



Stanhope Primary School

Learning • Success • Respect • Citizenship



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Newsletter

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Inspiring Lifelong Learning

ISSUE 20: July 18th 2024

REMINDERS & THINGS TO DO

GLASSES FOR KIDS

FREE

A qualified Optometrist will visit our school on

FRIDAY 9th AUGUST

Please return the attached consent form as soon as possible to take advantage of this great opportunity to have your child's eyesight tested.

PIE DRIVE

Completed pie drive order forms and money are due back to school by Monday 22 July.

Once orders are collated, vouchers will be issued for families to collect their pies by prior arrangement from Kyabram Bakery

DATES TO REMEMBER

Monday 22nd July

- ◆ Pie Drive orders and money due back to school

Wednesday 24th July

- ◆ School Council 7pm

Thursday 25th July

- ◆ ART

Thursday 1st August

- ◆ LIBRARY

Thursday 8th August

- ◆ ART

Friday 9th August

- ◆ Mini Olympics at Girgarre PS
- ◆ Glasses for Kids

Friday 16th August

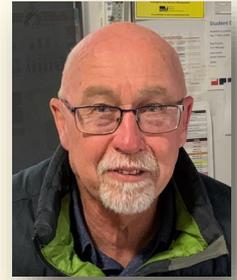
- ◆ Grade 3-6 Athletics at Kyabram P-12

Semester 1 reports & NAPLAN results attached to this newsletter

PRINCIPAL'S MESSAGE: Graeme Hodgens



Welcome back to Term 3! As usual a lot will be happening when we settle back into school. I will be here for the next few weeks until Ms Owen returns, and I look forward to working with the wonderful students at Stanhope PS.



I have been fortunate to work in this area for many years and was the Principal at Rochester Primary School for 14 years until I thought I had retired. The chance to come and work here was too good to pass up.

Please drop in to introduce yourself, I look forward to meeting you.

Cards for Ms Owen

We hope Ms Owen has a speedy recovery and look forward to her being back in a few weeks' time. Students made 'Get Well' cards for her and Mica will post these off.

Lion's Public Speaking

On Wednesday three of our students, Daisy, Lily and Cooper went to Girgarre Primary School to compete in the next level of the Lion's Club Public Speaking competition. Cass was invited to attend however he was unfortunately ill and wasn't able to make it. All three performed to a high standard and as a school we can be very proud of their efforts. Daisy has been invited to compete at the next level to be held on a date to be set.

Athletic Sports

We have started training for the athletic sports that will take place in August. We have some budding Olympic champions here at Stanhope and look forward to them competing.

We're all looking forward to a great term!



FROM THE
**Business
Manager**

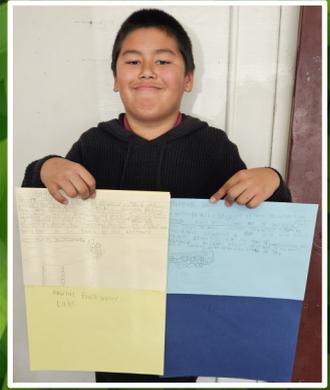
Mica will be in the office on
Tuesdays and Thursdays.

I am happy to discuss
confidential payment
options for fees or camps
& excursions with you.

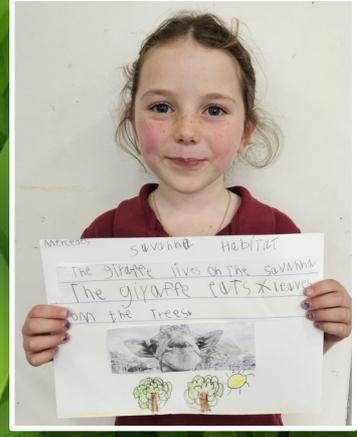
Café Lunch Orders

**3rd Wednesday
of every month**

**21st August
18th September
16th October
20th November
18th December**



HABITATS



The Best Part About Me

The Best Part About Me!

By Castiel Ashe

The best part about me is my eyes, because I can see where I am going. I can read my books, I can see where the ball is to play down ball, and I can find stuff on the desk.

The Best Part About Me!

By Cooper Randell

The favourite part of me is my hands because I can hit the ball in hand ball games, and I can tag people with them. My hands help me with daily things in my life such as writing, drawing, reading, picking up, putting down, eating, and more.

The hand is one of the most important body parts, so you need to protect it. If you lose a hand or both it would mean that you cannot nearly do as much.

The Best Part About ME!

By Daisy Horton.

Is ALL OF ME because I can do heap of things like running, playing, singing, drinking, dancing, moving and me looking gorgeous every day!

The Best Part About Me!

By Mercedes Higginbottom.

The best thing about me is my hands because I can dance to the Macarena. They also help me to put chocolate in my mouth - YUM!!

The Best Part About Me!

By Caleb Pritchard.

I like my hands because I can play my PS3 and I like my hands because I can write and I can play downhill. My hands help me to do Maths.

THE BEST PART ABOUT ME

By Bonni Baker

My hands because they draw, drive the golf buggy, they write the best stories, they help me do cart wheels, hand stands, shake peoples hands, wave, cut paper, climb trees, make origami, hold my things, play with my friends and call my friends. I could go on & on but they're my fav!

The Best Part About Me!

By Lily Horton

The best part about me is my hands, because I can text people on my phone, make cover stars, get ready early in the morning and put different types of earrings in. I love to use my hands, because I can clean my face, brush my teeth, do my hair, practice my drawings and go shopping!

The Best Part About Me!

By Tyler Ashe.

The best part about me is my arms and my eyes so I can see and lift stuff. Most jobs I need to use my arms so like when feeding the dogs and cats and playing my games. They help me to pat the dogs and cats and play basketball.

The Best Part About Me!

By Diamond-Rose Horton.

The best part about me is my legs because I am good at running and can run really fast.

The Best Part About Me!

By Alexis Higginbottom

The best part about me is my hands and my legs, because I can do the splits and cartwheels with them.

The Best Part About Me!

By Yara Horton

The best about me is my mouth.

Why is it the best part about me?

It's because I can do awesome things.

I love my smile very much and I don't care what anyone else thinks. I can sing Karaoke (yum) and I can talk to my awesome cousins and I can do my awesome homework with my mouth.

Also I can talk to my friends.

That's why I love my mouth!



We were really excited to received such a thoughtful thank you note from one of our past students.

“I would like to say thank you to Stanhope Primary School for the opportunities it gave me.

I hope you are doing well, same as the school.

I've got into basketball which I'm enjoying, which I believe Stanhope gave me the chance to play!

Thank you Ms O”



Stanhope Primary School ENROLMENTS

**Enrolments are welcome
for our school.**

Parents or carers can contact the school to speak with the principal, Christine, or to collect an enrolment pack.

School tours by appointment.



- ◆ **Small caring environment.**
- ◆ **Individual learning plans to ensure high student outcomes.**
- ◆ **Engaging curriculum delivery.**
- ◆ **Parent involvement encouraged.**

Thank you to our generous sponsors

proPAVE
landscapes

Phil De'Ath
0418 527 365

Lina Ding
0412 266 635

KYABRAMS
MAIN STREET
BUTCHERY

"The Best Meat by Miles"

170 Allan St, Kyabram PH: 5853 2123



Kyabram CLUB
Where good friends meet



- Stanhope Supermarket
- Stanhope RSL Sub Branch

DISCLAIMER: The Department of Education & Training, and Stanhope Primary School do not endorse the products or services of any private advertiser. No responsibility is accepted by the Department or the School for the accuracy of information contained in advertisements.

PROTECT

Protecting children & young people
from abuse is our responsibility



HELP IS BUT A PHONE CALL AWAY

LIFELINE

13 11 14

KID'S HELPLINE

1800 55 1800

BEYOND BLUE

1300 22 4636

AWARDS

**THERE WERE NO AWARDS AT
LAST WEEK'S ASSEMBLY**

<https://www.facebook.com/stanhopeps/>





FISH 'N' CHIPS

Minimum chips	\$ 4.00
Battered sav	\$ 3.50
Boneless wing ding	\$ 1.50
Calamari rings	\$ 1.80
Chicken dim sim	\$ 2.50
Chicken nugget	\$ 0.80
Chiko roll	\$ 3.50
Chilli chicken strip	\$ 2.00
Corn jack	\$ 3.50
Crab sticks	\$ 1.80
Crumbed prawns	\$ 1.80
Dim sim	\$ 1.50
Fish bites	\$ 1.80
Fish cakes	\$ 3.00

FISH

FLAKE	\$ 8.50
BLUE GRENADIER	\$ 9.00
Flat head fillets	\$ 2.50
Garlic chicken ball	\$ 1.80
Hash brown	\$ 1.20
Magdala	\$ 4.00
Mini dim sim	\$ 0.75
Mini spring roll	\$ 2.00
Pineapple fritter	\$ 3.00
Pluto pup	\$ 3.50
Potato cake	\$ 1.50
Scallops	\$ 1.80
South Melbourne dim sim	\$ 2.50
Spring roll	\$ 3.50
Wing ding	\$ 2.50

CHIPS, CHEESE & GRAVY

SMALL	\$ 7.00
MEDIUM	\$ 10.00
LARGE	\$ 13.00

Tomato sauce sachet \$ ***0.30***

LOADED FRIES

SMALL	\$ 9.00
LARGE	\$ 14.00

BURGERS

Bacon & Egg Roll	\$ 8.00
Bacon & Egg Sandwich	\$ 7.50
Chicken parma roll	\$ 13.00
Chicken schnitzel & gravy roll	\$ 9.00
Chicken schnitzel & salad roll	\$ 8.50
Chicken schnitzel with the lot	\$ 15.00
Chicken wrap with the LOT	\$ 13.00
PLAIN	\$ 11.00
Fish burger with the LOT	\$ 15.00
PLAIN	\$ 12.00
Hamburger with the LOT	\$ 13.00
PLAIN	\$ 11.00
Souvlaki- beef/lamb/chicken	
LOT	\$ 13.00
PLAIN	\$ 11.00
Steak sandwich with the LOT	\$ 12.00
PLAIN	\$ 10.00

Sauces- tomato, bbq, mayo, garlic, sweet chilli, hot chilli, tartare

EXTRAS

Gravy on chips	\$ 2.00
Meat	\$ 4.00
Bacon or Egg	\$ 2.00
Cheese or Pineapple	\$ 1.00
Squeezy sauce - per sachet	\$ 0.30
Small salad	\$ 6.00
Large salad	\$ 7.00

BAKERY

Plain pie	\$ 5.50
Flavoured pie	\$ 5.90
Sausage Roll	\$ 4.80
Pastie	\$ 4.80
Salad only rolls	\$ 6.50
Meat and salad rolls	\$ 8.00
Salad only sandwich	\$ 6.00
Meat and salad sandwich	\$ 7.50
Salad wraps	\$ 8.00



KYABRAM DISTRICT
HEALTH SERVICE

Kyabram District Health Service (KDHS) has worked with local clinics and health providers for many decades to deliver high-quality healthcare services across the Campaspe community.

Stanhope has been without a local visiting GP service for 12 months. To address the community's healthcare needs, KDHS is collaborating with [Telecare](#) – Australia's leading virtual care provider, to introduce a new GP service at Stanhope Health called Stanhope Telecare Medical Centre.

The service is the first of its kind in Victoria. It follows the introduction of Telecare in the Kyabram hospital in October 2023 as part of the Hume Health Services Partnership and is part of the GPs in Community Health Project, which aims to explore better ways to deliver affordable, sustainable and viable primary care services in rural communities.

Launching on Monday 12 August 2024, the GP service will combine regular face-to-face consultations with weekly virtual telehealth consultations with Telecare GPs Dr Ken-Tze Koh and Dr Raymond Wen who have 20 combined years' experience in rural health.

The new service at Stanhope Telecare Medical Centre will be a mixed billing model and includes:

- Five days a week of face-to-face consultations for the first three weeks (12-30 August 2024).
- After this, there will be two days a month of face-to-face consultations (provided in one week), and two days of telehealth consultations each week for the remainder of the month. KDHS is confirming a roster with Telecare and will provide more information soon.

KDHS is appointing a Practice Nurse who will help clients with their face-to-face and telehealth consultations at the Stanhope Telecare Medical Centre including on-site support at Stanhope Health to access Telecare.

In the meantime, clients can contact Telecare to book an appointment by emailing stanhope@telecare.com.au or calling 03 4800 5291 (9am-5pm).

We believe it is important to collaborate with stakeholders like yourselves to encourage the community to get behind the doctors and service to access high-quality, safe and reliable care.

Thank you for your support of the Stanhope Telecare Medical Centre.

Child safety and wellbeing at Stanhope Primary School

information for families and the school community

The Victorian Government has announced new [Child Safe Standards](#) to further strengthen child safety across organisations, including schools. The new standards recognise the critical importance of families and the broader school community in maintaining and promoting child safety and wellbeing.

Stanhope Primary School has reviewed and updated our child safety policies and procedures to ensure they meet the requirements of the new standards. These are available to view our school's website, via UeducateUs, and at the school's front office.

We are committed to continuous improvement in our approach to child safety and wellbeing and welcome feedback from families and members of our school community on ways we can further strengthen our child safety policies, procedures and practices.

If you have any suggestions, comments or questions, please contact Stanhope Primary School at stanhope.ps@education.vic.gov.au or by phone on 03 5857 2514.

Victoria's Child Safe Standards

- **Child Safe Standard 1** – Establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.
- **Child Safe Standard 2** – Ensure that child safety and wellbeing are embedded in school leadership, governance and culture.
- **Child Safe Standard 3** – Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.
- **Child Safe Standard 4** – Families and communities are informed and involved in promoting child safety and wellbeing.
- **Child Safe Standard 5** – Equity is upheld and diverse needs are respected in policy and practice.
- **Child Safe Standard 6** – People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
- **Child Safe Standard 7** – Ensure that processes for complaints and concerns are child focused.
- **Child Safe Standard 8** – Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
- **Child Safe Standard 9** – Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
- **Child Safe Standard 10** – Implementation of the Child Safe Standards is regularly reviewed and improved.
- **Child Safe Standard 11** – Policies and procedures that document how schools are safe for children, young people and students.
- Ministerial Order 1359 provides the framework for child safety in schools.

FOUR CRITICAL ACTIONS FOR SCHOOLS

Responding to Incidents, Disclosures and Suspicions of Child Abuse

1 RESPONDING TO AN EMERGENCY

If there is no risk of immediate harm go to **Action 2**

If a child is at immediate risk of harm you **must** ensure their safety by:

- separating alleged victims and others involved
- administering first aid
- calling **000** for urgent medical and/or police assistance to respond to immediate health or safety concerns
- identifying a contact person at the school for future liaison with Police.

Where necessary you may also need to maintain the integrity of the potential crime scene and preserve evidence.

2 REPORTING TO AUTHORITIES / REFERRING TO SERVICES

As soon as immediate health and safety concerns are addressed you **must** report all incidents, suspicions and disclosures of child abuse as soon as possible. Failure to report physical and sexual child abuse may amount to a criminal offence.

Q: Where does the source of suspected abuse come from?

WITHIN THE SCHOOL

VICTORIA POLICE
You **must** report all instances of suspected child abuse involving a school staff member, contractor, volunteer or visitor to Victoria Police.

You **must also** report internally to:

- GOVERNMENT SCHOOLS**
 - School principal and/or leadership team
 - Employee Conduct Branch
 - DET Incident Support and Operations Centre.
- CATHOLIC SCHOOLS**
 - School principal and/or leadership team
 - Diocesan education office.
- INDEPENDENT SCHOOLS**
 - School principal and/or school chairperson
 - Commission for Children and Young People on **1300 782 978**

All allegations of 'reportable conduct' **must** be reported as soon as possible to:

- GOVERNMENT SCHOOLS**
 - Employee Conduct Branch
- CATHOLIC SCHOOLS**
 - Diocesan education office
- INDEPENDENT SCHOOLS**
 - Commission for Children and Young People on **1300 782 978**.

WITHIN THE FAMILY OR COMMUNITY

DHHS CHILD PROTECTION
You **must** report to DHHS Child Protection if a child is considered to be:

- in need of protection from child abuse
- at risk of being harmed (or has been harmed) and the harm has had, or is likely to have, a serious impact on the child's safety, stability or development.

VICTORIA POLICE

You **must also** report all instances of suspected sexual abuse (including grooming) to Victoria Police.

You **must also** report internally to:

- GOVERNMENT SCHOOLS**
 - School principal and/or leadership team
 - DET Incident Support and Operations Centre.
- CATHOLIC SCHOOLS**
 - School principal and/or leadership team
 - Diocesan education office.
- INDEPENDENT SCHOOLS**
 - School principal and/or chairperson.

YOU MUST TAKE ACTION

You **must** act, by following the Four Critical Actions, as soon as you witness an incident, receive a disclosure or form a reasonable belief* that a child has, or is at risk of being abused.

As a school staff member, you play a **critical role** in protecting children in your care.

You **must** act if you form a suspicion or reasonable belief, even if you are unsure and have not directly observed child abuse (e.g. if the victim or another person tells you about the abuse).

It is strongly recommended that you use the **Responding to Suspected Child Abuse template** to keep clear and comprehensive notes, even if you make a decision not to report.

*A reasonable belief is a deliberately low threshold. This enables authorities to investigate and take action.

3 CONTACTING PARENTS/CARERS

Your principal **must** consult with DHHS Child Protection or Victoria Police to determine what information can be shared with parents/carers. They may advise:

- not to contact** the parents/carer (e.g. in circumstances where the parents are alleged to have engaged in the abuse, or the child is a mature minor and does not wish for their parent/carer to be contacted)
- to contact** the parents/carers and provide agreed information (this must be done as soon as possible, preferably on the same day of the incident, disclosure or suspicion)
- how to communicate** with all relevant parties with consideration for their safety.

4 PROVIDING ONGOING SUPPORT

Your school **must** provide support for children impacted by abuse. This should include the development of a **Student Support Plan** in consultation with wellbeing professionals. This is an essential part of your duty of care requirements.

Strategies may include development of a safety plan, direct support and referral to wellbeing professionals and support.

You **must** follow the **Four Critical Actions** every time you become aware of a further instance or risk of abuse. This includes reporting new information to authorities.

CONTACT

DHHS CHILD PROTECTION

AREA
North Division **1300 664 977**
South Division **1300 655 795**
East Division **1300 300 391**
West Division (Rural) **1800 075 599**
West Division (Metro) **1300 664 977**

AFTER HOURS
After hours, weekends, public holidays **13 12 78**

CHILD FIRST
<https://services.dhhs.vic.gov.au/federal-and-support-teams>

ORANGE DOOR
<https://www.vic.gov.au/familyviolence/the-orange-door.html>

VICTORIA POLICE
000 or your local police station

DET INCIDENT SUPPORT AND OPERATIONS CENTRE
1800 126 126

INCIDENT MANAGEMENT AND SUPPORT UNIT
1800 126 126

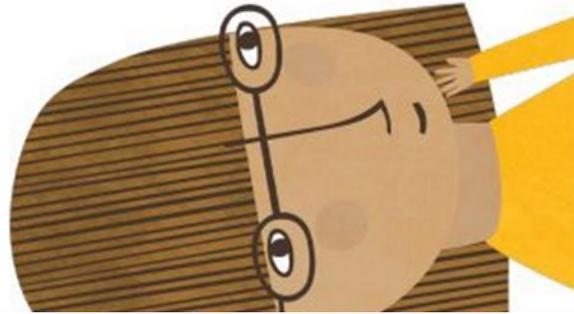
EMPLOYEE CONDUCT BRANCH
(03) 9637 2595

DIOCESAN OFFICE
Melbourne **(03) 9267 0228**
Ballarat **(03) 5337 7135**
Sale **(03) 5622 8600**
Sandhurst **(03) 5443 2377**

INDEPENDENT SCHOOLS VICTORIA
(03) 9825 7200

THE LOOKOUT
The LOOKOUT has a service directory, information, and evidence based guidance to help you respond to family violence: <http://www.lookout.org.au>

Family violence victims/survivors can be referred to **1800 Respect** for counselling, information and a referral service: **1800 737 732**



PROTECT

THE EDUCATION STATE

VICTORIA Education and Training

CECV





EVERY DAY COUNTS

EVERY DAY COUNTS

ATTENDANCE FACT SHEET FOR PRIMARY SCHOOL STUDENTS

School is better when you're here

DO I HAVE TO GO TO SCHOOL?

Yes, in Victoria everyone aged from 6 – 17 has to go to school.

Missing one day a fortnight is the same as missing 4 whole weeks of school a year.

From Foundation to Year 12 that adds up to 1.5 years of school!

School is better when you attend. Your friends and your teachers notice that you are away and wonder if you are OK.

WHY IS IMPORTANT THAT I GO TO SCHOOL EVERY DAY?

Right now, being at school is the most important thing you need to do for your future. School helps you build good habits for later on in life. You might think school is just about Maths and English but you're also learning about how to work with other people and how to solve problems.

Being at school every day also means you are becoming more independent as a learner and interacting with your friends and teachers. If you are at school you can get help from your teachers and friends and won't have to try to learn things in your own time.

Being an adult probably seems far away but we know that young people who attend school more frequently have better outcomes after school too. This means they earn more money, have better job opportunities and are generally healthier. So being at school really does make a difference!

DO MY PARENTS NEED TO LET THE SCHOOL KNOW IF I'M GOING TO BE AWAY?

Yes. Your parents need to notify the school of your absence as soon as they can within three days of your absence. If they know you are going to be away, they should try to tell the school before the day or days you are away.

If you're away from school too much and don't have a reasonable excuse like a serious illness, your parents might get a letter from the principal asking about why you're away.

ARE THERE ANY GOOD REASONS TO BE AWAY FROM SCHOOL?

No. Unless you are so sick you can't get out of bed or there is an event like a funeral, you should be at school. Every day you are away is a day of classes and social connection you miss out on. Taking a day off for your birthday or go shopping isn't a good reason to miss school.

Even medical and health appointments should be made either before or after school or during the school holidays. This includes family holidays. Your parents are encouraged not to plan holidays during the term but to organise these during the school holidays.



EVERY DAY COUNTS

If you do have to be away for some reason, your parents need to contact the school and let them know what's going on. Depending on the situation, the school might provide schoolwork for you to complete.

IF I'M NOT AT SCHOOL WHAT DO I MISS OUT ON?

You miss out on all the big stuff – class discussions and all the interaction that happens in a classroom, the chance to get help from teachers and the opportunity to practice skills and gain knowledge.

Being away means you might miss out on a lot of learning or that you need to catch up in your time.

If all of that isn't enough to convince you to be at school every day, being away also means you also miss out on playing with your friends. Being away from school a lot can be lonely. It has a big impact on relationships and social connections.

Believe it or not, everyone wants you at school and it really is better when you attend.

WHAT IF I'M HAVING PROBLEMS GETTING TO SCHOOL?

Getting to school on time everyday can be about having a good routine.

If you find yourself running late or missing school because you're disorganised, try:

- Asking your parents for help getting ready
- Having a set time to go to bed
- Leaving all technology out of your bedroom
- Packing your school bag the night before with everything you need
- Having a set time for breakfast
- Planning to meet up with a friend so you can travel to school together.

Sometimes, though it can just be hard to go to school.

You might feel overwhelmed by the work or things might be tough with your friends. Maybe you don't feel safe at school or you really dislike a teacher or things at home aren't great. Perhaps you're feeling down or anxious and don't even really know why.

Whatever the situation is, staying away from school isn't the answer. Many people want to help you. Try talking to:

- Your parents or another adult family member
- A trusted teacher
- Wellbeing Coordinator or the school counsellor
- Another trusted adult like your coach

USEFUL WEBSITES/CONTACTS

Kids Matter - www.kidsmatter.edu.au

Youth Beyond Blue -
www.youthbeyondblue.com.au

Headspace - www.headspace.org.au
or e-headspace
www.eheadspace.org.au/ for online
counselling & support

Reach Out – www.reachout.com

Kids helpline - 1800 55 1800 24 hours
a day, 7 days a week or [web
counselling](#)

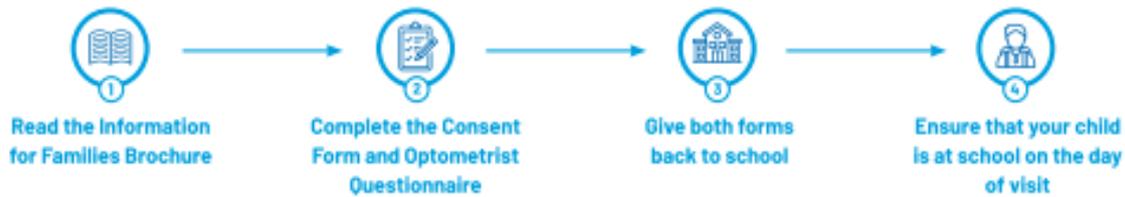


CONSENT FORM

The Department of Education (the department), which includes all Victorian government schools, and central and regional offices, is providing funding to State Schools' Relief (SSR) which is a charitable non-government organisation, to manage and deliver the Glasses for Kids program (the Program) at 297 targeted schools between 2024 and 2027.

Your consent is needed for your child to participate in the program.

4 simple steps to be part of the Glasses for Kids program...



Privacy and Information Handling

The personal and health information collected through this process will be held by your child's school, State Schools' Relief and the relevant program partners (optometrists) who conduct and supervise the screening and testing of your child.

The information collected is used for the purpose of administering and providing the services of the Program. This Consent Form and Optometrist Questionnaire will be shared with the appropriate school staff, staff within SSR and the program partners optometrists, who require such information to facilitate your child receiving services provided through the Program, or otherwise when permitted or required by law. If required, you can request access to the information collected about your child for the Program by contacting your child's school in the first instance.

The department, SSR and its relevant program partners will handle your and your child's personal and health information (including on this form and the eye health questionnaire) in accordance with the Privacy and Data Protection Act 2014, the Health Records Act 2001, the department's privacy policies.

The department's privacy policies can be found here: <https://www.education.vic.gov.au/Pages/privacy.aspx>

Please complete all details if you consent to your child participating in the Glasses for Kids program

I confirm that I have read the Information for Families brochure.

I understand that an optometrist may need to clarify or discuss further details with me on the day of my child's visit, and have provided my phone number.

I understand that if glasses are required, my child will select these on the day from SSR's range of frames. These will be delivered to the school after the visit.

I authorise and consent to my child receiving free initial vision screening and if needed, testing and glasses by a registered optometrist at school through the Program.





CONSENT FORM



I give permission and consent for my child

Student First Name (as per Passport or Medicare):
.....

Student Surname (as per Passport or Medicare):
.....

Date of Birth (DD/MM/YYYY):
..... **to participate in the Glasses for Kids program.**

School:
.....

Year level: **Class:**

Parent/Carer Name: **Phone:**

Parent/Carer Signature: **Date** (DD/MM/YYYY):
.....

Medicare Details

If you do not have a Medicare card, you may still participate in the Glasses for Kids program.

- All participating students will receive free initial vision screening.
- GFK program partners require your Medicare number if your child requires Comprehensive Eye Testing.
- Comprehensive Eye Testing may be bulk billed through Medicare.

If the student does not have a Medicare card, please leave this section blank.

Medicare card number

Individual reference number

Expiry date /



PLEASE TURN OVER





OPTOMETRIST QUESTIONNAIRE

Child's Details and Eye Health

When was your child's last eye exam with an optometrist? Never 1 year 2 years 3 years 4+ years

Does your child wear glasses? Yes No

Has your child ever had eye surgery? If yes, please describe:

Has your child ever had vision therapy, such as eye exercises or patching? If yes, please describe:

Family Eye Health

Does anyone in the family have any of the following?

- | | | | |
|---|--|---|--------------------------------------|
| <input type="checkbox"/> Amblyopia (lazy eye) | <input type="checkbox"/> Hyperopia (far sighted) | <input type="checkbox"/> Astigmatism (blurred vision) | <input type="checkbox"/> Other |
| <input type="checkbox"/> Strabismus (cross eye/s) | <input type="checkbox"/> Myopia (near-sighted) | <input type="checkbox"/> Nystagmus (rapid eye movement) | <input type="checkbox"/> None/Unsure |

Observations

Please tick any of the following that you or your child's teacher has observed:

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Blurred distance vision | <input type="checkbox"/> Near blur/double vision | <input type="checkbox"/> Squints or blinks excessively | <input type="checkbox"/> Headaches |
| <input type="checkbox"/> Tilts head | <input type="checkbox"/> Avoids close work | <input type="checkbox"/> Closes one eye/squints when reading | <input type="checkbox"/> Red or watery eyes |
| <input type="checkbox"/> Eye turns in/out/up | <input type="checkbox"/> Uses finger to read | <input type="checkbox"/> Takes out small words when reading | <input type="checkbox"/> Holds books too close |
| <input type="checkbox"/> Loses place when reading | <input type="checkbox"/> Skips or re-reads lines | <input type="checkbox"/> Reverses letters and numbers | <input type="checkbox"/> Words move or run together |
| <input type="checkbox"/> Slow reading | <input type="checkbox"/> Poor spelling | <input type="checkbox"/> Other | |

