“We are all on this new learning journey together as we continue to grow and support each other as a strong and caring community”

Remote and Flexible Learning

Albany Rise Primary School
Parent Handbook

Drew, Judith J
**PURPOSE**

To share with our school community, the processes and procedures Albany Rise Primary School will use to manage the transition to Remote and Flexible Learning.

**GENERAL POLICY**

Our overall aim is to enable the continuity and tracking of each student’s learning and ensuring school connectedness for each family, with consideration for each student’s capacity, environment and personal resources.

Our Remote Learning @ Home program has a weekly timetabled routine which allows structured planning and meeting times for students with their teachers as part of remote and flexible learning routines. Students and teachers will be working to the timetable and routines as far as practicable. A modified learning timetable has been developed to support families to develop a home learning routine, and is available on the school Website and each of the Google Classrooms.

Teachers will be providing weekly lesson outlines, learning tasks and resources via Google Classrooms. Within these lessons there may be links to at least 2 interactive sessions throughout the week (Webex). Daily interactions will be undertaken via Dojo, Google Classroom or Webex.

A timetable to access sessions and staff is provided on the Remote Learning @ School website and on each Google Classroom.

Education Support staff will continue to support students with additional needs as appropriate within their role, including interacting with parents and students with specific needs (such as students in the Program for Students with Disability-PSD) with teacher guidance (both online and at school if present).

**COMMUNICATION**

Our School ‘Remote Learning @ Home’ website contains links, information, updates and all the ‘basics’ for developing a home learning program. For daily learning, students, parents and staff members will be able to communicate primarily via Dojo. **Google Classrooms** and **Webex** and other preferred communication portals (eg. **Compass**). Each of these platforms has a different purpose, including:

<table>
<thead>
<tr>
<th>Platform</th>
<th>Daily tasks and communication</th>
<th>Portfolio tasks</th>
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<tbody>
<tr>
<td><strong>Dojo</strong></td>
<td>• Daily roll (if no webex/ other connection)</td>
<td>• Portfolio uploads</td>
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<td></td>
<td>• ‘Real time’ communication with teachers</td>
<td>• Whole school communication and celebrations ‘as it happens’</td>
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<td><strong>Google Classroom</strong></td>
<td>• Weekly outline, priorities for the week- clearly set tasks</td>
<td>• Preferred portals: Mathletics, Reading Eggs, Epic, Studyladder, etc</td>
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<td></td>
<td>• What parents/ children see and access for online learning</td>
<td>• Track, feedback and assess student learning</td>
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<td>• Suggested routines, timetables,</td>
<td>• videos of teaching</td>
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<tr>
<td><strong>Webex</strong></td>
<td>• video conferencing with classes</td>
<td>• links to webex meetings</td>
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<tr>
<td><strong>Compass</strong></td>
<td>• Newsletter</td>
<td>• cohort meetings &amp; assembly</td>
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<td>• Borrowing digital resources</td>
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<td><strong>School Website</strong></td>
<td>• basics for families</td>
<td>• Attendance tracking</td>
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<td></td>
<td>• direct link to class sites</td>
<td>• Parent contact details - phone/email</td>
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<td>• Copies of COVID/DET updates</td>
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<td>• Whole school videos/ Judy</td>
<td>• Meeting timetables</td>
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<td>• Links to booking form for onsite learning</td>
<td>• Preferred portals: Mathletics, Reading Eggs, Epic,</td>
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<td></td>
<td>• newsletter</td>
<td>• Support resources/wellbeing</td>
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1 | Page
Appropriate use of online spaces and privacy expectations apply whilst in shared online spaces with ARPS staff, students and other parents. These include:

- Do not use someone else’s password to access email, profiles or other on-line forums under their identity.

- Do not download, display, save, or transmit any material that others may find offensive. This includes violent, racist, sexist material and pornography.

- Remember, photos, videos, recordings and text you upload to sites (even secure sites) can remain online forever. Once you upload / stream content, you lose control of it.


Please alert staff members of any inappropriate contact by any person on line.

The following links provided by the e Safety Commissioner are useful

- COVID-19: keeping schools and learning safe online
- COVID-19: an online survival kit parents and carers

STUDENT HEALTH AND WELLBEING

Parents can best support their child by encouraging appropriate routines, use of available digital device/s and providing a quiet (if possible) area to work.

Our First priority is to work with families to maintain each student’s wellbeing and connection with the school community, along with their health and safety.

Katrina Karlson is our school based Wellbeing Key Contact- see below for contact details

Regular support ideas and access to individualised support is being provided by Katrina. Our Albany Rise Facebook Page, Website and Dojo have regular updates to support students and families with anxiety, mindset and great ideas to support family wellbeing. Parents can communicate concerns with their child’s teacher or access Katrina directly via the contact details below.

SCHOOL OPERATIONS, SUPERVISION AND ONSITE CARE

Children of Essential Service Workers and Vulnerable Children

Primary and specialist schools will continue to provide on-site learning and support programs for students who are the children (or under the care) of essential services workers and vulnerable students, where those families have no other option but to send their children to school. The programs for students learning on-site and by remote delivery will be as similar as possible. A booking system applies (see below).

The school office will NOT be open to families entering at any time during the school day, other than those organized via the booking system. Parents who need to access the office should call ahead to confirm a suitable time to come in, and to ensure that staff are available.

The majority of school staff will not be attending the school site. Staff will be on site when required, due to any students booked to be supervised on any given day.

CURRICULUM AND LEARNING

Our first weeks of these new learning practices will be all about establishing routines at school and home, making sure everyone is connected. The Department of Education has provided guidelines to all schools
regarding Curriculum expectations for Remote Learning @ Home. At ARPS, we aim to provide access to a program that is flexible and achievable for parents at home, especially considering our families with many children to care for, often with a broad range of needs. Below is a guide to planned activities.

**GRADES P-2**

The focus of the program will be on literacy, numeracy, play-based learning and physical activity.

In the first stages of these programs, the aim will be to provide **literacy** activities that take a total of about 45-60 minutes, with 30-45 minutes allocated to each of **numeracy**, **play-based learning** and **physical activity**.

We understand parents or siblings may not always be able to support tasks that involve complex communications for younger students.

- **Daily literacy** program: activities focused on reading, writing, speaking and listening. This can include, for example, spoken book recordings.
- **Daily numeracy** program should include basic counting and measuring activities that can be conducted using everyday materials.
- **Daily play-based learning** activities. These include free drawing and painting, colouring, folding, collecting, grouping and making and listening to sounds, including, where possible, music/language and art.
- **Daily physical activities** that can be completed indoors, for example, simple exercises and dance movements.

**GRADES 3-6**

For students in these primary and secondary years, the program will focus on literacy and numeracy with a broadening of learning to include the key learning areas and general capabilities.

In the early stages of these programs, the aim will be to provide daily activities that focus on:

- **literacy** for a total of 45-60 minutes
- **numeracy** for 30-45 minutes
- **physical activities** for 30 minutes

The aim will then be to provide learning activities that each week focus on:

- **science and technologies**, the **humanities**, the **arts, health** and **languages**, with learning activities enabling students to develop the general capabilities of **critical and creative thinking**, **intercultural understanding** and **ethical understanding** as appropriate.
- activities such as guided reflective journal writing or drawing can be used to support students **personal and social development**.

The aim should be to provide these learning activities for about **90 minutes each day**

**SCHOOL TIMETABLES FOR REMOTE LEARNING @ HOME**

Staff will be working to a similar planning and meeting schedule as per normal operations. This includes time for teams of staff to plan together (via Webex) for each week of learning, and to research and develop online learning resources. Staff meetings will still occur with various teams of staff for Professional Learning, at least twice a week. Therefore, there will be occasions when, at times, teachers will not be immediately available to respond to communications.

A timetable for each class will be available on the ARPS Remote Learning @ Home website for each year level.

A copy of the initial **Whole School timetable is presented here as a draft**. We anticipate this may change as all our skills for online communication, grow and develop.
LEARNING PROTOCOLS FOR REMOTE LEARNING
(FOR ARPS FAMILIES)

The key points as outlined in the ICT ACCEPTABLE USE AGREEMENT still apply.

COMMUNITY PROTOCOLS FOR REMOTE LEARNING

STUDENTS ARE RESPONSIBLE FOR:

- continuing their learning and respecting the learning environment provided by teachers.
  - consider appropriate clothing, background location, and respectful communication
- following their recommended timetabled tasks each day (understanding that each family will have their own routines and commitments)
- referring to Google Classroom for all lesson plans and set work and utilising resources as outlined.
- attending an interactive session by joining the “meeting” twice per week, where possible
- completing and submitting set work and meeting due dates for each task.
  - submission needs to be timely, within the constraints outlined by their teacher.
- communicating with teachers to support their learning.
  - students can expect to be able to communicate with their teacher during scheduled class time and, at other times, within 48 hours of sending communication between the hours of 8.45 am to 4.00 pm Monday to Friday. (Part time staff members will respond in line with their work schedules.)

PARENTS AND CARERS ARE RESPONSIBLE FOR:

- supporting students to establish a learning routine and appropriate home learning station.

NOTE: it is understood that each family will have their own unique circumstances when learning from home, including space to learn, access to digital resources, parent ‘work from home’ commitments, etc. Parents are encouraged to develop a home ‘timetable’ that is the best mix of parents commitments/ resources and what ARPS teaching staff have prepared for Remote Learning @ Home. A timetable of 9.00-3.30 daily is not expected for students.

- Ensuring contact is made (via Dojo, Webex, Google classroom) with the teacher every day (eg. to mark the roll)
- accessing Dojo and Google Classroom to view lesson plans, see set work and resources as outlined in the ‘lesson plan’ of the class for regular classes.
- encouraging students to attend and participate in the routine weekly interactive sessions for each subject.
• monitoring attendance. Notifying teachers if students are unable to participate in interactive sessions or meet learning task deadlines.

• supporting students to complete and submit set work according to the criteria set by the teacher and meeting due dates for each task during this period.

• Emailing, phoning and communicating with Principal team, School Counsellor teachers or Educational Support with any concerns about student learning or health issues.

NOTE: parents/carers can expect teacher responses within 48 hours of sending communication between the hours of 8.30 am to 4.00 pm Monday to Friday. Many of our staff are working from home and also looking after their own families whilst working. We’re all in this together.

We will aim to maintain contact with our students throughout any period of school closure. Our goal is to support staff, students, parents and carers to continue the learning program.

The following links also provides guidance for Learning from Home

HTTPS://WWW.EDUCATION.VIC.GOV.AU/PARENTS/LEARNING/PAGES/HOME-LEARNING.ASPX
https://albanyrise-ps.vic.edu.au/curriculum/#remote

TEACHING STAFF ARE RESPONSIBLE FOR:

• planning lessons for all classes, making resources and teaching materials available on Google Classroom and where appropriate linked to Dojo or the school ‘Remote Learning @ Home’ website: https://albanyrise-ps.vic.edu.au/curriculum/#remote

• making interactive contact with students at least two sessions per week; this session should be clearly identified, regularly timetabled and communicated on Dojo and in Google Classrooms.

• utilising Dojo, Webex, Google Classrooms to achieve this interactive contact; social media platforms such as: Facebook, Wechat, Instagram, etc. should not be used.

• contacting parents and students to remind them to engage with the learning materials provided.

• continuing to follow and further develop online assessment and feedback procedures.

• providing opportunities for students to demonstrate their understanding through a variety of Learning/Assessment Tasks.

• assessing submitted work and provide feedback / results via Google Classrooms

• responding to student/parent enquiries to clarify work during scheduled class time. Responding to student or parent emails outside of scheduled class time within 48 hours of receiving communication between the hours of 8.45 am to 4.00 pm Monday to Friday. (Part time staff members will respond in line with their work schedules.)
SCHOOL PROTOCOLS FOR REMOTE LEARNING (WHERE PARENTS HAVE NO OPTION BUT TO SEND THEIR CHILD TO SCHOOL- IE. THERE IS NO PARENT AT HOME)

- A booking system is in place to enable school leadership to plan for student numbers for each day. Link: https://forms.gle/3brpR2SRUrcqhigUA. This Link is also available on the school website under ‘Remote Learning @ Home’.

- Students are expected to attend in school uniform, with snacks and lunch bought from home.
- School will be staffed with ‘skeleton’ staff of 1 staff :8 students (including ES and admin), based on the number of students booked to attend.
- There will be only 1 entry / exit - via front gates and entry foyer. All other gates will be locked and signage displayed.
- Students will not be able to enter before 8.45am - they can access before school care if needed (OSHClub) before 8.45am or after 3.45pm. Parents will need to book OSHClub in advance.
- Outdoor play equipment will not be accessible.
- Students will enter the foyer and learning area individually with social distancing measures in place as they enter and exit.
- All students who MUST come to school, will be located in Library hub, (or music room if more than 8) in the Admin building using laptops (3-6) and iPad (F-2) to access the planned learning from their Remote Learning @ Home resources and follow the suggested timetable for remote learning for the day.
- Students will be seated at least 2 metres apart.
- There will be 2 staff in the room (eg. 1 ES and 1 teacher)- they will help with technical issues or resourcing.
- Students will only touch their own paper, pencils, food, etc.
- Cleaning and hand-sanitiser products will be regularly used throughout the day.
- Children will be allocated (and possibly timetabled- depending on numbers/ staffing) areas to play independently in the yard- to maintain social distancing requirements (siblings can play together).
- All devices, furniture, doorknobs etc will be cleaned at the end of each day. Toys used for play based learning will be cleaned as far as possible and rotated every 3-4 days.
- As teaching staff at school will also be managing their remote learning classes, there will be limited interaction between staff and students, and all will be following social distancing requirements.
- Personal hygiene practices will be consistently reinforced, including when using the toilet and other shared spaces and resources.
- The usual duty of care requirements will be followed for students at school (Staff will know where students are at all times and have active supervision).
LINKS TO ALL ONLINE RESOURCES, SUGGESTED TIMETABLES AND PRACTICAL ADVICE CAN BE FOUND ON THE SCHOOL WEBSITE HERE:

https://albanyrise-ps.vic.edu.au/curriculum/#remote

AND HERE:


Students will also need access to any relevant online resources used in their classes. These might include (depending on year level):

- **Essential Assessment** – numeracy, reading and spelling (aspects are available and all are tailored to each students point of need)
- **Reading Eggs** (F-2)
- **Prodigy** – online mathematics game focused on each students level 1-6
- **Mathletics** – all students have access and have passwords from school

Key Contacts:

**Classroom Teachers** are the first contact point for any initial concerns with learning and wellbeing. **Dojo** is the best to do this via private messages.

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<thead>
<tr>
<th>Judy Drew  Principal</th>
<th>Jane Capon  Assistant Principal</th>
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<td>Dojo Message or</td>
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<tr>
<td>Ph: 9547 1146 (calls diverted as needed)</td>
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<tr>
<th>Janine Wilson  Administration</th>
<th>Rhonda Miller  Business Manager</th>
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<tbody>
<tr>
<td>Ph: 9547 1146</td>
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<thead>
<tr>
<th>Katrina Karlson (for wellbeing Support)</th>
<th>David Boulton (for ICT/Tech support)</th>
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<tr>
<td>Ph: 0428 498 881</td>
<td>Email: <a href="mailto:itsupport@albanyrise-ps.vic.edu.au">itsupport@albanyrise-ps.vic.edu.au</a></td>
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<table>
<thead>
<tr>
<th>Adriana Costa (for Google Classrooms)</th>
<th>Shelby Goodwin (for website)</th>
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<tr>
<th>Jess Turner (for Dojo support)</th>
<th>Elvis Bacelic (for Facilities/Grounds)</th>
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APPENDIX 1  LINK: https://drive.google.com/drive/u/0/folders/19eDjU0H1a8H8Sevqb7vH_Up-lpthBD3F

G Suite For Education

INFORMATION PACK FOR PARENTS

The Department of Education and Training (Department) and your school are using online learning services to support learning and teaching. This pack provides information on one of the online services, G Suite for Education and advice in relation to its safe and responsible use.

What Information needs to be collected?
- Name, year level, home group and school.
- Student’s Department username and password.
- Location Information and preferred language.

Why is this information needed?
- To control access to the online services.
- To prevent unauthorised access to student’s work.

What could this information be accessed by others?
- By support staff to fix issues.
- Where required by law.
- Never for advertising or marketing purposes.

G Suite for Education is an internet based service provided by Google for classroom activities. It provides students with access to online education services such as:
- Classroom
- Gmail
- Drive
- Calendar
- Vault
- Docs
- Sheets
- Forms
- Slides
- Sites
- Hangouts

The online services offered by Google may be updated from time to time, but are only made available to students once they have been reviewed and approved by the Department.

What are the benefits of this service for students?
- Teaches students to be ‘digital citizens’ through the use of an online system.
- Provides access to digital tools for a range of classroom activities.
- Allows students to actively collaborate with their class on school work.
- Provides digital whiteboard capability in group discussions.
- Enables students to access their classwork from different channels (i.e. laptops, iPads and smartphones).
- Helps students to build working relationships with each other.
- Promotes knowledge sharing.

What information might students store in G Suite for Education?
- In addition to the information needed to provide access to G Suite for Education (student’s username, password, name, year level, home group, school, location information and preferred language), student’s schoolwork will also be stored in G Suite for Education.
- Students have the ability to store and share any school work related content on the platform, such as photographs, audio, video recordings. They can also add non-classroom related information.
- Student’s data is stored in data centers located in the USA, Chile, Taiwan, Singapore, Ireland, Netherlands, Finland and Belgium.

For more details on G Suite for Education visit: https://edu.google.com/k-12-solutions/k-suite/
How can you help protect your student’s information?

Whilst your school provides your student’s Department username and password to Google to enable them to only access their own information on G Suite for Education, there are some things that you can do to help keep their information safe.

- Remind them not to share passwords with anyone, as they cannot be sure how secure another person will be with their details.

Teachers will remind students to only use G Suite for Education for activities related to schoolwork.

- Talk about appropriate uses of technology at school and at home. Remind them that anything uploaded to G Suite for Education can be viewed by teachers.

In rare cases, Google’s technical support team may have access to information stored in G Suite for Education.

- Please note that Google will never contact you or your child directly. If you or your child are contacted by anyone claiming to be Google support, contact your school immediately.

Example information students can safely put online

- Class presentation.
- Conversations about classwork/assignments.
- School related contact details.
- Class related media – i.e. videos, photos.
- Whiteboard notes.
- Emails between students on school work.

Example information students should always be cautious of putting online

- Personal mobile or home phone number.
- Personal photographs and video clips unrelated to schoolwork.
- Other student’s private information.
- Health information.
- Bank details.
- Home address.
- Information on racial or ethnic origin.
- Religious beliefs or other opinions.

ONLY complete the section below if you DO NOT want your child to have access to this online service.

G Suite for Education - Opt-Out Form

If upon considering the above information you have questions or concerns please contact your school. You do not need to do anything for your child to have access to this service.

I DO NOT wish for my child to have access to G Suite for Education and understand that alternative arrangements for allocating work will be made.

Student Name: __________________________

Home room: __________________________

Date: __________________________

Parent / Guardian Signature: __________________________

Parent / Guardian Name: __________________________
Webex best practices when working remotely.

Webex is a collaboration tool that allows you to schedule, join and participate in live video meetings, 1:1 and team messaging, whiteboarding, and screen and content sharing. Here's some tips for a successful transition:

Turn your video on
Sharing video can be intimidating at first, but having your camera on will keep you aware of the conversation and connected with your colleagues.

Check your background
When home, sharing your personal setting is a great way to build relationships, but double check for personal items you didn’t intend to share in your background.

Camera position
Think about where your webcam is positioned and keep it at eye height for the most natural look. And consider your lighting—bright windows can make it hard for your team to clearly see you so try to use natural light or keep a lamp nearby.

Headsets at home
For the best audio experience, use a noise reducing headset. Position your microphone in front of your chin (not in front of your mouth) to avoid breathing sounds. In-ear headphones still pick up background noise, but can still be useful to keep you focused.

Mute yourself
Muting yourself when not speaking prevents background noise around you from distracting others in the meeting. Keyboard strokes, breathing, and background chat might be more audible to other participants than you realize.

Need help getting started? Visit help.webex.com
Download Webex today.
### APPENDIX 3

**LINK TO ONLINE FORM:** [HTTPS://FORMS.GLE/AWHQJPSKGACFQRZ2A](HTTPS://FORMS.GLE/AWHQJPSKGACFQRZ2A)

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**ALBANY RISE PRIMARY SCHOOL**

**ON-SITE ATTENDANCE FORM**

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<td><strong>Student's year level:</strong></td>
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The Victorian Government has stated that all students who can learn from home must learn from home.

I am requesting that my child/ren attend on-site schooling because my child/ren is/are not able to be supervised at home and no other arrangements can be made.

By submitting this form, I declare that my child/ren is/are well and I will collect my child/ren as soon as is practicable upon the request of the school if my child becomes unwell.

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**Emergency contact details:**

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<th><strong>Parent/Guardian name:</strong></th>
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<td><strong>Signature:</strong></td>
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Received and Processed by........................................ on (date)....................................................