



## Student Information Booklet - Prep

Student Name:

Entry Year:

Full and frank disclosure of particular needs will allow the School to determine the appropriate level of support required for your child.

### Before returning this form please ensure that you have checked the following:

- Have you completed all details on the form? (Incomplete forms will be returned)
- Copy of student's birth certificate
- Proof of residency/citizenship (if applicable)
- Copy of student's immunisation records
- Copy of Parenting Court Orders/Parental Agreement (if applicable)
- Copy of the Kindergarten/Childcare transition statement (if applicable)
- Copy of any reports/assessments from Specialists (if applicable)
- Has the Privacy Policy been read, signed and dated by parent(s)/guardian(s)
- Have you completed the Medical Form?
- Have you completed the Student Profile Form?
- Have you completed 'Help us get to know your child'?

| For office use only | MCEECDYA/TASS | Medical Information/TASS | Court orders/TASS |
|---------------------|---------------|--------------------------|-------------------|
|                     |               |                          |                   |

# Student Information

| Student Details  |   |               |  |
|--|---|---------------|--|
| Full Name of Student   | Family Name   | Given Name(s) |  |
| Home Address of Student  |   |               |  |
| Date of Birth (dd/mm/yyyy)                                     | Year of Entry   | Year Level    | Sex (please tick)<br><input type="checkbox"/> M <input type="checkbox"/> F |
| Country of Birth   | Citizenship<br><input type="checkbox"/> Australian Citizen<br><input type="checkbox"/> Australian Permanent Resident  |               |  |
| Languages spoken at home other than English                    | Religion<br><input type="checkbox"/> Baptised <input type="checkbox"/> Confirmed  |               |  |
| Is the student of Aboriginal or Torres Strait Islander origin? | For persons of both Aboriginal and Torres Strait Islander origin, mark both 'Yes' boxes.<br><input type="checkbox"/> No <input type="checkbox"/> Yes, Aboriginal <input type="checkbox"/> Yes, Torres Strait Islander   |               |  |
| Visa<br>Are you in Australia on a Visa?                        | <input type="checkbox"/> No <input type="checkbox"/> Yes<br>If you answered "Yes" please state the type of Visa:<br><input type="checkbox"/> 457 <input type="checkbox"/> 163 <input type="checkbox"/> 461 <input type="checkbox"/> 856 <input type="checkbox"/> 857 <input type="checkbox"/> 571 <input type="checkbox"/> Other: _____<br><b>You MUST attach a copy of the Visa to this form</b> |               |  |

| Early Childhood Education History                                      |  |
|--|--|
| Does/has your child attended a daycare/ kindergarten/childcare program | <input type="checkbox"/> Yes If yes, please provide details<br>How long?<br>Name of provider<br>Contact details<br><br><input type="checkbox"/> No |

| Detailed Applicant Information   |  |
|--|--|
| Has a specialist ever assessed the child for developmental, learning or behavioural characteristics? | If yes, please specify:<br><input type="checkbox"/> Yes <input type="checkbox"/> Early Intervention Centre <input type="checkbox"/> Guidance Officer <input type="checkbox"/> Occupational Therapist<br><input type="checkbox"/> Paediatrician <input type="checkbox"/> Psychiatrist <input type="checkbox"/> Child Psychologist <input type="checkbox"/> Speech Therapist<br><input type="checkbox"/> No <input type="checkbox"/> Developmental Optometrist <input type="checkbox"/> Other (please describe):   |
| Does the applicant have difficulties that may impact their learning                                  | If yes, please identify what type:<br><input type="checkbox"/> Yes <input type="checkbox"/> Intellectual <input type="checkbox"/> Autism/Aspergers <input type="checkbox"/> Visual impairment <input type="checkbox"/> Anxiety<br><input type="checkbox"/> Physical Impairment <input type="checkbox"/> Speech Language impairment <input type="checkbox"/> ADD/ADHD<br><input type="checkbox"/> No <input type="checkbox"/> Learning Difficulty <input type="checkbox"/> Hearing impairment <input type="checkbox"/> Social/Emotional<br><input type="checkbox"/> Non-Verbal Learning Disorder<br><input type="checkbox"/> Other (please describe): |
| Do you have a report from the above specialist?  | Details of Specialist<br>If the applicant has one of the above special needs, how does it impact on the child as a learner? Please describe:<br><input type="checkbox"/> Yes If yes, please provide copies of the report/s to the School<br><input type="checkbox"/> No  |
| If yes, please specify:  |  |

|   |   |   |
|---|---|---|
| Has the applicant participated in enrichment programs?  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |   |
| Has the applicant ever received funded Assistance?<br>(Ongoing Assistance for the child and/or teacher provided by a specialist teacher, psychologist or other suitably trained professional practitioner). | <input type="checkbox"/> Yes<br><input type="checkbox"/> No | If yes, please specify:<br><br>If yes, for how many years?  |
| Has the applicant ever been "Ascertained"?  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No | Ascertainment is based on an education need arising from a disability. It is a collaborative decision making process used to recommend the level of specialist educational support needed by students with learning disabilities. This education support is provided by or accessed through specialist teaching personnel.<br><br>Has he/she been on a modified program at any time? (Please provide details) |
|   |   | Ascertainment Level:<br><br>Date:   |

**Permission for Release of Information**

I/We, hereby authorise St Paul's staff to obtain from the \_\_\_\_\_  
 (Name of Child's current childcare centre/ Kindergarten/Prep)  
 any information requested i.e. copies of reports, records of work folio that are held concerning my child that will assist with the enrolment process and my child's progress at St Paul's School.

Father/Guardian's Name: \_\_\_\_\_ Mother/Guardian's Name: \_\_\_\_\_

Father/Guardian's Signature: \_\_\_\_\_ Mother/Guardian's Signature: \_\_\_\_\_

Dated: \_\_\_\_\_ Dated: \_\_\_\_\_

I/We, consent to St Paul's staff seeking reports from the Professionals and organisations listed above on my child's needs or disability which is relevant to the enrolment of them and their ongoing education.

Father/Guardian's Name: \_\_\_\_\_ Mother/Guardian's Name: \_\_\_\_\_

Father/Guardian's Signature: \_\_\_\_\_ Mother/Guardian's Signature: \_\_\_\_\_

Dated: \_\_\_\_\_ Dated: \_\_\_\_\_

**Previous / Other Associations with St Paul's School**

| Do you have children currently studying at our School?        | <input type="checkbox"/> Yes<br><input type="checkbox"/> No | Name(s) | Year level(s)                              |
|---|---|---------|--|
| Do you have children currently enrolled to attend our School? | <input type="checkbox"/> Yes<br><input type="checkbox"/> No | Name(s) | Year level(s)                              |
| Are any of the family former students of St Paul's School?    | <input type="checkbox"/> Yes<br><input type="checkbox"/> No | Name(s) | Relationship      Year attended      House |

|   |  |         |
|---|--|---------|
| Do you know any current students at St Paul's School who will be in the same year as the student? | <input type="checkbox"/> Yes <input type="checkbox"/> No   | Name(s) |
| How did you hear about St Paul's School?  | <input type="checkbox"/> Word of mouth <input type="checkbox"/> Radio <input type="checkbox"/> Newspapers <input type="checkbox"/> Website <input type="checkbox"/> Friends <input type="checkbox"/> Local knowledge<br><input type="checkbox"/> Other (please describe):  |         |
| What are your main reasons for seeking enrolment at St Paul's School?                             | <input type="checkbox"/> Co-education <input type="checkbox"/> Academic Program <input type="checkbox"/> Co-curricular <input type="checkbox"/> Broad Curriculum<br><input type="checkbox"/> Discipline <input type="checkbox"/> Proximity <input type="checkbox"/> Christian Ethos <input type="checkbox"/> Traditions <input type="checkbox"/> Cost<br><input type="checkbox"/> Other Factors (please describe): |         |

| <b>Personal / Social</b>  |  |  |
|---|--|--|
| Have you or their carer had any concerns regarding your child's social development? | <input type="checkbox"/> Yes <input type="checkbox"/> No   | If yes, please specify:                    |
| Can your child accurately say his/her full name and address?                        | <input type="checkbox"/> Yes <input type="checkbox"/> No   |  |
| Does your child separate easily from you in strange situations?                     | <input type="checkbox"/> Yes <input type="checkbox"/> No   |  |
| Does your child take turns with other children and adults?                          | <input type="checkbox"/> Yes <input type="checkbox"/> No   |  |
| Can your child dress/undress himself/herself without assistance?                    | <input type="checkbox"/> Yes <input type="checkbox"/> No   |  |
| Does your child use the toilet independently?                                       | <input type="checkbox"/> Yes <input type="checkbox"/> No   |  |
| Does your child identify different emotions or feelings of others?                  | <input type="checkbox"/> Yes <input type="checkbox"/> No   |  |
| Does your child assist in cleaning up at home?                                      | <input type="checkbox"/> Yes <input type="checkbox"/> No   |  |
| Does your child clean up spontaneously or by request?                               | <input type="checkbox"/> Yes <input type="checkbox"/> No   |  |
| Does your child talk, put on little performances, act, etc for others?              | <input type="checkbox"/> Yes <input type="checkbox"/> No   |  |
| Does your child make eye contact during conversations?                              | <input type="checkbox"/> Yes <input type="checkbox"/> No   |  |
| Does your child respond well to routines and patterns?                              | <input type="checkbox"/> Yes <input type="checkbox"/> No   |  |
| Does your child become agitated or distressed when a routine changes?               | <input type="checkbox"/> Yes <input type="checkbox"/> No   |  |
| <b>Fine Motor</b>   |  |  |
| Can your child cut with scissors along a line?                                      | <input type="checkbox"/> Yes <input type="checkbox"/> No   |  |
| Can your child copy a circle, triangle, square?                                     | <input type="checkbox"/> Yes <input type="checkbox"/> No   |  |
| Can your child build a tower 10 blocks high?  | <input type="checkbox"/> Yes <input type="checkbox"/> No   |  |
| Can your child fold a piece of paper in half?                                       | <input type="checkbox"/> Yes <input type="checkbox"/> No   |  |
| Can your child draw a person with a head, trunk, and legs without prompting?        | <input type="checkbox"/> Yes <input type="checkbox"/> No   |  |
| <b>Gross Motor</b>  |  |  |
| Can your child kick a small ball or beanbag on the floor?                           | <input type="checkbox"/> Yes <input type="checkbox"/> No   |  |
| Can your child hop forward on one foot for three metres?                            | <input type="checkbox"/> Yes <input type="checkbox"/> No   |  |
| Can your child skip (not with rope)?  | <input type="checkbox"/> Yes <input type="checkbox"/> No   |  |
| Can your child walk along a straight line on the floor?                             | <input type="checkbox"/> Yes <input type="checkbox"/> No   |  |
| Can your child catch a tennis ball thrown from 2 metres away?                       | <input type="checkbox"/> Yes <input type="checkbox"/> No   |  |
| <b>Language</b>   |  |  |
| Does your child ask questions using Why, Where, When, Who and How?                  | <input type="checkbox"/> Yes <input type="checkbox"/> No   |  |
| Does your child name and recognise at least four colours?                           | <input type="checkbox"/> Yes <input type="checkbox"/> No   |  |
| Is your child's speech easy for people not familiar with them to understand?        | <input type="checkbox"/> Yes <input type="checkbox"/> No   |  |
| Does your child understand the concepts of:   | <input type="checkbox"/> Yes <input type="checkbox"/> No<br><input type="checkbox"/> Yes <input type="checkbox"/> No<br><input type="checkbox"/> Yes <input type="checkbox"/> No<br><input type="checkbox"/> Yes <input type="checkbox"/> No | biggest<br>smallest<br>longest<br>shortest |

|   |          |                              |                             |
|---|----------|------------------------------|-----------------------------|
|   | behind   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|   | in front | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|   | through  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Can your child follow directions with two components?<br>(Eg. Please give me the toy and put your coat on.) |          | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

| Parent/Guardian Details  |                            |                            |                             |                            |                            |
|--------------------------|----------------------------|----------------------------|-----------------------------|----------------------------|----------------------------|
| Mother/Parent1/Guardian1 |                            |                            | Father/Parent2/Guardian2    |                            |                            |
| Title                    | Given Names                |                            | Title                       | Given Names                |                            |
| Family Name              |                            |                            | Family Name                 |                            |                            |
| Citizenship              |                            |                            | Citizenship                 |                            |                            |
| Occupation               |                            |                            | Occupation                  |                            |                            |
| Home Phone               |                            |                            | Home Phone                  |                            |                            |
| Work Phone               |                            |                            | Work Phone                  |                            |                            |
| Mobile                   |                            |                            | Mobile                      |                            |                            |
| Facsimile                |                            |                            | Facsimile                   |                            |                            |
| Email                    |                            |                            | Email                       |                            |                            |
| Marital Status           | <input type="checkbox"/> S | <input type="checkbox"/> M | <input type="checkbox"/> DF | <input type="checkbox"/> D | <input type="checkbox"/> W |
| Marital Status           | <input type="checkbox"/> S | <input type="checkbox"/> M | <input type="checkbox"/> DF | <input type="checkbox"/> D | <input type="checkbox"/> W |
| Postal Address           |                            |                            | Postal Address              |                            |                            |
| Residential Address      |                            |                            | Residential Address         |                            |                            |
| Emergency Contact        |                            |                            | Emergency Contact           |                            |                            |
| Emergency Phone          |                            |                            | Emergency Phone             |                            |                            |

| Languages   |   |  |                          |                                 |
|---|---|--|--------------------------|---------------------------------|
| Does the student or their mother/guardian or their father/guardian speak a language other than English at home? | <input type="checkbox"/> Yes              | If Yes, please indicate the language that is spoken most often |                          |                                 |
|   | <input type="checkbox"/> No, English only | <b>Language</b>  | <b>Student</b>           | <b>Mother/Parent1 Guardian1</b> |
|   |   | Italian  | <input type="checkbox"/> | <input type="checkbox"/>        |
|   |   | Greek  | <input type="checkbox"/> | <input type="checkbox"/>        |
|   |   | Vietnamese   | <input type="checkbox"/> | <input type="checkbox"/>        |
|   |   | Cantonese  | <input type="checkbox"/> | <input type="checkbox"/>        |
|   |   | Arabic (incl. Lebanese)  | <input type="checkbox"/> | <input type="checkbox"/>        |
|   |   | Mandarin   | <input type="checkbox"/> | <input type="checkbox"/>        |
|   |   | Turkish  | <input type="checkbox"/> | <input type="checkbox"/>        |
|   |   | Macedonian   | <input type="checkbox"/> | <input type="checkbox"/>        |
|   |   | Tagalog (Filipino)   | <input type="checkbox"/> | <input type="checkbox"/>        |
|   | Other – please specify                    | <input type="checkbox"/>                                       | <input type="checkbox"/> |                                 |

| Education  |   |                                   |                                   |
|--|---|-----------------------------------|-----------------------------------|
| What is the highest year of <b>primary or secondary</b> school the parents/guardians have completed? | For persons who have never attended school, mark 'Year 9 or equivalent or below' Mark one box only in each column |                                   |                                   |
|  | <b>Year</b>   | <b>Mother/Parent1 /Guardian 1</b> | <b>Father/Parent2 /Guardian 2</b> |
|  | Year 12 or equivalent   | <input type="checkbox"/>          | <input type="checkbox"/>          |
|  | Year 11 or equivalent   | <input type="checkbox"/>          | <input type="checkbox"/>          |
|  | Year 10 or equivalent   | <input type="checkbox"/>          | <input type="checkbox"/>          |
|  | Year 9 or equivalent or below   | <input type="checkbox"/>          | <input type="checkbox"/>          |

|   |   |                                   |                                   |
|---|---|-----------------------------------|-----------------------------------|
| What is the level of the <b>highest</b> qualification the parents/guardians have completed? | Mark one box only in each column                  |                                   |                                   |
|   | <b>Qualification</b>                              | <b>Mother/Parent1 /Guardian 1</b> | <b>Father/Parent2 /Guardian 2</b> |
|   | Bachelor degree or above                          | <input type="checkbox"/>          | <input type="checkbox"/>          |
|   | Advanced diploma/Diploma                          | <input type="checkbox"/>          | <input type="checkbox"/>          |
|   | Certificate I to IV (including trade certificate) | <input type="checkbox"/>          | <input type="checkbox"/>          |
| No non-school qualification   | <input type="checkbox"/>                          | <input type="checkbox"/>          |                                   |

|  |  |                                  |
|--|--|----------------------------------|
| <b>Occupation</b>  |  |                                  |
| Please select the appropriate parental occupation group from page 7. | If the person is not currently in <u>paid</u> work but has had a job in the last 12 months or has retired in the last 12 months, please use the person's last occupation. If the person has not been in <u>paid</u> work in the last 12 months, enter '8'. |                                  |
|  | <b>Mother/Parent1 /Guardian1</b>   | <b>Father/Parent2 /Guardian2</b> |
| Please enter the occupation group                                    |  |                                  |

|  |                                       |                                 |                                 |                                   |
|--|---------------------------------------|---------------------------------|---------------------------------|-----------------------------------|
| <b>Communication</b>   |                                       |                                 |                                 |                                   |
| With whom does the applicant reside?                                     | <input type="checkbox"/> Both Parents | <input type="checkbox"/> Mother | <input type="checkbox"/> Father | <input type="checkbox"/> Guardian |
| With whom does the School communicate with regarding day-to-day matters? | <input type="checkbox"/> Both Parents | <input type="checkbox"/> Mother | <input type="checkbox"/> Father | <input type="checkbox"/> Guardian |
| Who receives copies of the School Reports?                               | <input type="checkbox"/> Both Parents | <input type="checkbox"/> Mother | <input type="checkbox"/> Father | <input type="checkbox"/> Guardian |
| Who will accept responsibility for payment of School Fees?               | <input type="checkbox"/> Both Parents | <input type="checkbox"/> Mother | <input type="checkbox"/> Father | <input type="checkbox"/> Guardian |
| Fee Payer's Address Details  |                                       |                                 |                                 |                                   |

### Student Work and/or Photographs

Student work and student photos are used from time for information and marketing purposes. For example: photographs of your student's work and/or the student themselves may appear in the St Paul's School Gazette, Year Book, Newsletters and other printed and digital media. These publications are made available to the public. St Paul's School will not use photographs of students for any other reason without your consent unless it is required or authorised to do by law. If you have any questions as to how the School will use the photograph please write to: The Principal, St Paul's School, 34 Strathpine Road, BALD HILLS, QLD 4036.

If you **do not** wish your child's work or photographs to be used please complete the section below.

#### I/we do not want student work and photographs to be used by St Paul's School.

|  |             |             |      |
|--|-------------|-------------|------|
| Full name of student                         | Family Name | Given Names |      |
| <b>Note: All parents/guardians must sign</b> |             |             |      |
| Mother/Parent1/<br>Guardian1                 | Name        | Signature   | Date |
|  | Name        | Signature   | Date |

## Privacy Policy

### St Paul's School Collection Notice

1. The School collects personal information, including sensitive information about students and parents or guardians before and during the course of a student's enrolment at the School. The primary purpose of collecting this information is to enable the School to provide schooling for your son/daughter.
2. Some of the information we collect is to satisfy the School's legal obligations, particularly to enable the School to discharge its duty of care.
3. Certain laws governing or relating to the operation of schools require that certain information is collected. These include Public Health and Child Protection laws.
4. Health information about students is sensitive information within the terms of the National Privacy Principles under the Privacy Act. We ask you to provide medical reports about students from time to time.
5. The School from time to time discloses personal and sensitive information to others for administrative and educational purposes. This includes to other schools, government departments, Anglican Schools Office, your local diocese and the parish, medical practitioners, and people providing services to the School, including specialist visiting teachers, sports coaches and volunteers.
6. If we do not obtain the information referred to above we may not be able to enrol or continue the enrolment of your son/daughter.
7. Personal information collected from students is regularly disclosed to their parents or guardians. On occasions information such as academic and sporting achievements, student activities and other news is published in School newsletters, Yearbooks, the St Paul's Gazette and on our website.
8. Parents may seek access to personal information collected about them and their son/daughter by contacting the School. Students may also seek access to personal information about them. However, there will be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the School's duty of care to the student, or where students have provided information in confidence.
9. As you may know the School from time to time engages in fundraising activities. Information received from you may be used to make an appeal to you. It may also be disclosed to organisations that assist in the School's fundraising activities solely for that purpose. We will not disclose your personal information to third parties for their own marketing purposes without your consent.
10. We may include your contact details in a class list and School directory. If you do not agree to this you must advise us now.
11. If you provide the School with the personal information of others, such as doctors or emergency contacts, we encourage you to inform them that you are disclosing that information to the School and why, that they can access that information if they wish and that the School does not usually disclose the information to third parties.
12. A copy of the School's Privacy Policy can be found at <http://www.stpauls.qld.edu.au>

## Privacy Policy

**Note: All parents/guardians to sign**

|   |             |             |      |
|---|-------------|-------------|------|
| Full name of student  | Family Name | Given Names |      |
| By signing this form you consent to St Paul's School and the Past Students Association (PSA) collecting and using the above named student's personal information for the purposes contained in the above Collection Notices and the school's Privacy Policy. You acknowledge having received and read the Collection Notices and Privacy Policy and agree to their condition. The School and the Association will not disclose the student's personal information to any third party for purposes other than those contained in the Privacy Policy, without prior consent, unless required or authorised by law. If you have any questions as to how the School or the PSA use the information collected, or if you would like to change the student's details, please contact the School in writing at: St Paul's School, 34 Strathpine Road, BALD HILLS, QLD 4036 |             |             |      |
| Mother/Parent1/<br>Guardian1  | Name        | Signature   | Date |
| Father/Parent2/<br>Guardian2  | Name        | Signature   | Date |



## Conditions of Entry

1. The parent(s) or person responsible for payment of fees shall pay St Paul's School such fees and charges for the education and maintenance of, and for the supply of goods and services to, the student as shall be determined by the School Council from time to time.
2. Fees shall be payable prior to the first day of term to which they relate. Other charges are payable on demand and may be subject to alternation from time to time without notice. The Principal may refuse permission for a student to re-enter the School if any fees or charges for any preceding term have not been paid.
3. The Principal must be given one term's notice in writing prior to the withdrawal of a student, or a term's fees will be charged.
4. The School reserves the right to discipline, suspend or expel any student at any time, whose behaviour is considered by the Principal to be unacceptable, or the Principal considers that the student is not benefiting from the academic courses the School provides.
5. Parents will make good any damage to school property or apparatus caused by their child.
6. Parents are held personally responsible for the punctual attendance of their child at the beginning of each term and for their punctual return after leave.
7. Students are not to be absent from school without leave of absence being granted by the School. Unless the Principal deems otherwise, students absent from school will not receive credit for assessments missed during their absence.
8. Students must wear the appropriate school uniform in good and clean condition and in such a way as to show pride in being identified with the School.
9. The Principal and Staff of the School will exercise all due care in the conduct of the School in all its activities, and will supervise to a reasonable extent all pupils' activities. Neither the School nor the School Council nor the Principal or any member of the Staff will be liable in damages for the loss of any personal property belonging to a student.
10. All students are bound by all rules and regulations as may from time to time be issued by the Principal for the conduct of the School. Parents agree to ensure that their child obeys the School Rules.
11. The parent(s) or guardian have read, and agree to, the School's Privacy Policy and Collection Notices.
12. The School requires the provision of "details of any condition of the enrolee that may call for special steps to be taken for the benefit or protection of the enrolee or other persons in the school". To assist the School to respond to individual requirements which may affect a student's learning, participation or welfare during school hours, please be prepared to provide relevant information which may assist us in caring for the applicant (Medical/Health Care; Physiological/ Cognitive; Sensory e.g. Vision/Hearing, Behavioural/Safety; Communication) should the School request it. Details of special funding or services, which the applicant may receive from an external agency, should also be noted.
13. It is the responsibility of the parent(s) or guardian to advise the School of any changes in the applicant's health or development, or changes in family circumstances, which may affect the student's life at St Paul's School.

## Declaration Statement

Note: All parents/guardians to sign

| I/We  | Name Mother/Parent1/Guardian1 | Name Father/Parent2/Guardian2      |      |
|---|-------------------------------|------------------------------------|------|
| <p>Acknowledge that I/we have made a full and frank disclosure of all required and relevant information in this Application. I/we are aware that failure to make full and frank disclosure may result in the cancellation of a student's enrolment. I/we also acknowledge that I am liable/we are jointly and severally liable for all fees, interest and charges stated in each School account relation to the student above. I/we also acknowledge having read and understood the State of Condition of Entry above and agree to be bound by the provisions. I/We also acknowledge I am/we are jointly and severally liable for any expenses, costs of disbursements incurred by St Paul's School in recovering any outstanding monies, including debt collection agency fees and solicitor's costs providing that those fees do not exceed the scale of charges as charged by the debt collection agency/solicitor and in any event the commission is not to exceed 18% if the debt value plus out of pocket expenses.</p> |                               |                                    |      |
| Signature Mother/Parent1/Guardian1  | Date                          | Signature Father/Parent2/Guardian2 | Date |

## List of Parental Occupation Groups

### **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 degree or higher qualifications and experience in applying this knowledge to design, develop or operate complex systems; identify, treat and advise on problems; and teach others.

**Health, Education, Law, Social Welfare, Engineering, Science, Computing** professional

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

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

### **Group 2: Other business managers, arts/media/sportspersons and associate professionals**

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

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

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

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

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

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

**Health, Education, Law, Social Welfare, Engineering, Science, Computing** technician/associate professional

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

**Defence Forces** senior Non-Commissioned Officer

### **Group 3: Tradesmen/women, clerks and skilled office, sales and service staff**

**Tradesmen/women** generally have completed a 4 year Trade Certificate, usually by apprenticeship. All tradesmen/women are included in this group.

**Clerks** [bookkeeper, bank/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/child care worker, nanny, meter reader, parking inspector, postal worker, courier, travel agent, tour guide, flight attendant, fitness instructor, casino dealer/supervisor]

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

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

**Hospitality staff** [hotel service supervisor, receptionist, waiter, bar attendant, kitchenhand, porter, housekeeper]

**Office assistants, sales assistants and other assistants.**

**Office** [typist, word processing/data entry/business machine operator, receptionist, office assistant]

**Sales** [sales assistant, motor vehicle/caravan/parts salesperson, checkout operator, cashier, bus/train conductor, ticket seller, service station attendant, car rental desk staff, street vendor, telemarketer, shelf stacker]

**Assistant/aide** [trades' assistant, school/teacher's aide, dental assistant, veterinary nurse, nursing assistant, museum/gallery attendant, usher, home helper, salon assistant, animal attendant]

**Labourers and related workers**

**Defence Forces** ranks below senior NCO not included above

**Agriculture, horticulture, forestry, fishing, mining worker** [farm overseer, shearer, wool/hide classer, farm hand, horse trainer, nurseryman, greenkeeper, gardener, tree surgeon, forestry/logging worker, miner, seafarer/fishing hand]

**Other worker** [labourer, factory hand, storeman, guard, cleaner, caretaker, laundry worker, trolley collector, car park attendant, crossing supervisor]