancy agreement (house lease).

Proof of Residency is NOT required if a sibling is already enrolled at Samford State School.

Important Information

We use QParents for all school communication, this includes all school permissions, excursions, payments, access to report cards etc. On enrolment, you will receive an email from QParents to set up your account (please check spam and junk folders). Once you are set up, there will be permissions to complete, these include:

State School Consent
Delivery of Religious Instruction Program
Student Resource Scheme
Online Services

We look forward to working collaboratively with you to engage all students as lifelong learners.

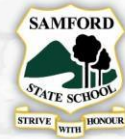
Yours sincerely,

Nicole Goodwin
Principal
Samford State School

Respect **Citizenship** **Growth Mindset** **Curiosity** **Kindness**

🏠 School Road, Samford QLD 4520 Postal address: PO Box 854, Samford QLD 4520

☎ 07 3430 9111 ✉ admin@samfordss.eq.edu.au 🌐 samfordss.eq.edu.au






Parent and Community Code of Conduct

Supporting learning, wellbeing and safety in our school

We welcome parents¹ and other members of our diverse community into our school.

Working together with the school community², school staff support the learning and wellbeing of every student, and are entitled to a safe work environment.

Parents and other visitors to our school support safety by ensuring their communications and conduct at the school and school activities is respectful.

Elements of engagement	It is expected that parents and visitors to our school will:	Parents and visitors to our school demonstrate this by:
 Communication	<ul style="list-style-type: none"> • be polite to others • act as positive role models • recognise and respect personal differences • use the school's communication process to address concerns 	<ul style="list-style-type: none"> • using polite spoken and written language • speaking and behaving respectfully at all times • being compassionate when interacting with others • informing staff if the behaviour of others is negatively impacting them or their family • respecting staff time by accepting they will respond to appropriate communication when they are able • requesting a meeting to discuss any concerns about their child's education – allowing staff time to prepare and appreciating their time may be limited
 Collaboration	<ul style="list-style-type: none"> • (parents) ensure their child attends school ready to learn • support the Student Code of Conduct 	<ul style="list-style-type: none"> • taking responsibility for their child arriving and departing school safely on time every day • reading and encouraging their child to understand and follow the Student Code of Conduct
 School Culture	<ul style="list-style-type: none"> • recognise every student is important to us • contribute to a positive school culture • work together with staff to resolve issues or concerns • respect people's privacy 	<ul style="list-style-type: none"> • valuing each child's education • acknowledging staff are responsible for supporting the whole school community • speaking positively about the school and its staff • not making negative comments or gossiping about other school community members, including students – in person, in writing or on social media • understanding, at times, compromises may be necessary • considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information.

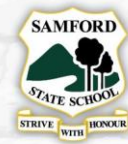


Prep Enrolment

Parent Information Booklet



Samford State School
INDEPENDENT PUBLIC SCHOOL



Quick Reference Page

ADDRESS	School Rd SAMFORD 4520	MAILING ADDRESS PO Box 854 SAMFORD 4520
TELEPHONE	School Phone Student Absence Line Tuckshop Outside School Hours Care	3430 9111 3430 9160 3430 9146 3430 9145
E-MAIL	admin@samfordss.eq.edu.au	
WEBSITE	www.samfordss.eq.edu.au	

Principal
Deputy Principal
HOSS
Business Manager

Nicole Goodwin
John Mauch
Tracy Leong
Stephanie Hartas

P&C MEETINGS

Refer to our website for meeting dates.
Meetings are held at 6.30pm in the Seminar Room

TUCKSHOP

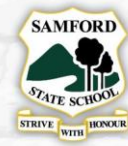
Ordering is done online via QKR by MasterCard App
(available for Apple and Android devices)

UNIFORM SHOP

Thursday (8:00 am – 10:00 am)
Tuesday & Friday (2:00 pm – 3:30 pm)
Email: samford.uniforms@gmail.com

MEDICATION

Only prescribed medicines may be administered and only when accompanied by a Medical Instructions Form completed by a medical practitioner - forms available from the Administration Office. Chemist labels must state the prescribing Doctor's name, dose and times.



Welcome to Samford State School

Samford State School opened in 1872 and was founded on strong community partnerships. We celebrate a proud history of connectedness with the close-knit community that is nestled within the beautiful Samford Valley. Our students benefit from the best of both worlds as we offer a progressive, contemporary education delivered in a setting with large open spaces and abundant native flora and fauna.

Samford State School surrounds our students with opportunities in all areas including academia, sport, culture and community responsibility. Our exceptional teachers go the extra mile to ensure that students succeed both in and beyond the classroom. We embrace the opportunity to prepare young people to make their way in the world as confident, caring and responsible citizens. The happiness, security and progress of each child is central to our work.

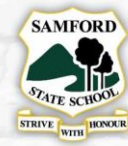


Our experienced staff value knowing each child and accommodating their unique learning requirements. Inspirational teaching and quality learning are the cornerstones of our school and we are proud to engage our students in a well-rounded curriculum that prepares them for future opportunities. We delight in offering all students the opportunities to participate in highly successful programs including, the upper school iPad program, the Choral and Instrumental Music Programs, an inclusive and successful Sport and Outdoor Program and our comprehensive Student Citizenship Program.

We believe in investing in 'people over programs' and provide outstanding professional learning and development for our school community. Our teachers are leaders of learning, working collaboratively to achieve outstanding results and drive our school culture. Staff and students benefit from the flexibility to deploy a range of research informed, high-impact strategies to ensure our students progress, learn and grow beyond expectations.

In 2015, Samford State School became an Independent Public School. With greater input from parents, teachers and community members, we embrace the flexibility to shape our direction, build partnerships and make local decisions to benefit our students. Enhanced autonomy is a key ingredient in our approach to being creative, innovative and responsive to student learning needs.

For 150 years we have been creating an educational environment where all people are treated with care, respect and compassion and where learning is challenging, exciting and engaging. There is a strong emphasis on visible learning and improvement in our school and this is heard in our conversations and seen in our students' resilience, belonging and love of lifelong learning.



Our Prep Program

The Prep program is guided by the Australian curriculum and provides the foundation for your child's success at school by developing:

- age appropriate pedagogies
- a positive approach to learning
- independence and confidence
- thinking and problem-solving skills
- oral language skills
- early literacy and numeracy
- physical abilities, including gross and fine motor skills.

The curriculum provides opportunities for children to engage in age appropriate pedagogies for learning on a daily basis through:

- play
- real-life situations and investigations
- routines and transitions
- appropriate focused learning situations.

Prep Leaders & buddies

Our Prep students are supported by Year 6 Prep Leaders. These responsible school leaders help Prep teachers and Prep students during lunch times and with special Prep events. This is another opportunity for our senior students to demonstrate their leadership, foster pride in their ability to be helpful and exhibit our school values.

Prep classes will also participate in the whole school Buddies Program and will be allocated a 'buddy' class. Each student will team up with an older 'buddy'. The program has an extremely positive impact on both the Prep and our older year students.

Parent/Teacher Interviews

Our Prep teachers meet formally with parents twice a year to share information about students' learning and development. Parent teacher interviews are held during Terms 1 and 3. Parents will receive written end of semester reports via email at the end of Terms 2 and 4.

Assembly

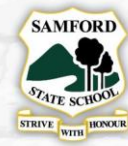
Students family members are invited to attend assemblies in the Samford Community Hall. Each start of term Assembly dates will be set and provided to you through Prep Teachers.

Staffing

Each Prep class will have a full time teacher and a teacher aide in the classroom from approximately 9am until 1pm each day. There are also support staff, including Guidance Officer, Speech-Language Pathologist and Targeted Teaching Teacher.

We look forward to a wonderful year!

From the Prep Team



Samford State School Student Code of Conduct

Samford State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

Our Responsible Behaviour Plan for students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

A copy of the school's Responsible Behaviour Plan is available from our website.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour. The overarching rule is Respect and we further expand this rule to include the following elements of respect:

- Respect for Self
- Respect for Learning
- Respect for Others
- Respect for Property
- Respect for Environment

Our school rules have been agreed upon and endorsed by all staff, our School Council and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's *Code of School Behaviour*.

Growth Mindset in Samford State School

How children become resilient learners is the basis of our work with teaching a Growth Mindset starting in Prep. You will see a unique poster in every classroom, from Prep to Year 6 in which the keys for becoming a resilient learner are applied.





Arrival and departure from school

School starts at 8:50 am. Before school, staff are busy preparing their resources or attending meetings. Classrooms will be opened by 8:45 am.

We encourage our Prep families to regularly drop their children at their classroom. This will allow open and regular communication between parents and Prep staff. A regular meeting point between school and home supports the development of effective partnerships. Older siblings may also bring the Prep child to class.

Should you need to drop your child before 8:45 am, Outside School Hours Care is available (ph 3430 9145).

When students arrive at their classroom, they are expected to be responsible for their own belongings. Please encourage your child to follow the routine outlined by the teacher. This routine may include:

- carrying their own bag
- unpacking their bag
- going to the toilet before school
- preparing for the day

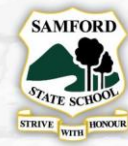
At 8:45 am the first bell will ring to signal preparation for the official school day. Classes should be ready for the start of school and roll marking at 8:50 am.

To set your child up for success it is important they arrive on time each day. All students arriving late will need to visit the school office to be signed in for the day.

At 3:00 pm the bell will sound to signal the end of the school day. We encourage parents to pick their Prep students up from the classroom, particularly for the first term. Older siblings may also pick students up from their classroom.

If students are not collected from the classroom by 3:15 pm their teacher will take them to the office so parents can be contacted. All Prep students not collected by 3:20 pm will be taken to Outside School Hours Care. A charge for this service applies.

Some students have great difficulty remembering their plans for getting home each day, particularly if there is a change from their usual plan. This can often result in feelings of anxiety for children. Please inform your child's teacher of the going home arrangements and clearly explain the arrangements to your child. A reminder note in their lunchbox is a simple way of reminding your child of pick up arrangements.



Absences

If your child is absent from school for any reason, please notify via the QParents App (preferred), call the Student Absence Line on 3430 9160 or send an email to absences@samfordss.eq.edu.au by 9:00 am. It is important this advice is received by 9:00 am so we can reconcile our absences with the actual students in attendance. We follow up on all absences from school and will check with you if we don't get prior advice.



Students who arrive late for school will need to visit the school office to sign in for the day.

Parents wishing to collect their child during school hours are requested to visit the office to advise of their child/ren's early departure from school and sign out.

First Aid Room

If your student becomes unwell during the day, they will be sent to the office and a staff member will contact you (if necessary).

For the safety of all our students and staff please do not send your child to school if they are unwell. There are exclusion periods for some illnesses – for more information, please see:

https://www.health.qld.gov.au/data/assets/pdf_file/0022/426820/timeout_poster.pdf

Bus Travel

Prep students are able to access bus services to and from school. To be eligible for free transport, children must reside more than 3.2km from the school.

For the first term, Prep students travelling by bus is possible, although not recommended. Students will need to be able to independently make their way to and from the bus lines each day.

Please talk with your child's teacher if you will be using this service.

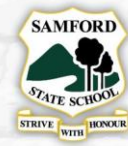
Application forms for this can be obtained by visiting Brisbane Bus Lines <https://www.brisbanebuslines.com.au/apply-travel>. Children not eligible for free bus travel may journey on the buses, on a "user pays" system.

If you require further information, please contact Brisbane Bus Lines on 3354 3633.

Uniform

We believe, a great way to show respect is to wear our school uniform with pride.

Prep students wear the casual polo shirt and cotton shorts not the formal dress or shirt. Students should have a bottle green, wide brimmed hat. Black shoes with green socks complete the uniform. It is recommended that students have Velcro shoes. The wearing of jewellery is not encouraged due to health and safety requirements, however sleeper earrings



or studs in pierced ears, religious and medical medallions are acceptable. Students are not to wear make-up, tattoos or nail polish.

School Hats

Due to our Education Queensland Sunsafe Policy which has been endorsed by the Parents & Citizens Association, the wearing of a school hat is compulsory. Caps may NOT be worn to school because they do not conform to this policy.

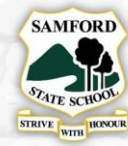
Uniforms can be purchased via the Qkr app. Simply download the App, search for Samford State School, register your student and browse through the user friendly options including setting up your child's profile including year level and class.

A uniform fitting appointment is recommended for Prep students. This appointment ensures staff are free to fully assist families with their purchases. These appointments will be available to book via the link noted in the Uniform Shop booklet.

Names and Labels

Please label all student belongings to enable easy identification. This includes lunchboxes, water bottles, shoes, socks, hats, bags, uniforms etc.

When students start playing on the Prep-Year 1 soccer field, parents will be provided with a ribbon to easily identify Prep children in a larger group of students. Please sew the coloured ribbon to your child's hat.



Outside Play

Play is a vital part of the Prep experience at Samford State School. Like all aspects of life at the school, how, where and when a child plays is driven by their developmental needs.

During first term, our Prep team will examine our children's needs and commence planning for expanded play opportunities. This area consists of the Prep play area including the new playground as well as the Prep-Year 1 'soccer field'.



Food and Break Times

Prep children share similar lunch breaks to the rest of the school, though stay with their classes early in Term 1. Each student will have the opportunity to have a 'brain food break' in their classroom somewhere around 9:15 – 10:00 am. Healthy unprocessed snacks are encouraged e.g. fruit or vegetables [NO nuts, seafood or eggs please]. In the lunch breaks please ensure that you send food in containers that your child can easily open. Please DO NOT send tinned food or sharp cutlery. If your child requires a spoon to eat their lunch, it must be included in their lunchbox.

Tuckshop

Our Tuckshop is run by our P&C Team and there are always opportunities to volunteer. A modified Tuckshop menu will be available for Prep students throughout the year. Ordering is done online via the Qkr App. Qkr by MasterCard, the secure and easy way to pay for your order. Simply download the App, search for Samford State School, register your student and browse through the user-friendly options including setting up your child's profile including year level and class.

Being a P&C Tuckshop volunteer is both rewarding and fun. Our Tuckshop roster volunteer days by year level teams, which will assist you in getting to know other families in your child's grade.

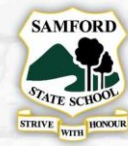
Student Resource Scheme



The Student Resource Scheme was introduced at Samford State School in 2007 to ensure that all students have the necessary resources to support their educational requirements.

It is also intended as a convenience to parents/caregivers to provide a more economical option to purchasing consumables and textbooks each year. Full participation rates offer the most benefits to parents, teachers and the learning experiences for students. Currently 99% of families join the scheme each year.

This scheme is fully endorsed by the school P&C and operates at this school under the policy and guidelines of Education Queensland.



Parents wishing to take up the offer to participate in the scheme, sign an agreement and pay an annual fee each year for the duration of their student's enrolment.

Digital Technologies

Every teaching space within Samford State School has access to wireless internet, a data projector or interactive whiteboard. Teachers use computers and other digital technologies across all curriculum areas. There are three computer labs equipped with desktop and laptop computers. These are accessed by all classes in the school, with predominant use from the upper school. The computers in these labs are used to reinforce concepts and are often used as publishing tools. However, most importantly the computers are used as investigative tools and teachers allow children to search from protected sites for information that will further their learning.



One aspect of our vision is the use of technologies to enhance provision of individual learning pathways. For some students, technology will allow access to extension opportunities beyond the classroom, such as working with university lecturers. For other students, technology can remove barriers to learning such as decoding texts and rereading comprehension answers, for meaning and fluency.

At Samford State School, we have been very measured in the way we've adopted technologies into classrooms. We deliberately chose to never make it about devices; it was, and always will be, about learning. Technology provides endless open-ended possibilities for our students to stretch even the brightest of minds. As a school we don't enter into this as a fad or passing trend. This is about learning, not about devices.

Technologies are a necessary tool for today's learners. Our students are now coding digital and physical objects for specific purposes, researching up-to-date facts from classrooms, visiting places around the globe in Street View, connecting with the brightest minds on the planet, accessing the world's collection of famous artworks, songs and books (within filter restriction limitations), applying computational thinking, creating stop-motion animations, iMovies, audio-visual presentations and more.

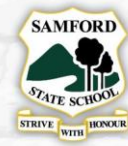
We are extending ways learning opportunities are enhanced through technologies. For example, virtual and augmented realities have made learning possible that was previously inconceivable.

Bring Your Own Device (BYOD) Program

In 2019, Samford State School implemented the BYOD program, whereby students use an iPad to create greater learning opportunities. The program commences with the Year 4 cohort and continues for three years, until the students leave the school.

Library Borrowing

Prep students are strongly encouraged to regularly borrow books from our school library. Our library is open from 8:30 am daily for parents and students to borrow books. Prep children will



have a weekly library lesson. At this time they will be able to borrow a book. They will need a library bag (which can be purchased from the Uniform shop).

Music

Students participate in classroom music instruction as part of the curriculum and can also be involved in the extra-curricular programs on offer.

Samford State School has a wonderful Music program and currently supports these ensembles:

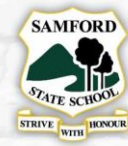
- Senior Concert Band
- Junior Concert Band
- Senior String Ensemble
- Junior String Ensemble
- Allegro Choir (Year 4) and Vivace Choir (Years 5 & 6)

The program varies throughout the year with competition performances, school-based performances, community performances. Costs are associated with these extra-curricular programs and more details are available on our website.

Carnivals and Events

Prep students participate in a number of major school events throughout the year e.g. Easter Hat Parade, ANZAC Day ceremony, NAIDOC events, Under 8's Day, Book Week, Cross Country and the Junior Athletics Carnival. Prep students do not participate in the swimming carnival.





Payments

All school invoices and permissions for SRS, sports, music, incursions & excursions can be paid through the QParents app.



All Tuckshop, uniform shop, P&C events & fundraising can be paid for through QKR by Mastercard.



Payment plans can be organised through the Samford State School Business Manager on 3430 9111.

If you have any questions regarding payment, please do not hesitate to contact our Business Manager. All conversations will be held in the strictest confidence. It is our wish that all children attend every activity and we are happy to discuss ways to assist should you be having difficulties meeting payment deadlines.

OSHC (Outside School Hours Care)

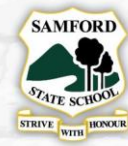
Our OSHC operates a play and interest based program. OSHC believe that it is in the best interest of children and families to create a homely, relaxed environment that they can support and nurture the children in different aspects of their development.

Children are encouraged to be independent thinkers and risk assessors in their own right and work together to create a sustainable environment within our community.

Opening hours during the school term from 6:45 am to 6:00 pm.

OSHC would like you to visit them before your child/ren start at Samford State School. Please contact OSHC on 3430 9145 or email: oshc.samford@gmail.com if you have any questions regarding Outside School Hours Care to ensure a smooth transition to school life.

For more information, please visit www.samfordoshc.au.



P&C

The P&C is about people just like you – parents, care givers and community minded people working in close co-operation to support the school. P&Cs work very closely with the school, building a stronger school community where all children benefit.

P&C meetings are held twice a term. For Meeting Dates please visit our [website](#).

School Council

The School Council is a group of elected parents and staff from the school community who work towards improved student learning outcomes. They collaborate with the broader school community to write and monitor the broad strategic direction of the school. Independent Public Schools (IPS) are required to have a school council as part of their governance structure. The School Council's main task is the production and (active) monitoring of the school's strategic plan.

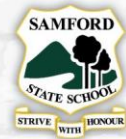
Birthdays and other Celebrations

We love celebrating birthdays here at Samford SS. To keep our students safe, please check with your child's teacher before sending birthday cakes or treats for the class around allergens.

Our Tuckshop also offers Birthday treats which are delivered to your child's class on request through QKR.

Treasures from Home

Please leave toys and trinkets at home as they very often become lost or broken at school.



Application for student enrolment form

INSTRUCTIONS

Please refer to the *Application to enrol in a Queensland state school* information sheet at the end of this form when completing this application. Completion and submission of this application form to the school does not confirm enrolment. The school will notify you of the outcome of your application as soon as practicable.

Failure or refusal to complete those sections of the form marked with an (*) or to provide required documentation may result in a refusal to process your application. These questions and your consent are considered necessary to ensure the school can undertake its administrative and care responsibilities.

Sections of the form not marked (*) are optional. However, failure to complete these sections may result in the school not being eligible for important Federal and State Government funding reliant on such information. Parents of all students in Australia have been asked to provide information on their family background as part of a national initiative towards providing an education system that is fair to all students, regardless of their background. The required information includes the Indigenous status and language background of the student, and the education, occupation and language background of the parents.

If you have any questions about the enrolment form or process, or require assistance completing this form, including translation services, please contact the school in the first instance.

PRIVACY STATEMENT

The Department of Education (DoE) is collecting the information on this form for the purposes outlined in the *Education (General Provisions) Act 2006* (Qld) (EGPA 2006), and in particular for:

- assessing whether your application for enrolment should be approved
- meeting reporting obligations required by law or under Federal – State Government funding arrangements
- administering and planning for providing appropriate education, training and support services to students
- assisting departmental staff to maintain the good order and management of schools, and to fulfil their duty of care to all students and staff
- communicating with students and parents.

This collection is authorised by ss. 155 and 428 of the EGPA 2006. DoE will disclose personal information from this form to the Queensland Curriculum and Assessment Authority when opening student accounts, in compliance with Part 3 of the *Education (Queensland Curriculum and Assessment Authority) Act 2014* (Qld).

Personal Information from this form will also be supplied to Centrelink in compliance with ss.194 and 195 of the *Social Security (Administration) Act 1999* (Cth). De-identified information concerning parents' school and non-school education, occupation group and main language other than English and students' country of birth, main language other than English, gender and Indigenous status, is supplied to the Australian Government Department of Education in compliance with Federal – State Government funding agreements.

Personal information collected on this form may also be disclosed to third parties where authorised or required by law. Your information will be stored securely. If you wish to access or correct any of the personal information on this form or discuss how it has been dealt with, please contact the school in the first instance. If you have a concern or complaint about the way your personal information has been collected, used, stored or disclosed, please also contact the school in the first instance.

PROSPECTIVE STUDENT DEMOGRAPHIC DETAILS

Legal family name* (as per birth certificate)			
Legal given names* (as per birth certificate)			
Preferred family name		Preferred given names	
Gender*	<input type="checkbox"/> Male <input type="checkbox"/> Female	Date of birth*	____/____/____
Copy of birth certificate available to show school staff*	<input type="checkbox"/> Yes <input type="checkbox"/> No	Enrolment may not be approved without enrolling staff sighting the prospective student's birth certificate. An alternative to birth certificate will be considered where it is not possible to obtain a birth certificate (e.g. prospective student born in country without birth registration system. Passport or visa documents will suffice). This does not include failure to register a birth or reluctance to order a birth certificate. The requirement to sight the birth certificate does not apply where the prospective student has been previously enrolled in a state school and a birth certificate has been sighted. For international students approved for enrolment by EQI, a passport or visa will be acceptable.	
For prospective mature age students, proof of identity supplied and copied*	<input type="checkbox"/> Yes <input type="checkbox"/> No	Prospective mature age students must provide photographic identification which proves their identity: <ul style="list-style-type: none">• current driver's licence; or• adult proof of age card; or• current passport.	

APPLICATION DETAILS				
Has the prospective student ever attended a Queensland state school?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, provide name of school and approximate date of enrolment.		
What year level is the prospective student seeking to enrol in?		Please provide the appropriate year level.		
Proposed start date	____ / ____ / ____	Please provide the proposed starting date for the prospective student at this school.		
Does the prospective student have a sibling attending this school or any other Queensland state school?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, provide name of sibling, year level, date of birth, and school	Name:	
			Year Level	
			Date of birth	____ / ____ / ____
			School	

INDIGENOUS STATUS	
Is the prospective student of Aboriginal or Torres Strait Islander origin?	<input type="checkbox"/> No <input type="checkbox"/> Aboriginal <input type="checkbox"/> Torres Strait Islander <input type="checkbox"/> Both Aboriginal and Torres Strait Islander

FAMILY DETAILS		
Parents/carers	Parent/carer 1	Parent/carer 2
Family name*		
Given names*		
Title	<input type="checkbox"/> Mr <input type="checkbox"/> Mrs <input type="checkbox"/> Ms <input type="checkbox"/> Miss <input type="checkbox"/> Dr	<input type="checkbox"/> Mr <input type="checkbox"/> Mrs <input type="checkbox"/> Ms <input type="checkbox"/> Miss <input type="checkbox"/> Dr
Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/> Male <input type="checkbox"/> Female
Relationship to prospective student*		
Is the parent/carer an emergency contact?*	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
1 st Phone contact number*	Work/home/mobile	Work/home/mobile
2 nd Phone contact number*	Work/home/mobile	Work/home/mobile
3 rd Phone contact number*	Work/home/mobile	Work/home/mobile
Email		
Occupation		
What is the occupation group of the parent/carer?	<input type="checkbox"/> (Please select the parental occupation group from the list provided at the end of this form. If parent/carer 1 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 the last occupation. If parent/carer 1 has not been in paid work in the last 12 months, enter '8')	<input type="checkbox"/> (Please select the parental occupation group from the list provided at the end of this form. If parent/carer 2 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 the last occupation. If parent/carer 2 has not been in paid work in the last 12 months, enter '8')
Employer name		
Country of birth		
Does parent/carer 1 or parent/carer 2 speak a language other than English at home? (If more than one language, indicate the one that is spoken most often)	<input type="checkbox"/> No, English only <input type="checkbox"/> Yes, other – please specify _____ Needs interpreter? <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No, English only <input type="checkbox"/> Yes, other – please specify _____ Needs interpreter? <input type="checkbox"/> Yes <input type="checkbox"/> No
Is the parent/carer an Australian citizen?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the parent/carer a permanent resident of Australia?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

FAMILY DETAILS (continued)					
Parents/carers	Parent/carer 1			Parent/carer 2	
Address line 1					
Address line 2					
Suburb/town					
State		Postcode		Postcode	
Mailing address (if it is the same as principal place of residence, write 'AS ABOVE')					
Address line 1					
Address line 2					
Suburb/town					
State		Postcode		Postcode	
Parent/carer school education	What is the <i>highest</i> year of schooling parent/carer 1 has completed? (For people who have never attended school, mark 'Year 9 or equivalent or below')			What is the <i>highest</i> year of schooling parent/carer 2 has completed? (For people who have never attended school, mark 'Year 9 or equivalent or below')	
Year 9 or equivalent or below	<input type="checkbox"/>			<input type="checkbox"/>	
Year 10 or equivalent	<input type="checkbox"/>			<input type="checkbox"/>	
Year 11 or equivalent	<input type="checkbox"/>			<input type="checkbox"/>	
Year 12 or equivalent	<input type="checkbox"/>			<input type="checkbox"/>	
Parent/carer non-school education	What is the level of the <i>highest</i> qualification parent/carer 1 has completed?			What is the level of the <i>highest</i> qualification parent/carer 2 has completed?	
Certificate I to IV (including trade certificate)	<input type="checkbox"/>			<input type="checkbox"/>	
Advanced Diploma/Diploma	<input type="checkbox"/>			<input type="checkbox"/>	
Bachelor degree or above	<input type="checkbox"/>			<input type="checkbox"/>	
No non-school qualification	<input type="checkbox"/>			<input type="checkbox"/>	

COUNTRY OF BIRTH*	
In which country was the prospective student born?	<input type="checkbox"/> Australia <input type="checkbox"/> Other (please specify country) _____ Date of arrival in Australia ____ / ____ / ____
Is the prospective student an Australian citizen?	<input type="checkbox"/> Yes <input type="checkbox"/> No (if no, evidence of the prospective student's immigration status to be completed)

PROSPECTIVE STUDENT LANGUAGE DETAILS	
Does the prospective student speak a language other than English at home?	<input type="checkbox"/> No, English only <input type="checkbox"/> Yes, other – please specify _____

EVIDENCE OF PROSPECTIVE STUDENT'S IMMIGRATION STATUS (to be completed if this person is NOT an Australian citizen)*	
<input type="checkbox"/> Permanent resident	Complete passport and visa details section below
<input type="checkbox"/> Student visa holder	Date of arrival in Australia ____ / ____ / ____ Date enrolment approved to: ____ / ____ / ____
	EQI receipt number: _____
<input type="checkbox"/> Temporary visa holder	Complete passport and visa details section below. Temporary visa holders must obtain an 'Approval to enrol in a state school' from EQI
<input type="checkbox"/> Other, please specify _____	

EVIDENCE OF PROSPECTIVE STUDENT'S IMMIGRATION STATUS* (continued)

Passport and visa details (to be completed for a prospective student who is NOT an Australian citizen).

NOTE: A permanent resident will have a visa grant notification with an indefinite stay period indicated.

For prospective students arriving in Australia as refugee or humanitarian entrants, either PLO 56 Immigration issued card or 'Document to travel to Australia' with 'stay indefinite' recorded must be sighted by the school.

Passport number		Passport expiry date	____/____/____
Visa number		Visa expiry date (if applicable)	____/____/____
Visa sub class			

PROSPECTIVE STUDENT'S PREVIOUS EDUCATION / ACTIVITY

Where does the prospective student come from?	<input type="checkbox"/> Queensland <input type="checkbox"/> interstate <input type="checkbox"/> overseas
Previous education/activity	<input type="checkbox"/> Kindergarten <input type="checkbox"/> School <input type="checkbox"/> VET <input type="checkbox"/> Home education <input type="checkbox"/> Full-time employment <input type="checkbox"/> Part-time employment <input type="checkbox"/> Other
Please provide name and address of education provider/activity provider/employer	

RELIGIOUS INSTRUCTION*

<p>From Year 1, the prospective student may participate in religious instruction if it is available.</p> <p>If you tick 'No' or if the nominated religion is not represented within the school's religious instruction program, the prospective student will receive other instruction in a separate location during the period arranged for religious instruction.</p> <p>Parents/carers may change these arrangements at any time by notifying the principal in writing.</p>	<p>Do you want the prospective student to participate in religious instruction?</p> <input type="checkbox"/> Yes <input type="checkbox"/> No
	<p>If 'Yes', please nominate the religion:</p>

PROSPECTIVE STUDENT ADDRESS DETAILS*

Principal place of residence address			
Address line 1			
Address line 2			
Suburb/town	State	Postcode	
Mailing address (if it is the same as principal place of residence, write 'AS ABOVE')			
Address line 1			
Address line 2			
Suburb/town	State	Postcode	
Email			

EMERGENCY CONTACT DETAILS (Other emergency contact details if parents/carers listed previously are not emergency contacts or cannot be contacted. At least one emergency contact must be provided)*

	Emergency contact	Emergency contact
Name		
Relationship (e.g. aunt)		
1 st phone contact number*	Work/home/mobile	Work/home/mobile
2 nd phone contact number*	Work/home/mobile	Work/home/mobile
3 rd phone contact number*	Work/home/mobile	Work/home/mobile

PROSPECTIVE STUDENT MEDICAL INFORMATION (including allergies)***Privacy Statement**

The Department of Education (DoE) is collecting this medical information in order to address the medical needs of students during school hours as well as during school excursions, school camps, sports and other school activities. DoE will not use this information to make a decision about a prospective student's eligibility for enrolment. The information will only be used by authorised employees of the department and DoE will only record, use and disclose the medical information in accordance with the confidentiality provisions at Section 426 of the Education (General Provisions) Act 2006.

It is essential that the school is advised before the prospective student's first day of attendance if the prospective student has any medical conditions. The school administration staff must also be informed of any new medical conditions or a change to medical conditions as soon as they are known.

Should the prospective student need to take routine medication during school hours, the *Parent consent to administer medication at school* form must be completed before school staff can administer medication. All medication must be provided in the original container with a pharmacy label providing clear instructions for administration. For emergency medication the school will also require a doctor's letter containing detailed instructions and or a signed Action Plan / Emergency Health Plan. Parent consent and health plans must be reviewed annually. All original documentation will be retained at the office and copies of Action or Emergency Health Plans kept with the student.

No known medical conditions	<input type="checkbox"/>		
Medical condition (including allergies/sensitivities), symptoms and management (please refer to the list of medical condition categories provided)			
Medical condition (including allergies/sensitivities), symptoms and management (please refer to the list of medical condition categories provided)			
Medical condition (including allergies/sensitivities), symptoms and management (please refer to the list of medical condition categories provided)			
Does the prospective student require any medical aids or devices (such as glasses, contact lenses, prosthetics or orthotics)? This is for the purpose of informing planning for school activities such as sport and school excursions.	<input type="checkbox"/> No <input type="checkbox"/> Yes, please specify		
Name of prospective student's medical practitioner (optional)		Contact number of medical practitioner	
Medicare card number (optional)		Position Number	
Cardholder name (if not in name of prospective student)			
Private health insurance company name (if covered) (optional)		Private health insurance membership number (leave blank if company name is not provided)	
I authorise school staff to contact the prospective student's medical practitioner for the purposes of seeking advice in cases where an immediate but non-life threatening response is required (for instance, when the prospective student may be on an excursion or sporting event), and to provide Medicare card details if required? (answer only if medical practitioner and Medicare card details have been provided above)	<input type="checkbox"/> Yes <input type="checkbox"/> No		

COURT ORDERS***Out-of-Home Care Arrangements***

Under the *Child Protection Act 1999*, when a Child Protection Order is approved by the Children's Court, the child is placed in out-of-home care (OOHC). Out-of-home care includes short or long term placement with an approved kinship or foster carer; in a supported independent living arrangement; in a safe house; and in residential care.

Is the prospective student identified as residing in out-of-home care?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, what are the dates of the court order? Please provide a copy of the court order and/or the Authority to Care.	Commencement date	___/___/___
	End date	___/___/___
Contact details of the Child Safety Officer (if known)	Name	
	Phone number	

COURT ORDERS* (continued)**Family Court Orders***

Are there any current orders made pursuant to the *Family Law Act 1975* concerning the welfare, safety or parenting arrangements of the prospective student?

Yes No

If yes, what are the dates of the court order? Please provide a copy of the court order.

Commencement date

____ / ____ / ____

End date

____ / ____ / ____

Other Court Orders*

Are there any other current court orders, such as a domestic violence order, concerning the welfare, safety or parenting arrangements of the prospective student?

Yes No

If yes, what are the dates of the court order? Please provide a copy of the court order.

Commencement date

____ / ____ / ____

End date

____ / ____ / ____

APPLICATION TO ENROL*

I hereby apply to enrol my child or myself at _____.

I understand that supplying false or incorrect information on this form may lead to the reversal of a decision to approve enrolment. I believe that the information I have supplied on this form is true and correct in every particular, to the best of my knowledge.

	Parent/carer 1	Parent/carer 2	Prospective student (if student is mature age or independent)
Signature			
Date	____ / ____ / ____	____ / ____ / ____	____ / ____ / ____

Office use only

Enrolment decision	Has the prospective student been accepted for enrolment? <input type="checkbox"/> Yes <input type="checkbox"/> No (applicant advised in writing) If no, indicate reason: <input type="checkbox"/> Does not meet School EMP or Enrolment Eligibility Plan requirements <input type="checkbox"/> Prospective student is mature age and school is not a mature age state school <input type="checkbox"/> Does not meet Prep age eligibility requirement <input type="checkbox"/> Prospective student is subject to suspension from a state school at the time of enrolment application <input type="checkbox"/> Does not meet requirements for enrolment in a state special school <input type="checkbox"/> Does not have an approved flexible arrangement with the school <input type="checkbox"/> School does not offer year level prospective student is seeking to be enrolled in <input type="checkbox"/> Prospective student has no remaining semester allocation of state education						
Date enrolment processed	____ / ____ / ____	Year level		Roll Class		EQ ID	
Independent student	<input type="checkbox"/> Yes <input type="checkbox"/> No			Birth certificate/passport sighted, number recorded and DOB confirmed		<input type="checkbox"/> Yes <input type="checkbox"/> No Number: _____	
Is the prospective student over 18 years of age at the time of enrolment?				<input type="checkbox"/> Yes <input type="checkbox"/> No			
If yes, is the prospective student exempt from the mature age student process?				<input type="checkbox"/> Yes <input type="checkbox"/> No			
If no, has the prospective mature age student consented to a criminal history check?				<input type="checkbox"/> Yes <input type="checkbox"/> No			
School house/team	EAL/D support					<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> To be determined	
FTE	Associated unit	Visa and associated documents sighted			<input type="checkbox"/> Yes <input type="checkbox"/> No		
EQI category				SV – student visa TV – temporary visa DS – dependent – parent on student visa		EX – exchange student DE – distance education	

Parental occupation groups for use with parent/carer details

Group 1: 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 degrees or higher qualifications and experience in applying this knowledge to design, develop or operate complex systems; identify, treat and advise on problems; and teach others

Health, education, law, social welfare, engineering, science, computing professional

Business [management consultant, business analyst, accountant, auditor, policy analyst, actuary, valuer]

Air/sea transport [aircraft/ship's captain/officer/pilot, flight officer, flying instructor, air traffic controller].

Group 2: Other business managers, arts/media/sportspeople and associate professionals

Owner/manager of farm, construction, import/export, wholesale, manufacturing, transport, real estate business

Specialist manager [finance/engineering/production/personnel/industrial relations/sales/marketing]

Financial services manager [bank branch manager, finance/investment/insurance broker, credit/loans officer]

Retail sales/services manager [shop, petrol station, restaurant, club, hotel/motel, cinema, theatre, agency]

Arts/media/sports [musician, actor, dancer, painter, potter, sculptor, journalist, author, media presenter, photographer, designer, illustrator, proof-reader, sportsperson, coach, trainer, sports official]

Associate professionals generally have diploma/technical qualifications and support managers and professionals

Health, education, law, social welfare, engineering, science, computing technician/associate professional

Business/administration [recruitment/employment/industrial relations/training officer, marketing/advertising specialist, market research analyst, technical sales representative, retail buyer, office/project manager]

Defence Forces senior Non-Commissioned Officer.

Group 3: Tradespeople, clerks and skilled office, sales and service staff

Tradespeople generally have completed a four 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/refugee/childcare worker, nanny, meter reader, parking inspector, postal worker, courier, travel agent, tour guide, flight attendant, fitness instructor, casino dealer/supervisor].

Group 4: Machine operators, hospitality staff, assistants, labourers and related workers

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

Hospitality staff [hotel service supervisor, receptionist, waiter, bar attendant, 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 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, farmhand, 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].

Group 8: Have not been in paid work in the last 12 months

State schools standardised medical condition category list

Acquired brain injury
Allergies/Sensitivities
Anaphylaxis
Airway/lung/breathing - Oxygen required (continuously/periodically)
Airway/lung/breathing - Suctioning
Airway/lung/breathing - Tracheostomy
Airway/lung/breathing - Other
Artificial feeding - Gastrostomy device (tube or button)
Artificial feeding - Nasogastric tube
Artificial feeding - Jejunostomy tube
Artificial feeding - Other
Asthma
Asthma – student self-administers medication
Attention-deficit /Hyperactivity disorder (ADHD)
Autism Spectrum Disorder (ASD)
Bladder and bowel - Urinary wetting, incontinence
Bladder and bowel - Faecal soiling, constipation, incontinence
Bladder and bowel - Catheterisation (continuous, clean intermittent)
Bladder and bowel - Stoma site, urostomy, Mitrofanoff, MACE, Chair
Bladder and bowel - Other
Blood disorders - Haemophilia
Blood disorders - Thalassemia
Blood disorders - Other
Cancer/oncology
Coeliac disease
Cystic Fibrosis
Diabetes - type one
Diabetes - type two
Ear/hearing disorders - Otitis Media (middle ear infection)
Ear/hearing disorders - Hearing loss
Ear/hearing disorders - Other
Epilepsy - Seizure
Eye/vision disorders
Endocrine disorder - Adrenal hypoplasia, pituitary, thyroid
Heart/cardiac conditions - Heart valve disorders
Heart/cardiac conditions - Heart genetic malformations
Heart/cardiac conditions - other
Mental Health - Depression
Mental Health - Anxiety
Mental Health - Oppositional defiant disorder
Mental Health - Other
Muscle/bone/musculoskeletal disorders - spasticity (Baclofen Pump)
Muscle/bone/musculoskeletal disorders - Other
Skin Disorders - eczema
Skin Disorders - psoriasis
Swallowing/dysphagia - requiring modified foods
Swallowing/dysphagia - requiring artificial feeding
Transfer & positioning difficulties
Travel/motion sickness
Other

Application to enrol in a Queensland state school

This sheet contains information on how to complete the Application for student enrolment form (SEF-1 Version 8).

Entitlement to enrolment

Under the *Education (General Provisions) Act 2006 (Qld)* a state school must enrol a prospective student if they are entitled to enrolment. While not exhaustive, the following matters may affect a prospective student's entitlement to enrol in a state school:

- if the school has a School Enrolment Management Plan or an Enrolment Eligibility Plan (enrolment is subject to eligibility under the plan)
- the applicant is a prospective mature age student (the applicant can only apply for enrolment at a mature age state school and will be subject to a satisfactory criminal history check, or as a student in a program of distance education. All prospective mature age students must have a remaining allocation of state education.)
- the prospective student is not of correct age for enrolment (relates to Preparatory Year and Years 1 to 6)
- the prospective student has been excluded, or is subject to suspension from a state school at the time of the application
- the school principal reasonably believes that the prospective student presents an unacceptable risk to the safety or wellbeing of members of the school community (application is referred to the Director-General)
- the school is a state special school and the prospective student does not meet the criteria for enrolment in a special school
- the proposed enrolment requires approval as part of a flexible arrangement under s.183 of the *Education (General Provisions) Act 2006 (Qld)*, and the arrangement has not yet been approved
- the prospective student is not an Australian resident or citizen or the child of an Australian permanent resident or citizen (visa restrictions may apply, fees may be charged, in some cases legislation requires that the prospective student must obtain approval from the Chief Executive via Education Queensland International (EQI) to enrol)
- the school does not offer the year level that the prospective student should be enrolled in
- the prospective student has no remaining semester allocation of state education. Enrolment cannot proceed until additional semesters are applied for by the prospective student (or parent on their behalf) and granted.

Prospective student

A prospective student is a person who has applied to enrol at a state school but who has not yet been accepted for enrolment.

Parent's occupation and education

All parents across Australia, no matter which school their child attends, are asked to provide information about family background (answering this question is optional). The main purpose of collecting this information is to promote an education system which is fair for all Australian students regardless of their background.

Court Orders

Any court orders concerning the prospective student's welfare, safety or parenting arrangements should be provided to the school, and the school should also be provided with any new or updated orders.

Name on enrolment form

A prospective student should be enrolled under their legal name as per their birth certificate. There is provision to also record a preferred family and/or given name. The preferred name will be used on internal school documents such as class rolls. The legal name will appear on semester reports unless there is a specific request to use the preferred name only. This request can come from parents/carers or the student (if the student is independent/mature age).

Gender

Information about gender is supplied to the Federal Government to comply with State funding agreements. The gender category with which a person identifies may not match the sex they were assigned at birth. There is no requirement for a student's gender recorded on this form to align with the sex shown on their birth certificate or passport.

Religious Instruction

Religious instruction is a program approved and provided by a religious denomination or religious society. Other instruction relates to part of a subject area that has been covered within the curriculum and may include, but is not limited to, personal research and/or assignments, revision of class work, and wider reading. Information about religious instruction available at the school, and about other instruction, is provided by the school at the time of enrolment and on the school's website.



Enrolment Agreement – Samford State School

This enrolment agreement sets out the responsibilities of the student, parents or carers and the school staff about the education of students enrolled at Samford State School.

Responsibility of student to:

- attend school on every school day for the educational program in which they are enrolled, on time, ready to learn and take part in school activities
- act at all times with respect and show tolerance towards other students and staff
- work hard and comply with requests or directions from the teacher and principal
- abide by school rules as outlined in the school's Responsible Behaviour Plan for Students, including not bringing items to school which could be considered as weapons (e.g. dangerous items such as knives)
- meet homework requirements and wear school's uniform
- respect the school property.

Responsibility of parents to:

- ensure your child attends school on every school day for the educational program in which they are enrolled
- attend open meetings for parents
- let the school know if there are any problems that may affect your child's ability to learn
- ensure your child completes homework regularly in keeping with the school's homework policy
- inform school of student absences and reasons for absences in a timely manner
- treat school staff with respect
- support the authority of school staff thereby supporting their efforts to educate your child and assist your child to achieve maturity, self discipline and self control
- not allow your child to bring dangerous or inappropriate items to school
- abide by school's instructions regarding access to school grounds before, during and after school hours
- advise Principal if your student is in the care of the State
- keep school informed of any changes to student's details, such as student's home address and phone number.
- ensure the school is aware of any changes to your child's medical details.

Responsibility of school staff to:

- design and implement engaging and flexible learning experiences for individuals and groups
- inform parents and carers regularly about how their children are progressing
- design and implement intellectually challenging learning experiences which develop language, literacy and numeracy
- create and maintain safe and supportive learning environments
- support personal development and participation in society
- foster positive and productive relationships with families and the community
- inform students, parents and carers about what the teachers aim to teach the students each term
- teach effectively and to set the highest standards in work and behaviour



- clearly articulate the school's expectations regarding the Responsible Behaviour Plan for Students and the school's Dress Code
- ensure that parents and carers are aware that the school does not have personal accident insurance cover for students
- advise parents and carers of extra-curricular activities operating at the school in which their child may become involved (for example Program of Chaplaincy Services, sports programs)
- set, mark and monitor homework regularly in keeping with the school's homework policy
- contact parents and carers as soon as is possible if the school is concerned about the child's school work, behaviour, attendance or punctuality
- deal with complaints in an open, fair and transparent manner in accordance with departmental procedure, Complaints Management – State Schools
- treat students and parents with respect.

I acknowledge:

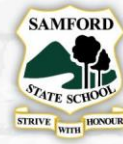
- That I have read and understood the responsibilities of the student, parents or carers and the school staff outlined below:
 - Student Code of Conduct
 - Student Dress Code
 - Homework Policy
 - School Charges and voluntary contributions
 - School network usage and access statement requirement of Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
 - Absences
 - School Excursions
 - Complaints management
 - Parent Note for Delivery of Religious Instruction program in School Hours
 - Parent / Guardian Consent form for *Voluntary Student Participation in Program of Chaplaincy Services*
 - Department insurance arrangements and accident cover for students
 - [Obtaining and managing student and individual consent](#)

Student Signature:

Parent/Carer Signature:

.....

.....



20/10/2021

Introduction to the State School Consent Form (attached) for Samford State School

This letter is to inform you about how we will use your child's personal information and student materials. It outlines:

- what information we record
- how we will use student materials created during your child's enrolment.

Examples of personal information which may be used and disclosed (subject to consent) include part of a person's name, image/photograph, voice/video recording or year level.

Your child's student materials:

- are created by your child whether as an individual or part of a team
- may identify each person who contributed to the creation
- may represent Indigenous knowledge or culture.

Purpose of the consent

It is the school's usual practice to take photographs or record images of students and occasionally to publish limited personal information and student materials for the purpose of celebrating student achievement and promoting the school and more broadly celebrating Queensland education.

To achieve this, the school may use newsletters, its website, traditional media, social media or other new media as listed in the 'Media Sources' section below.

The State School Consent Form may, at your discretion, provide consent for personal information and a licence for the student materials to be published online or in other public forums. It also allows your child's personal information and student materials to be presented in part or alongside other students' achievements.

The school needs to receive consent in writing before it uses or discloses your child's personal information or student materials in a public forum. The attached form is a record of the consent provided.

It should be noted that in some instances the school may be required by the *Education (General Provisions) Act 2006* (Qld) or by law to record, use or disclose the student's personal information or materials without consent (e.g. assessment of student materials does not require further consent).



Voluntary

There will not be any negative repercussions for not completing the State School Consent Form or for giving limited consent. All students will continue to receive their education regardless of whether consent is given or not.

Consent may be limited or withdrawn

Consent may be limited or withdrawn at any time by you.

If you wish to limit or withdraw consent please notify the school in writing (by email or letter). The school will confirm the receipt of your request via email if you provide an email address.

If in doubt, the school may treat a notice to limit consent as a comprehensive withdrawal of consent until the limit is clarified to the school's satisfaction.

Due to the nature of the internet and social media (which distributes and copies information), it may not be possible for all copies of information (including images of student materials) once published by consent, to be deleted or restricted from use.

The school may take down content that is under its direct control, however, published information and materials cannot be deleted and the school is under no obligation to communicate changes to consent with other entities/ third parties.

Media sources used

Following is a list of online and social media websites and traditional media sources where the school may publish your child's personal information or student materials subject to your consent.

- School website: www.samfordss.eq.edu.au
- Facebook: www.samfordss.eq.edu.au
- YouTube: <https://www.facebook.com/Samford-State-School-109294798043619>
- Instagram:
- Twitter: www.samfordss.eq.edu.au
- LinkedIn:
- Other:
- Local newspaper
- School newsletter
- Traditional and online media, printed materials, digital platforms' promotional materials, presentations and displays.

The State School Consent Form does not extend to P&C run social media accounts or activities, or external organisations.

Duration

The consent applies for the period of enrolment or another period as stated in the State School Consent Form, or until you decide to limit or withdraw your consent.

During the school year there may be circumstances where the school or Department of Education may seek additional consent.

Who to contact

To return a consent, express a limited consent or withdraw consent please contact admin@samfordss.eq.edu.au.

Samford State school should be contacted if you have any questions regarding consent.

State School Consent Form

1 IDENTIFY THE PERSON TO WHOM THE CONSENT RELATES

- Parent/carer to complete
- Mature/independent students may complete on their own behalf (if under 18 a witness is required).

(a) Full name of individual:

(b) Date of birth:

(c) Name of school:

(d) Name to be used in association with the person's personal information and materials* (please select):

Full Name First Name No Name Other Name

* Please note, if no selection is made, only the Individual's first name will be used by the school. However, the school may choose not to use a student's name at its discretion.

** For school photos Full Name will be used unless a limitation is given in Section 5 below.

2 PERSONAL INFORMATION AND MATERIALS COVERED BY THIS CONSENT FORM

(a) **Personal information** that may identify the person in section 1:

Name (as indicated in section 1) Image/photograph School name

Recording (voices and/or video) Year level

(b) **Materials** created by the person in section 1:

Sound recording Artistic work Written work Video or image

Software Music score Dramatic work

3 APPROVED PURPOSE

If consent is given in section 6 of the form:

- The personal information and materials (as detailed in section 2) may be recorded, used and/or disclosed (published) by the school, the Department of Education (DoE) and the Queensland Government for the following purposes:
 - Any activities engaged in during the ordinary course of the provision of education (including assessment), or other purposes associated with the operation and management of the school or DoE including to publicly celebrate success, advertising, public relations, marketing, promotional materials, presentations, competitions and displays.
 - Promoting the success of the person in section 1, including their academic, sporting or cultural achievements.
 - Any other activities identified in section 4(b) below.
- The personal information and materials (as detailed in section 2) may be disclosed (published) for the above purposes in the following:
 - the school's newsletter and/or website;
 - social media accounts, other internet sites, traditional media and other sources identified in the 'Media Sources' section of the explanatory letter (attached);
 - year books/annuals and school photographs;
 - promotional/advertising materials; and
 - presentations and displays.

4 TIMEFRAME FOR CONSENT

School representative to complete.

(a) Timeframe of consent: duration of enrolment.

(b) Further identified activities not listed in the form and letter for the above timeframe:

5 LIMITATION OF CONSENT

The Individual and/or parent wishes to limit consent in the following way:

6 CONSENT AND AGREEMENT

♦ CONSENTER – I am (tick the applicable box):

- parent/carer of the identified person in section 1
- the identified person in section 1 (if a mature/independent student or employee including volunteers)
- recognised representative for the Indigenous knowledge or culture expressed by the materials

I have read the explanatory letter, or it has been read to me. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. By signing below, I consent to the school recording, using and/or disclosing (publishing) the personal information and materials identified in section 2 for the purposes detailed in section 3.

By signing below, I also agree that this State School Consent form is binding. For the benefit of having the materials (detailed in section 2) promoted as DoE may determine, I grant a licence for such materials for this purpose. I acknowledge I remain responsible to promptly notify the school of any third party intellectual property incorporated into the licensed materials. I accept that attribution of the identified person in section 1 as an author or performer of the licensed materials may not occur. I accept that the materials licensed may be blended with other materials and the licensed materials may not be reproduced in their entirety.

Print name of student

Print name of consenter.....

Signature or mark of consenter.....

Date

Signature or mark of student (if applicable).....

Date

SPECIAL CIRCUMSTANCES

If the form is required to be read out (whether in English or in an alternative language or dialect) to a parent/carer or Individual student; or when the consenter is an independent student and under 18 the section below must be completed.

♦ **WITNESS – for consent from an independent student or where the explanatory letter and State School Consent Form were read**

I have witnessed the signature of an independent student, or the accurate reading of the explanatory letter and the State School Consent Form was completed in accordance with the instruction of the potential consenter. The individual has had the opportunity to ask questions. I confirm that the individual has given consent freely and I understand the person understood the implications.

Print name of witness

Signature of witness

Date

♦ **Statement by the person taking consent – when it is read**

I have accurately read out the explanatory letter and State School Consent Form to the potential consenter, and to the best of my ability made sure that the person understands that the following will be done:

1. the identified materials will be used in accordance with the State School Consent Form
2. reference to the identified person will be in the manner consented
3. in accordance with procedures DoE will cease using the identified materials from the date DoE receives a written withdrawal of consent.

I confirm that the person was given an opportunity to ask questions about the explanatory letter and State School Consent Form, and all the questions asked by the consenter have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of the explanatory letter has been provided to the consenter.

Print name and role of person taking the consent

Signature of person taking the consent

Date

Privacy Notice

The Department of Education (DoE) is collecting your personal information on this form in order to obtain consent for the use and disclosure of the student's personal information. The information will be used and disclosed by authorised school employees for the purposes outlined on the form. Student personal information collected on this form may also be used or disclosed to third parties where authorised or required by law. This information will be stored securely. If you wish to access or correct any of the personal student information on this form or discuss how it has been dealt with, please contact your student's school in the first instance.





SAMFORD STATE SCHOOL – Internet Access Agreement Form

Dear Parents,

On the reverse of this form you will find information about School network usage. Below you will find the Access Agreement Form which we would like to have signed and returned.

We understand that students in various years will have differing exposure to the internet and acknowledge the level of independent access to the internet will vary widely between year 6 students and those in the Prep classes. If you do not decide to grant permission, please mark the form accordingly.

Student:

I understand that the Internet can connect me to useful information stored on computers around the World.

While I have access to the Internet:

1. I will use it only for educational purposes.
2. I will not look for anything unrelated to the lesson.
3. If I accidentally come across anything that is unsafe or inappropriate, I will:
(a) Immediately and quietly, inform my teacher.
4. I will not reveal home addresses or phone numbers – mine or that of any other person.
5. I will not use the Internet to annoy or offend anyone else.
6. I understand that if the school decides I have broken these rules, appropriate action will be taken. This may include loss of my Internet access for some time.

Parent or guardian:

I understand that the Internet can provide students with valuable learning experiences.

I also understand that it gives access to information on computers around the World; that the school cannot control what is on those computers; and that a very small part of that information can be illegal, dangerous or offensive.

I accept that, while teachers will always exercise their duty of care, protection against exposure to harmful information should depend finally upon responsible use by students.

I believe _____ (name of student) understands this responsibility, and I hereby give my permission for him/her to access the Internet under the school rules. I understand that students breaking these rules will be subject to appropriate action by the school. This may include loss of Internet access for some time.

_____ (Parent/guardian's name)

_____ (Parent/guardian's signature) _____ (Date)

INFORMATION FOR STUDENTS AND THEIR PARENTS ON SCHOOL NETWORK USAGE



Why are schools providing students access to ICT facilities?

To ensure young Queenslanders are well equipped to contribute fully to the information economy, the education sector is responding to the innovation directions of the *Smart State Strategy* through *Smart Classrooms*. This strategy focuses on innovative programs and resources towards schools, teachers and students. An essential tool for schools in the provision of innovative educational programs is the utilisation of intranet, internet and network services. Therefore, access to these technologies is an increasingly essential part of the modern educational program provided in schools.

What is acceptable/appropriate use/behaviour by a student?

It is acceptable for students to use school computers and network infrastructure for: assigned class work and assignments set by teachers; developing literacy, communication and information skills; authoring text, artwork, audio and visual material for publication on the Intranet or Internet, solely for educational purposes as supervised and approved by the school; conducting Research for school activities and projects; communicating with other students, teachers, parents or experts in relation to school work; and access to online references such as dictionaries, encyclopaedias, etc. Students can also collaborate, research and learn through Education Queensland's e-learning environment.

What is unacceptable/inappropriate use/behaviour by a student?

It is unacceptable for students to: download, distribute or publish offensive message or pictures; use obscene or abusive language to harass, insult or attack others; deliberately waste printing and internet resources; damage computers, printers or the network equipment; violate copyright laws which includes plagiarism; use unsupervised internet chat; and use online e-mail services (e.g hotmail), send chain letters or Spam e-mail (junk mail). Usernames and password are to be kept by the student and not divulged to any other individual (e.g a student should not give their fellow students their username and password). Students can not use another student's or staff member's username or password to access the school's network, including not trespassing in another person's files, home drive or e-mail. Additionally, students should not divulge personal information (e.g name, parent's name, address), via the internet or e-mail, to unknown entities or for reasons other than to fulfil the educational program requirements of the school.

What is expected of schools when providing students with access to ICT facilities?

Schools will provide information in relation to student access and usage of its network and reserves the right to restrict/remove student access to the intranet, extranet, internet or network facilities if parents or students do not adhere to the school's network usage and access guideline/statement.

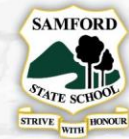
Schools will prepare students for the possibility of unanticipated access to harmful information, materials or approaches from unknown persons via the internet (e.g run through processes for disregarding (or ceasing access) to information, the process for reporting accidental access to harmful information and reporting approaches from unknown persons via the internet to the supervising teacher or school staff member).

Where possible, classes involving internet usage by students will be prepared prior to class engagement, including, filtering and checking sites students are directed to visit. An assessment should be made of the appropriate timeframe for access to the internet for completing the set task or duration a student should have access to the internet (e.g. during school hours, outside of school hours).

What awareness is expected of students and their parents?

Students and their parents should:

- Understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the school's ICT network facilities and ensure they have the skills to report and discontinue access to harmful information if presented via the internet or e-mail.
- Be aware:
 1. that the ICT facilities should be utilised with good behaviour as stipulated under the Code of School Behaviour;
 2. students breaking these rules will be subject to appropriate action by the school. This may include restricted network access for a period as deemed appropriate by the school;
 3. access to ICT facilities provides valuable learning experiences, therefore giving the student educational benefits in line with the school's educational program;
 4. the Internet gives access to information on and from a wide variety of organisations, subjects, people, places with origins from around the world; the school can not control information accesses through the Internet; and information may be accessed or accidentally displayed which could be illegal, dangerous or offensive, with or without the student's immediate knowledge; and
 5. teachers will always exercise their duty of care, but protection, mitigation and discontinued access to harmful information requires responsible use by the student.



Dear Parent and Caregivers

Re: Delivery of Religious Instruction Program

Religious Instruction is offered at Samford State School for students in Years 1 to 6. Lessons are held each Friday for 30 minutes and are provided by our Religious Instruction volunteers. Information regarding consent for your child's participation in this program is collected at the time of enrolment. To ensure we have the most up to date information we ask that you fill in the form below and return to the school.

If no information is received by the school your child will be allocated to Religious Instruction based on information provided by parents on the Student Enrolment form.

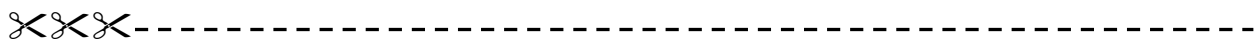
There are three options available to our students:

Option One - The non-denominational *Combined Churches Program*: A non-denominational religious instruction program run within departmental guidelines for co-operative agreements. The program is organised by local Christian church communities. Approved and trained instructors are accredited by these local churches. The lessons use the bible to explore where the students fit into school and community life and to reflect the place of religion in Australian society, with an emphasis on tolerance and compassion and celebrations such as Christmas and Easter.

Option Two – The Baha'i Program: With a focus on "...the unity of God, unity of the Messengers of God and the unity of humanity, students learn about the role they can play in bringing about peace. Students in this class study the spiritual laws common to all religions and learn about the basic human virtues (e.g. truthfulness, love, equality, unity, justice, honesty, obedience, prayerfulness, purposefulness and kindness), upon which these laws are based."

Option Three – Students not participating in either of the above programs will do classroom work independently under the supervision of a teacher.

If you require any further information please do not hesitate to visit our website or contact the school.



Please circle your option and return to the office

Option One: The non-denominational Combined Churches Program

Option Two: The Baha'i Program

Option Three: Classroom work under the supervision of a teacher

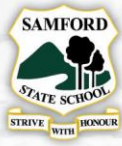
Family name:

Student: Class: Option: 1 2 3

Student: Class: Option: 1 2 3

Student: Class: Option: 1 2 3

Parent Name:..... Parent signature..... Date:



Student Resource Scheme Participation Agreement Form

Primary schools only

The Student Resource Scheme (SRS) provides parents with a convenient and cost-effective way to obtain/access educational resources that their child needs for school. These resources supplement the school's resources and enhance students' learning experience at school.

The School has developed a SRS for **all curriculum consumables needed for your child's entire year at Samford State School**. For more information regarding the SRS please see www.samfordss.eq.edu.au

Please indicate your intention to participate or not by selecting "yes" or "no" and completing the information in the relevant box below and submit with your enrolment pack:

YES

I wish to participate in the above-named Student Resource Scheme for the duration of my child's enrolment at the school. I have read and understand the Terms and Conditions (see reverse) and agree to abide by them and to pay the annual participation fee. I understand that the school will provide me with information about the SRS costs and inclusions each year when the invoice is issued. I understand that I can opt out of SRS participation in any year by completing a new Participation Agreement Form before the invoice due date.

I wish to make payment each year by:

- A single payment for the full year's fee
- Term instalments (paid over 3 terms)
- An instalment plan as negotiated with the school (e.g. via direct debit, centrepay or other periodical payment method)
 [please contact Tanya Buskens to arrange]
- I am experiencing financial hardship and wish to meet with the school to discuss my options (see clauses 7-11 overleaf)

NO

I do not wish to participate in the above-named Student Resource Scheme. I have read and understand the Terms and Conditions (see reverse) and acknowledge my responsibility to supply the resources required by my child. I understand the school will provide me with a list of resources required each year. I understand that I can choose to join the SRS in future years by completing a new Participation Agreement Form.

Student Details

I agree to the above made selection, until such point as I inform the school otherwise

Student name: _____ Year level: _____ Year level Total: _____

Parent name : _____

Parent signature: _____ Date: _____

School use only:

Negotiated instalments: _____ Approved by: _____



Terms and Conditions of the Student Resource Scheme

Privacy Statement

The Department of Education collects this information in accordance with section 51 of the *Education (General Provisions) Act 2006* ("the Act") in order to administer the Student Resource Scheme (SRS). The information will only be accessed by school employees administering the SRS. However, if required, some of this information may be shared with departmental employees for the purpose of debt recovery.

Definitions

1. Reference to a "parent" is in accordance with the definition in the Act and refers equally to an independent student.

The Student Resource Scheme (SRS)

2. The cost of providing instruction, administration and facilities for the education of students enrolled at state schools is met by the State.

3. The school is not responsible for providing textbooks, in-class consumables and personal resources for students.

4. The SRS enables parents to access certain resources, as detailed by the school, for an annual fee.

5. Participation in the SRS is optional: parents are under no obligation to participate.

Parents and Citizens' (P&C) Association support of the SRS

6. All parents are invited to participate in the annual meeting of the P&C Association at which the income and expenditure report is presented and the proposed SRS inclusions and fees are tabled for approval.

Parents experiencing financial hardship

7. Principals may vary payment options and/or waive all or part of the participation fee for parents experiencing financial hardship.

8. Parents experiencing financial hardship who wish to participate in the SRS should contact the Principal to discuss options.

9. The onus of proof of financial hardship is on the parent.

10. The school may require annual proof of continuing financial hardship.

11. All discussions will be held in the strictest confidence.

Parents participating in the SRS

12. Parents indicate whether or not they wish to participate in the SRS by completing this Participation Agreement Form.

13. [An] invoice/s for the amount of the annual participation fee will be issued to the parent providing consent to participate in the SRS.

14. This agreement is for the duration of the student's enrolment at the school, unless a new Participation Agreement Form is completed.

15. Parents must notify the school before the invoice due date if they intend to cease their participation in the SRS in any year.

16. Where a parent chooses to participate, they are agreeing to pay the annual participation fee, in accordance with the payment frequency option selected on the form. There is no provision for part participation.

17. All SRS resources provided for the student's temporary use remain the property of the school and must be returned when requested by the school or if the student leaves the school.

18. Parents are responsible for ensuring that any SRS resources provided for the student's temporary use are kept in useable condition. Where an issued item is lost, not returned, or negligently damaged, parents will be responsible for payment to the school of the value of the item or its repair.

19. Parents must inform the school if items on the list of resources are not received.

20. Non-payment of the participation fee by designated payment date(s) may result in debt recovery action in accordance with the Department's [Debt Management procedure](#). In such cases, the Principal may:

- withdraw the student's participation in the SRS
- require the return of items provided by the SRS
- withhold the provision of any further items under the SRS
- refuse participation in the SRS where participation fees are overdue
- initiate debt recovery action.

Parents NOT participating in the SRS

21. Parents indicate whether or not they wish to participate in the SRS by completing this Participation Agreement Form.

22. This agreement is for the duration of the student's enrolment at the school, unless a new Participation Agreement Form is completed.

23. Where a parent has previously indicated that they will participate in the SRS, but wishes not to participate in any year(s), the parent must notify the school prior to the invoice due date of their intention to cease participation.

24. Parents who choose not to participate in the SRS are responsible for providing their child with all items that would otherwise be provided by the SRS. School-produced resources (e.g. Student Diary) will be available for separate purchase from the school for non-participants.

Operating the SRS

25. Schools will provide all parents with a list of resources provided by the SRS to enable parents to assess the cost effectiveness of participation.

26. Schools will also provide non-participating parents with detailed lists of resources to supply for their child.

27. All items included in the SRS must be able to be independently sourced by parents who choose not to participate in the SRS, either from a third party supplier or by purchasing a school-specific resource (such as a diary or workbook) from the school.

28. Schools may distribute information and invoices to parents in the year preceding the SRS but invoices must not be due before the end of the first week of term 1 of the SRS year. All invoices must have a minimum of 30 days for payment.

29. Parents must be given the option annually to choose not participate in the SRS.

30. In return for payment of the participation fee, the SRS will provide participating students with the resources and materials as outlined in the school SRS documents.

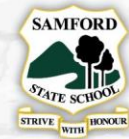
31. SRS moneys received are to be expended only on student resources outlined in the school's SRS and must not be expended on other items or used to raise funds for other purposes.

32. As the SRS operates for the benefit of participating parents and is funded primarily from participation fees, the school retains control of the resources and determines the rules around their availability to non-participants.

33. A student entering the school during the school year is entitled to pay a pro-rata fee to participate.

34. Where participation fees have been paid and a student leaves the school during the year, schools must determine if parents will be eligible for a pro-rata refund. This calculation will also take into account any pro-rata allocation of any outstanding SRS debts (including any debts from damaged or non-returned items). Where the cost of outstanding debts is higher than the calculated refund, parents will be liable to pay this balance of funds.

35. The replacement cost of any resource will be up to the maximum value (subject to depreciation where appropriate) of the acquisition cost to the school, as detailed on the annual SRS information provided to parents. 36. Schools may initiate debt recovery action in accordance with the debt management procedure where a parent has an outstanding debt



Prep Interview Form

Welcome to Samford State School. Please complete the form below. Your child's first year at school is a significant event. This form gives you the opportunity to provide us with current and relevant information about your child. All information will be considered, but we cannot guarantee that all requests will be met. We will consider issues that relate to the social, emotional and/or academic needs of your child.

We hope to build a partnership with you to provide the best educational experiences for your child, right from their first day at school.

Your Child's Personal Details – Please Print Clearly

Child's Name	Male / Female (circle one)
Parents' Names	
Do you have other children currently enrolled at Samford State School?	Yes / No Names:
Do you have shared custody or any custody information?	Yes / No Details:
What country was your child born in?	
Is English your child's first language?	Yes / No Please list languages spoken at home:

Your child's successful inclusion within the Samford State School Prep Year is our priority. It is important to note that there are many aspects that we have to take into consideration and we strive to create the most conducive learning environment for all students.

Which Child Care Centre / Pre Prep/ Kindy did your child attend	
	M T W Th F (Please circle days attended)
How long has your child attended a Child Care Centre, Pre Prep or Kindy?	
List up to three names of your child's friends attending Prep at Samford State School in 2022. Our aim will be to place your child with at least one friend in their prep class.	
Does your child have a family member or friend enrolling at Samford State School that you would prefer was in a different class? (We cannot guarantee this request will be met.)	
What are your child's special interests or hobbies?	
Has your child ever seen a specialist? (Eg paediatrician, occupational therapist, speech language pathologist)	Yes / No If yes, please list.
Does your child have any special learning needs or medical conditions?	Yes / No If yes, please list.
Do you have any other information we should know?	

To help ensure academic cohesion and a smooth transition between curriculums we ask that you provide us with permission to contact your current Pre Prep or Kindy to discuss any relevant information. Many centres now provide Transition Statements for students going to Prep and we are not able to see these unless you provide consent, however this is optional.

TRANSITION INFORMATION CONSENT

I give do / do not (please circle one) consent for the staff at _____ (Centre Name) to provide Samford State School Staff with relevant information to support the transition of my child into prep.

Child's Name: _____

Parent Name: _____

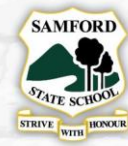
Parent Signature: _____



Uniform Information



Samford State School
INDEPENDENT PUBLIC SCHOOL



Our students take great pride in wearing their school uniform and we strongly encourage adherence to our dress code policy.

The uniform for Prep students include the following choices:

- Green and gold polo shirt
- House colour polo shirt (red/blue/yellow/green)
- Bottle green shorts or skorts
- Bottle green wide brimmed hat or bucket hat
- Bottle green anklet socks
- Black shoes, joggers or sandals (Velcro is recommended)

PLEASE NOTE: The formal dress and striped button-up shirt is NOT a uniform option for Prep.



A full list of the Samford State School Uniform Policy is attached to this document or can be found on the Samford State School website www.samfordss.eq.edu.au

What will I need to purchase for my child?

We have made some suggestions in terms of quantities and types of items that your Prep child will require when starting school at Samford. For full time working families and those families that like to wash only on weekends, we would suggest purchasing enough uniforms to last 5 days. Our '5 Day Pack' would be a great investment for you. If, however, your family washes most days a '3 Day Pack' will see you through the week. It is also suggested to purchase a spare set of clothes for your Prep child's school bag. Our second-hand stock is great for this.

Suggested Prep Packs

3 DAY PACK	5 DAY PACK
3 x School polos	5 x School polos
3 x Bottoms (skorts or shorts)	5 x Bottoms (skorts or shorts)
2 x Bottle green socks (2 pack)	3 x Bottle green socks (2 pack)
1 x Wide brimmed (surf) hat OR bucket hat	1 x Wide brimmed (surf) hat OR bucket hat
1 x Library bag	1 x Library bag
1 x Backpack	1 x Backpack

Online Ordering and Prices

At any time during the school term, uniform items can be ordered online through the Qkr! app. Orders will be delivered to your child's classroom. Our current price list can be found on Qkr! or can be downloaded from the Samford State School website. Note P&C review prices in October each year.



What types of items are available from the shop?

All your school uniform requirements including jumpers, polos, shorts and skirts are available from the Uniform Shop. For your convenience we also sell black school shoes, headphones and a range of bags. We have a large variety of items to ensure we are your one-stop-shop for all your school supplies.

Pre-Loved Uniforms

The Samford State School Uniform Shop sells a small selection of pre-loved uniforms. In order to do this we rely on the generosity of our parents to donate good quality items.

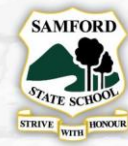
What colour Sport House will my child be in?

If your child has a sibling already attending Samford State School, they will be allocated to the same Sport House. Otherwise, it is a random distribution. The allocation happens early in Term 1.

Please consider a 'fitting'

It is preferred that each child starting Prep at Samford State School is fitted for their school uniform. A 'fitting' time ensures that you are well attended to by our friendly uniform shop staff and that all your child's individual requirements are met. Even if you decide not to purchase a complete 3 or 5 day pack, it is still advisable for you to book a fitting time. All uniforms will be available for you to take home after your fitting.





Samford State School Dress Code

By Departmental Regulation, the wearing of the school uniform is compulsory.

All uniform items can be obtained through the Uniform Shop across from the Tuckshop. Uniform orders may also be placed online through Qkr!

All money raised from the Uniform Shop is passed directly to the P&C. The P&C then uses these funds for improvements to your children's educational needs.

The wearing of jewellery is not recommended, however sleeper earrings or studs in pierced ears, religious and medical medallions are acceptable.

Item	Detail
Formal	Stripe Dress OR Stripe formal shirt, bottle green skorts or shorts. <i>NOTE: The formal uniform is not available for Prep students</i>
Summer	Green and gold school polo shirt, bottle green skorts or shorts.
Sports	A house coloured polo shirt, bottle green skorts or shorts. Black bike pants may replace the skorts or shorts for athletics carnivals, cross country events and interschool sports.
Winter	A bottle green polar fleece zip jacket or microfibre green and gold zip jacket may be worn with polar fleece track pants or microfibre track pants. Bottle green tights and a bottle green vest may be worn with the formal or summer uniform. Bottle green scarf, beanie and gloves may also be worn.
Swimming Lessons	Any colour swim suit or swim shorts may be worn with a sun-safe 'rashie' shirt. Board shorts are NOT permitted. A swimming cap is essential. Goggles optional.
Hats	A broad brimmed hat in bottle green with school logo printed on front OR a bottle green bucket hat, with school logo printed on the front, which is reversible with house colour inside.
Socks	Bottle green ankle socks
Shoes	All black leather school or black sports shoes. Open sandals may be worn for students in Prep, Grade 1 and Grade 2 ONLY
Performance (Instrumental / Choir Students ONLY)	Black long sleeve button-up shirt, long black trousers, black socks and black leather school shoes.

QParents



Fact sheet for parents

What is QParents?

QParents is a user-friendly portal accessible via app or web browser, providing parents with secure online access to information about their child's schooling.

How will QParents assist me?

QParents enables you to access and manage information about your child online.

What information is available in QParents?

You can access information about:

- attendance details
- timetables and upcoming events
- report cards and assessments
- invoices and payment history.

What are the benefits of using QParents?

You will benefit from:

- greater transparency with online access to your child's information
- ease of viewing and updating your child's details including address and medical conditions
- anytime, anywhere access on a smart phone, tablet or computer
- access to the latest information in one centralised place
- improved administration efficiencies and reduced printing and mail outs.

Which schools use QParents?

QParents is an optional resource available to any Queensland state school. Depending on the needs of their community, schools may choose to use QParents.

Contact your child's school to find out if they are registered to use QParents.

How do I register for QParents?

Your child's school will send you a letter or email inviting you to register for QParents. You will then be able to register via the secure QParents website: qparents.qld.edu.au using the unique invitation code contained in the letter or email.

You will require each child's unique EQ ID and you must verify your identity by providing 100 points of ID. If you cannot verify your identity online, you should contact your child's school for assistance.

The school will review your registration and approve your account. You will then be able to access the QParents app and delegate read-only access to another parent, carer or family member, known as a 'Delegated Viewer'.

For more information on registering and verifying your identity, see the QParents registration fact sheet.

What personal information is stored about me in QParents?

The following details are securely stored on your QParents account:

- your full name
- your email address
- your mobile phone number (if provided)
- basic details of any delegated viewers you have invited
- the types of documents you provided during registration (but not the actual documents)
- details of any payments you have made (but not credit card details).

Where is my personal information stored?

The Department of Education has contracted Microsoft to host the QParents app. Your personal information is stored in Microsoft's secure data centre in Australia. All personal information is protected using the latest encryption techniques, rendering this information unreadable to unauthorised people. For more information, see the Microsoft Azure Trust Centre.



Will you use my data for advertising purposes?

No. Queensland Government agencies are not permitted to disclose your information for marketing, advertising or other purposes.

Where has my child's information been sourced from?

Information about your child in QParents has been collected through school processes such as enrolment and/or recorded by teachers and school staff in the school's IT system called OneSchool.

How current is the information in QParents?

Information will be available in QParents as soon as it has been recorded or updated in OneSchool.

Any information updated by you in QParents (e.g. reasons for absences, your child's details or medical conditions) will be available immediately for the school to review and confirm the update in OneSchool.

What happens if I don't want my child's information in QParents?

Where there is more than one parent or guardian of a child, either party may opt to have a QParents account. In these circumstances, your child's information will be available to the other parent or guardian. If all parties do not want their child's information in QParents, you should contact your child's school.

Where can I find help using QParents?

If you need assistance using QParents, you can:

- check the help page at qparents.qld.edu.au/#/help
- call 13 QGOV (13 74 68)
- use the 'Give us your feedback' option in QParents
- contact your child's school.

Code of Conduct for School Students Travelling on Buses

Information for Parents/Carers

What is the Code of Conduct for School Students Travelling on Buses?

The Code outlines expected standards of primary, middle and secondary school student behaviour while travelling on buses so that bus travel can be safe and enjoyable for everyone. The Code encourages all students to be safe and responsible passengers, provides clear processes for dealing with misconduct, outlines categories of inappropriate behaviour, consequences for students who misbehave and the rights and responsibilities of those involved in school bus transport.

How can I help my children to be safe and responsible bus travellers?

Parents/carers need to ensure that their children have the necessary skills and knowledge to be safe and responsible bus travellers and are capable of travelling independently on the bus. You can support your children by talking about the Code to ensure that they are aware of their rights and responsibilities and the consequences of misconduct on the bus.

Who is involved in implementing the Code of Conduct?

Ensuring the safe transport of each and every child is a shared responsibility which brings together the efforts of students, their parents/carers, schools, bus drivers and bus operators. If there are any bus conduct issues involving your child it is important that you cooperate with the bus operator and the school principal in discussing reported incidents of bus misconduct and in implementing agreed consequences. As a parent/carer you play a leading role in influencing and guiding your child's behaviour. Therefore, your involvement in this process is essential to ensure a satisfactory resolution and to help your child understand the importance of safe and responsible bus behaviour.

What are my responsibilities under the Code of Conduct?

Parents' and carers' roles

To actively support bus safety with their school aged children.

Parents' and carers' rights

- Safe and comfortable travel for their children.
- To be respected and treated fairly.
- To be consulted and to receive accurate information about the bus behaviour of their children.

Parents' and carers' responsibilities

- To ensure that their children are capable of travelling independently on the bus.
- To ensure their children have an understanding of the Code and the bus rules.
- To communicate respectfully with the operator, school and transport staff.
- To teach their children about bus safety and consequences for misconduct.
- To demonstrate appropriate bus travel behaviours to their children.
- To co-operate with the school and bus operator in managing bus misconduct.
- To ensure the safe travel of their children to and from the bus stop.
- To be available for discussions about the behaviour of their children.

Parents' and carers' expected behaviours

- To provide their children with the correct bus fare.
- To cooperate with their children's school and the bus operator in discussing behaviour incidents and in implementing any agreed disciplinary action.
- To communicate with the bus operator and the school about their children's bus transport and respond to phone and written communication.
- To address concerns about their children's bus travel by promptly contacting the bus operator so that relevant issues can be managed using the procedures outlined in the Code.

What if a student does not pay the bus fare?

Unfortunately, the incidence of fare evasion by school students has increased in recent times. Some students have exploited the framework for safe travel of school students by not paying the correct fare, thinking that they will not be refused travel. As a parent/carer, you need to let your children know that they cannot expect to travel on the school bus unless they pay their fare and that there are consequences for fare evasion. Therefore, you must ensure that they have the required bus fare for their school bus travel.

What about bullying on the bus?

Bullying is a complex societal issue which is not the responsibility of just one individual or group. Everyone, especially those who have responsibility for the care of children, need to cooperate in managing bullying.

Physical bullying which affects the safety of bus travel can be easily observed and is dealt with under the Code. However, other forms of bullying, while being totally unacceptable, can be very difficult to identify as threats to passenger safety. When the bus driver has concerns, either observed or reported, of bullying issues the bus operator will be advised and will then inform the school of the situation.

Useful information about strategies to identify and to deal with bullying is available for parents/carers at www.bullyingnoway.gov.au.

What can I do if I am dissatisfied with the bus service?

If you are dissatisfied with any aspect of the service provided by the bus company you should contact the bus operator to lodge a complaint and to attempt to resolve the issue. If you are not able to resolve the matter effectively with the operator you can consider referring the issue to the nearest Department of Transport and Main Roads Translink regional office (school transport) (for list of locations refer to www.translink.com.au/schooltransport) to investigate according to the Department's complaints management process.

What can I do if I am dissatisfied with a decision made by the bus operator?

After implementing the processes outlined in the Code, an operator may decide to refuse a student travel on the bus or to implement alternative consequences. If you are dissatisfied with this outcome you may request that the operator review the decision.

If attempts to resolve your dissatisfaction with the operator's decision are unsuccessful and you wish to take the matter further, more formal procedures are involved. In these circumstances you may contact the nearest Department of Transport and Main Roads Translink regional office (school transport) (for list of locations refer to www.translink.com.au/schooltransport) and request, in writing, a review of the decision.

What are the possible consequences for not following the Code*?

Category 4: The behaviour is immediately life threatening

- Refused bus travel for a defined period (school weeks) plus behaviour agreement (agreement period up to one school year) or
- Permanent refused travel.

Category 3: The behaviour is dangerous/destructive and highly likely to cause immediate harm to property and others

- Refused bus travel (maximum 10 school weeks) plus behaviour agreement (agreement period up to one school year).

Category 2: The behaviour is unsafe where there could be harm to property and others

- First Report – refused bus travel (maximum five school days).
- Repeat Report within 10 school weeks – refused bus travel (maximum 10 school days) and/or behaviour agreement (agreement period up to 10 school weeks).

Category 1: The behaviour is irresponsible but not likely to cause harm

- Report of single incident – written caution considered.
- Report of repeat of incidents in single journey – written caution and/or one to two days refused travel.
- First Repeat Report in 10 school weeks (repeat incidents across multiple journeys) – written caution and/or one to two days refused travel.
- Second Repeat Report in 10 school weeks – maximum five days refused travel and/or behaviour agreement for up to 10 school weeks.
- Third Repeat Report in 10 school weeks – maximum 10 days refused travel and/or behaviour agreement for up to 10 school weeks.

** In some circumstances an alternative consequence may be considered appropriate.*

Code of Conduct for School Students Travelling on Buses

Information for Students

What is the Code of Conduct for School Students Travelling on Buses?

The Code outlines expected standards of primary, middle and secondary school student behaviour while travelling on buses so that bus travel can be safe and enjoyable for everyone. The Code provides clear processes for dealing with misconduct and outlines consequences for students who misbehave. The Code encourages all students to be safe and responsible passengers.

How can I be a safe and responsible passenger?

If you follow these guidelines for student expected behaviours you will be a safe and responsible passenger:

Students' role

To be a safe and responsible passenger.

Students' rights

- To be safe
- To be respected and treated fairly

Students' responsibilities

- To act safely and responsibly by:
 - following driver instructions
 - following the bus rules and the Code
 - respecting self and others
 - respecting own property and the property of others
 - communicating respectfully with others
 - accepting consequences for bus misconduct.

Students' expected behaviours

- Hail the bus and wait in an orderly manner.
- Respect other people and their property.
- Behave in a way that ensures a safe bus journey for all passengers by:
 - following bus rules
 - staying in the right place
 - behaving in a calm, non-aggressive way
 - keeping hands and feet to self
 - speaking politely
 - storing all objects safely
- Get off the bus in an orderly manner.
- Follow the driver's safety instructions.

Description of students' expected behaviours

Hail the bus and wait in an orderly manner

- Stand in a visible location or at a designated bus stop
- Stand well back from the edge of the road when waiting for the bus
- Hail the bus as it approaches
- Remain quiet and calm without pushing or shoving
- Be patient and wait until the bus comes to a complete stop before getting on
- Have bus pass, ticket, card or money ready
- When the bus stops, move quietly to the bus

Respect other people and their property

- Speak respectfully to the driver and other passengers.
- Respect other people's belongings and personal space.
- Ask for permission before touching other people's belongings.
- Keep hands, feet and belongings to self.
- Follow the driver's directions.
- Follow the bus rules.
- Look after the bus and bus equipment by making sure students:
 - leave the bus and bus equipment tidy and undamaged
 - report any damage to the driver.

Behave in a way that ensures a safe and enjoyable bus journey for all passengers

- Show the driver bus pass, ticket or ID upon request.
- Pay the correct bus fare.
- Show care, courtesy and common sense while on the bus.
- Sit properly on the bus (if a seat is available) and make sure to:
 - place feet on the floor
 - keep hands and feet out of the aisle
 - face the front of the bus
 - wear a seatbelt at all times, if one is available
 - store belongings under the seat or in an appropriate luggage area
 - remain seated until the bus has come to a complete stop and the door is opened
 - keep entire body inside the bus.
- If required to stand:
 - remain in the area designated by the driver
 - face the front of the bus
 - hold the rail firmly.
- Avoid distracting the driver and remember to:
 - speak quietly
 - use calm voices and polite language
 - use headphones or mute options when using hand-held computer games or electronic devices.
- Keep doors and aisles clear.

Get off the bus in an orderly manner

- Get off the bus at the designated stop.
- Press the stop button once to signal the intention to get off at the next bus stop or raise hand and say "next stop" to the driver.
- Begin to move to get off the bus when the bus has come to a complete stop and the door is opened.
- Gather belongings and leave the bus in a quiet, safe and orderly way.
- Remove headphones so that the traffic can be heard.
- Wait in a safe location until the bus has moved away before making a decision to cross the road.

- Cross the road safely
 - look to right, left, right again
 - make sure the roadway is clear
 - walk, don't run.

In case of an emergency or a breakdown, follow the driver's safety instructions

- Follow the driver's instructions at all times.
- Wait until the bus stops before standing up to get off.
- Leave the bus in a quiet and orderly way.
- Wait in the area indicated by the driver.

What are the possible consequences for not following the Code*?

Category 4: The behaviour is immediately life threatening

- Refused bus travel for a defined period (school weeks) plus behaviour agreement (agreement period up to one school year).
- Permanent refused travel.

Category 3: The behaviour is dangerous/destructive and highly likely to cause immediate harm to property and others.

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** In some circumstances an alternative consequence may be considered appropriate.*