

# The Bulletin

## Statewide Vision Resource Centre

Number 11

Friday 22<sup>nd</sup> July 2011

This issue was edited by Deb Lewis and Lyn Robinson, Statewide Vision Resource Centre.

### Professional Development Activities for Term 3, 2011

For workshops: Please bring laptop, BrailleNote etc as required. No charge. No lunch provided.

<b>Skill power workshops for visiting teachers, teachers, aides, students etc 1.</b> <b>Computer for low vision users</b> - 10.00am to 11.30am Lyn Robinson 2. <b>MAGic</b> - 12.00 to 1.30pm Trevor Boyd, Quantum Technology 3. <b>Braille Maths Q&amp;A</b> - 2.00pm to 3.30pm Lea Nagel	Wednesday 10 August
<b>Visiting Teacher Professional Development – Term 3</b>	Tuesday 23 August
<b>Skill power workshops for visiting teachers, teachers, aides, students etc 1.</b> <b>Duxbury for schools and VTS</b> - 10.00am to 11.30am Lea Nagel & Maria Elford, SVRC 2. <b>BrailleNote for Beginners</b> - 12.00 to 1.30pm 3. <b>Please request a session</b> - 2.00pm to 3.30pm	Wednesday 31 August
<b>Dot power:</b> Literacy-based activities for braille readers from pre-school to grade 3	Tuesday 6 September
<b>Blind Cricket – all welcome!</b>	Friday 23 September

The program for 2011 is available at: <http://www.svrc.vic.edu.au/Acalendar2011.doc>

### Accessible France

Lyn Robinson

Hi I'm back from my holiday in France and yes it was fantastic! We spent a week in Paris, travelling around on accessible buses doing the usual things, the Eiffel Tower, the Louvre, Notre Dame etc and tasting the fantastic food. Then we travelled to Pau in South West France, soaking up the French country side and the warm weather. Contrary to what I had read, I was pleasantly surprised with the provisions made for travellers with a disability. As a wheelchair user my companions and I were politely greeted at public venues such as the Louvre and ushered inside thus avoiding long cues. Entry is usually free or at least reduced for visitors with a disability and their companions. Also of interest also was the amount of braille in the community. All medication both prescription and non prescription had braille on the packaging. Many of the products in the supermarkets, such as washing powder, also incorporated braille labelling. Of course a little bit of research before you travel is always a good idea, there are quite a few websites and blogs which can help you with your travel plans. All the major airlines also have Assistant Services for travellers with disabilities, so bonjour, bon appetite and happy travelling!

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## Braille Reading Speed

From Lea Nagel

The process of decoding is quite different tactually than when reading print. It's not easy to check forward and back, or glance from the pictures to the word you're working on. A great way to help a braille reading student to increase their reading speed is to enable them to predict and check rather than decode from scratch. At first, allow your student to read things they know. Words of a song? A favourite poem?

Re-reading is great too.

- Let the student read a paragraph and get to know what it's going to say. Help them with tricky words. Time the reading. Then have the student read the same paragraph again. Time the reading again. It's OK at first even for the student to memorise the paragraph. Celebrate the increase in speed together. Encourage the student to keep a record, and perhaps use a calculator to work out a words-per-minute reading speed. Over time, increase to a longer passage. Extend to a page, or more, now so long that the student can not memorise it.
- Read along together if the student is happy to do this. Read slightly faster than the student.
- Take turns reading a sentence at a time.
- You read while the student follows and when you stop, the student tells you what word you are up to.

All of these activities help the student develop the light touch that is required for good braille reading. Always encourage your student to read with both hands. The first hand can read, the second hand can check. Discourage the student from stopping and "scrubbing" or going backwards and forwards over the braille.

## Money: Recognising Paper Currency

Adapted from: Low Vision News, June 2011

In Australia, users who are blind are able to determine the different notes by the difference in their length. As the value of the note increases, the length of the note increases by 7mm. Blind users are able to use a plastic template, Cash Test, (seen in the photograph below). Cash Test is small enough to fit in the user's wallet, to quickly identify their paper currency.

By contrast, have you ever seen US paper notes? Yes, they all look the same!!! So the US Bureau of Engraving and Printing (BEP) has recently released a downloadable application, EyeNote, to help people who are blind and visually impaired recognize US currency.

EyeNote is a free mobile device app that uses image recognition technology to determine the denomination of a bill. The app, designed for Apple's iPhone, iPod Touch and iPad2, requires 51 percent of a bill (front or back) to be scanned. In a matter of seconds, EyeNote provides an audible or vibrating response, letting the user know how much their bill is worth.

For people who are blind in the US (and perhaps even sighted travellers to the US), visit:

<http://www.eyenote.gov/>



## SVRC Special Activity: Goalball Report – Term 2, 2011

Prepared by Garry Stinchcombe

Goalball 2011 was a resounding success with students from Grade 2 to Year 9 attending from as far away as Williamstown, Footscray, the Peninsula and Bendigo.

Instructors from Goalball Victoria included Rob Crestani and Michael Lescohier with assistance from SVRC and VT staff and partners including Helen Caldwell, Sharon Saunders [on Renwick placement] Chris Cini [Vision Australia] Garry Stinchcombe and Emily White. The program ran from 9:00 to 12:15.

Rob and Michael ran an excellent program. For the first hour they covered drills and techniques for playing the game. The group was divided into two so those with less experience could be provided with tuition around the basic skills while the others were involved in more advanced skill development. After morning tea Rob and Michael organised a Goalball game. Students played 3-an-end and the competition was played for an hour straight.

It was great to observe the sporting nature of the group both towards each other and the game. There was a variation in abilities and experience but Rob was able to organize the game so everyone was able to operate at their own level. It was heartening to also observe how the older and more physically strong students accommodated the younger students and made them valued members of their team. The game was still played at a competitive level.

At the end of the session after Rob had done his final briefing, Kiel thanked Rob and Michael on behalf of the students.

The students all left feeling very happy and satisfied with the program.

The **photos** above show Rod Crestani on his knees teaching skills to some of the younger students; and one of the students, wearing a blindfold, demonstrating his skills.

For more information about Goalball in Victoria, see: <http://sites.google.com/site/vicgoal/>



## Music Camp 2011

Report from Christine Casey

Early on Saturday morning (25 June) nine students and an assortment of blind adult musicians and sighted staff boarded the train which would take them to the 26<sup>th</sup> National Braille Music camp in Mittagong. The students, ranging in age from 11 to 17 who used braille as their primary form of literacy, came from metropolitan and rural Victoria and for five of them, this was to be their first experience of Braille Music Camp. On arrival at Mittagong station the group walked to Frensham School which would be home for the next week. Rooms were allocated in the boarding houses, bags were unpacked, beds made and old campers caught up with friends from other parts of Australia while the newbie's set about making friends and getting to know their roommates.

Everyone was up bright and early on Sunday morning for breakfast which was followed by the first choir rehearsal. Each of the 37 students and 14 blind staff were provided with a braille copy of the choir music (we generously allowed the few braille-impaired staff who elected to sing with the choir to read from printed scores) and we began to learn our first piece. Beginners listening and trying to keep up with the words, while more advanced students read the words and musical notation and those who were proficient music readers and sight singers were able to sing completely unfamiliar music by singing the notes and words as they read them. Choir was followed by morning tea and a small group (two or three students to a class) braille music and theory lesson. After that it was time to enjoy a sumptuous lunch of soup and salad to ensure that everyone had enough energy for the afternoon's activities. After lunch, the younger sopranos and altos had junior choir, while some of the teenaged boys participated in a drumming ensemble. At 2:30 those who played suitable instruments had orchestra while others formed a band and those who did neither enjoyed some free time or got together for informal jam sessions in the music centre. More food was enjoyed at afternoon tea before everyone headed off for part rehearsals and another choir session. There was an hour of free time between the rehearsal and dinner and then all gathered back in the main singing room to enjoy an informal concert at which campers were given an opportunity to perform musical items in front of their peers. As a reward for a hard day of music making supper was had and much hot Milo drunk before all headed back to the boarding houses for a bit of free time before bed.

Most days followed the same routine with the week's hard work culminating in a public performance which was attended by several hundred members of the local community. The Friday night concert included all items learned by the choirs, orchestra, band and drumming ensemble as well as a selection of performances from the informal concerts.



## Writing Competition 2011

Yes, the Writing Competition is on again! This year, the topic is:

**“Saying YES! – Making the most of opportunities!”**

which offers plenty of scope for our budding writers! Maximum word length is 150 and we encourage students to write a short story, poem, prose or in any manner that suits their purpose.

Your entries are due in by the end of Friday 14 October – no late entries, please!

Please include:

- Name
- Year and age
- School
- VT
- Format that the work was produced

Good luck!

## Education for All?

Source: ICEVI Media Release, 5 July 2011

Six million children worldwide have a disabling visual impairment, and a shocking 4.4 million of them (over 90 per cent of those in developing countries) receive no education at all. The International Council for Education of People with Visual Impairment (ICEVI) presented this bleak picture of the educational opportunities available to children who are blind or have poor sight at a high level Strategic Planning Summit held in connection with the 5th IDP Africa Forum in Accra, Ghana, 1-4 July.

In 1990 the United Nations launched its Education for All (EFA) initiative with the goal of universal access to education by 2015. EFA has made significant progress in reaching non-disabled children, but it has largely failed to include children with disabilities, particularly those requiring alternative modes of communication, such as blind and partially sighted children.

Lord Colin Low, ICEVI President, says: “The funding for EFA comes largely from developed countries, so they have a responsibility to ask why children with disabilities are still not effectively being reached by this initiative. The funding should serve all children, but currently those with visual impairments or other disabilities are being failed.”

ICEVI has renewed its commitment to end the educational exclusion of children who are blind or have poor sight through the Education for All Visually Impaired Children (EFA-VI) campaign, a global initiative led by ICEVI and the World Blind Union (WBU) and supported by the International Agency for the Prevention of Blindness (IAPB). These organisations have developed a Joint Strategy to ensure that national governments make specific provision in national EFA plans for children with visual impairment.

The EFA-VI campaign has made significant progress since it launched four years ago, with programmes in twelve “focus” countries across Africa, Asia and Latin America. It assists developing countries with technical advice and support to make sure that their national plans address the needs of children with visual impairments. ICEVI has now resolved to take the campaign to the next stage in Africa by mobilising support to extend it to more focus countries and by strengthening its regional network and links with partner organisations.

## How to Get a Print Copy of the Braille Font Using Word

From: Lea Nagel

This could be helpful if you are preparing a “cheat sheet”, or if you want to tape labels on to a diagram that you’re preparing using swell paper. Transcribers call this ASCII code. You will need the braille font on your computer – download from various sites such as Duxbury Systems <http://www.duxburysystems.com/products.asp> (and follow the link).

For uncontracted braille, type the words you need, select them, go to the font dialogue box and choose simbraille or braille, depending on your purpose.

- simbraille font looks like this: ⠠⠠⠠⠠⠠
- braille font looks like this: ⠠⠠⠠⠠⠠

Contracted braille symbols are produced using all of the number and other character keys on your keyboard. There are ASCII code lists for you to print out and search through, but here's how I find them:

- \* Type this: `1234567890-=[\;',./
- \* Hold shift and type the same set of keys again

Select them and change the font to simbraille or braille font

What I do is type two rows of the full list and keep the top row in arial and make the bottom row sim braille. I find it quicker than looking up a sheet of ASCII each time I want something.

I also keep a set of them at the top of a document and just copy and paste the one I want.

Some are easy to remember: & is and # is the number sign.

And if you prefer to work from an ASCII list, see below!

⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠
A	B	C	D	E	F	G	H	I	J	K	L	M
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠
&	=	(	!	)	*	<	%	?	:	\$	]	\
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠
[	>	'	-	@	^	~	"	.	;	,	/	+
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠		
#	1	2	3	4	5	6	7	8	9	0		

## JAWS: Reading Every Second Page?

Is your JAWS only reading every second page? Annoying but here are two suggestions:

1. In Word, if you go to View and choose draft, you will not be viewing your pages side by side, so JAWS should then read the whole document.
2. In Word 2007 go to Alt, F then I for Word options. There is a long list of menu items. On the popular tab, there's a check box for: open email attachments in full screen reading view. Un-check it.

## iPhone/iPad App: Wikipedia with Voice

Qwiki looks like an interesting iPhone/iPad app for people with vision impairments. This app accesses Wikipedia, but is specifically designed to read the text back to you.

## iPad for Holly

Adapted from: iPad becomes the Apple of Holly's eye – Herald Sun article

Holly is a little girl with albinism in an independent school in Melbourne, and supported by the SVRC. She made it to the news on June 29 because she is so taken with the iPad that her mother wrote to Steve Jobs, founder of Apple, to sing its praises and he wrote back!

Read about it and see the delightful picture at [www.heraldsun.com.au/news/more-news/ipad-becomes-the-apple-of-hollys-eye](http://www.heraldsun.com.au/news/more-news/ipad-becomes-the-apple-of-hollys-eye).

## EMU Donation to SVRC

An ex-student whom some of you will know, has generously donated an EMU or CCTV (electronic magnifier) for use by the SVRC. This full colour EMU will be used in the Art room for Support Skills Programs on Fridays, enabling students to enlarge their artwork or other objects of interest in full colour.

A very big "THANK YOU" to Bry for her generosity in thinking about us and our students!

## Kids Are So CUTE!!!

From Lea Philp – Visiting Teacher (Northern Metropolitan Region)

Prep are working on "ck" words this week; they were talking about "duck", "quack" etc... I was working with my student and she was smelling her collar, and wanted me to smell it too. I said it was lovely perfume ... and the student's twin called out across the table, "That is CK perfume!" Their older sister had given it to them!

Good old Calvin Kline! Sure beats "quack" and "sick" and "rock"! It just made our day!!

## Math Software: Math Flash

Math Flash™ software helps elementary students sharpen math skills with talking electronic flash cards. This self-voicing program uses the computer's sound card to communicate instructions, drills, practice sessions, and games. Students can select their favourite fun Math Mentor character. Teachers can modify the number of problems, degree of difficulty, and insert custom problems. Cost: \$24.00

Ages = 6+

[http://shop.aph.org/webapp/wcs/stores/servlet/Product\\_Math%20Flash\\_1020740P\\_10001\\_11051](http://shop.aph.org/webapp/wcs/stores/servlet/Product_Math%20Flash_1020740P_10001_11051)

## European Eyewear Moving

The new address is 29/111 Lewis Road Knoxfield 3180.

## News

- We thank **Helen Caldwell** for her fantastic work on Support Skills in terms 1 and 2! She continues VT work in Eastern Metropolitan Region.
- **Erin Greaves** is taking a year off from VT work in Eastern Metropolitan Region to work in a volunteer capacity in Bali as a swimming and water safety instructor! We wish her well and look forward to her returning to VT (Vision) in 2012.
- **Sophie Michael** and **Tess Rossouw** are now working in Eastern Metropolitan Region and **Jenny Williams** is recovering from an injury sustained during her LSL in Bali.
- We welcome **Charlie Roberts** back to Support Skills and Southern Metropolitan Region this term. Charlie has spent the past term travelling in South America.

## For Sale

The following three items are available by contacting Judy on 0457 092201

- Perkins braille, suitable for all braille needs. Price \$400.
- Mountbatten electronic braille, very good condition, well serviced, will verify suitable for all needs such as home, education and office work. Can be used with computers and BrailleNote, suitable for embossing as well as braille on paper. Includes all accessories and manuals. Price \$1700.
- BrailleNote mPower BT 32 cell, excellent condition. Regular service. Will verify. With all accessories including manuals and leather case.  
Extras: WIFI card, valued at approximately \$350. Oxford dictionary approximately valued at \$250. GPS, never used valued at approximately \$1800.  
Will sell the lot for \$5500. Suitable for people with vision impairments who will find that this technology can be used in everyday life as a student at school for education purposes, for people in the workforce (office work) and for everyday living needs at home. Can be used with everyday technology, example printers and computers.

The following items are for sale by Pauline on 0427 722511 (Glen Waverley):

- Wooden Reading/Writing Stands and Wooden Wire Frame Board  
Four (4) very strong, large Wooden Reading Stands or Tilt Boards  
One (1) wooden Wire Frame Board.  
All custom made by Itswood Furniture & Restoration.  
The wooden Reading Boards are adjustable from a 30 to 70 degree angle.  
The Wire Frame Board is used by placing paper over the wire frame and drawing with crayons. You get a somewhat tactile, raised image.  
All beautifully crafted, easy to set up and folds flat for storage. Practical for art work, drawing, reading, homework tasks, educational settings etc.  
\$20.00 each or \$50.00 bulk lot.

## Finally

And finally thanks to everyone for their contributions to this Bulletin, especially David Billimoria, Marion Blazé, Jessica Zammit and Lea Nagel.

If you have something you would like included in "The Bulletin" please email Lyn Robinson [lynrobin@svrc.vic.edu.au](mailto:lynrobin@svrc.vic.edu.au)

To read the Bulletin Online: <http://www.svrc.vic.edu.au/Abulletin.shtml>





# Victorian Blind Cricket Association Inc.



Statewide Vision  
Resource Centre

**Patron** Max Walker  
**President** Alf O'Neill  
 BH: (03) 9699 3111  
 AH: (03) 9386 2167  
  
**Pavilion** (03) 9822 7713

**Email** secretary@vbca.org.au  
**Secretary** Nick Pepper  
 42 Mountfield St.,  
 Brunswick  
 Victoria 3056

## Schools Blind Cricket Programme

When: Friday 23rd September 2011  
 Time: 9:30am to 2:30pm  
 Who: **all** students with vision impairments in years 4 to 12  
 Where: **please meet at** Cricket Pavilion  
 Victorian Blind Cricket Association's grounds  
 454 Glenferrie Road Kooyong (at the rear of Vision Australia)  
 RSVP essential by: Friday 3<sup>rd</sup> September 2010

The Victorian Blind Cricket Association in conjunction with the Statewide Vision Resource Centre extend an invitation to attend the Blind Cricket come and try / coaching clinic day.

Attendees will learn the art of blind cricket through a range of activities and games designed to enhance team work and the individual's hand eye / hand ear coordination skills. Parents / guardians and Visiting Teacher are also encouraged to attend the day. Staff from the Statewide Vision Resource Centre will be in attendance.

Blind Cricket in Victoria is an open aged mixed gender sport with players receiving accommodations depending on age, abilities and level of vision enabling the participation of all players regardless of age, gender or vision levels. Blind Cricket is a great way to keep fit as well as build up social networks.

There is no cost to participants to attend this programme and a sausage sizzle lunch and a soft drink will be provided to all students attending the day.

If you would like to attend this programme registration is essential via the Statewide Vision Resource Centre by completing the attached registration form (and permission / medical form for non-Support Skills students) by Friday 3<sup>rd</sup> September 2010. Please note that no student will be permitted to participate in the programme unless the VBCA registration form is completed and signed by parent or guardian. The VBCA registration form is a separate document to any document which the SVRC may require to be completed.

Further information about this day can be obtained by contacting Rod Pritchard by phone on (BH) 8842 5878, (AH) 9754 7308, (Mob) 0401 718 926 or email to [pritchardrojo@bigblue.net.au](mailto:pritchardrojo@bigblue.net.au) or Garry Stinchcombe (BH Wed-Fri) 9841 0242 or email to [stinchcombe.garry.g@edumail.vic.gov.au](mailto:stinchcombe.garry.g@edumail.vic.gov.au). The VBCA hope you will take this opportunity to explore the benefits of playing blind cricket and we look forward to meeting with you on the day.

Alf O'Neil  
 President  
 Victorian Blind Cricket Association

Deb Lewis  
 Manager  
 Statewide Vision Resource Centre



Statewide Vision  
Resource Centre

PO Box 201

Nunawading 3131

Tel: (+613) 9841 0242

Fax: (+613) 9841 0878

Email: [svrc@svrc.vic.edu.au](mailto:svrc@svrc.vic.edu.au)

## CONSENT FORM BLIND CRICKET DAY 2011

I, \_\_\_\_\_ (insert parent/guardian name) being  
the parent/guardian of \_\_\_\_\_ (insert student name)  
who attends \_\_\_\_\_ (insert name of school)

give consent for my child to participate in the Statewide Vision Resource Centre's Blind Cricket Day 2011 run in conjunction with Victorian Blind Cricket Association.

I give permission for staff of the Statewide Vision Resource Centre to keep a file with relevant information regarding my child, and to send reports and feedback to my child's school and/or visiting teacher [if applicable].

I give consent to use and reproduce photographic/video/film/digital images of my child – for educational and/or promotional purposes including reproduction in the SVRC newsletter (The Bulletin), inclusion on the SVRC website, demonstration during professional development programs etc. Please attach comments or exclusions.

I authorise the teacher in charge to consent, where it is impractical to communicate with me, to my child receiving such medical or surgical treatment as may be deemed necessary.

I agree to meet the expense of my child being returned to home. I understand that such an arrangement may be due to illness, injury or in the opinion of the teacher in charge there is non co-operation of any description by my child.

I understand that computers, cameras, cash and other valuables which are brought on the day are the student's responsibility and are to be brought at their own risk.

Signed \_\_\_\_\_

Date \_\_\_\_\_

Print name \_\_\_\_\_

## Confidential Medical Information for School Council Approved Excursions

**Please complete if your child does not attend the SVRC Support Skills Program**

The school will use this information if your child is involved in a medical emergency. All information is held in confidence. This medical form must be current when the excursion/program is run.

Parents are responsible for all medical costs if a student is injured on a school approved excursion unless the Department of Education is found liable (liability is not automatic). Parents can purchase student accident insurance cover from a commercial insurer if they wish to.

Excursion/program name: Statewide Vision Resource Centre Support Skills Program, 2011: Blind Cricket  
Date(s): Friday 23 September 2011

Student's full name:

Student's address: Postcode:

Date of birth: Year level:

Parent/guardian's full name:

Name of person to contact in an emergency (if different from the parent/guardian):  
\_\_\_\_\_  
Emergency telephone numbers: *After hours* *Business hours*

Name of family doctor: \_\_\_\_\_  
Address of family doctor:

Medicare number:

Medical/hospital insurance fund: Member number:

Ambulance subscriber?  Yes  No If yes, ambulance number:

Is this the first time your child has been away from home?  Yes  No

**Please tick if your child suffers any of the following:**

- |   |  |  |                                    |
|---|--|--|------------------------------------|
| <input type="checkbox"/> Asthma (if ticked complete Asthma Management Plan)             | <input type="checkbox"/> Dizzy spells    | <input type="checkbox"/> Heart condition | <input type="checkbox"/> Migraine  |
| <input type="checkbox"/> Fits of any type (if ticked complete Epilepsy Management Plan) | <input type="checkbox"/> Travel sickness | <input type="checkbox"/> Bed wetting     | <input type="checkbox"/> Blackouts |
| <input type="checkbox"/> Anaphylaxis (if ticked complete Anaphylaxis Management Plan)   |  |  |                                    |
| <input type="checkbox"/> Diabetes   |  |  |                                    |
| <input type="checkbox"/> Sleepwalking   |  |  |                                    |

Other: \_\_\_\_\_

**Swimming ability**

Please tick the distance your child can swim comfortably.

- Cannot swim (0m)     Weak swimmer (<50m)     Fair swimmer (50-100m)  
 Competent swimmer (100-200m)     Strong (200m+)

**Allergies**

Please tick if your child is allergic to any of the following:

Penicillin                                       Other Drugs: \_\_\_\_\_

Foods: \_\_\_\_\_

Other allergies: \_\_\_\_\_

What special care is recommended for these allergies? \_\_\_\_\_

\_\_\_\_\_

Year of last tetanus immunisation: \_\_\_\_\_

(Tetanus immunisation is normally given at five years of age (as Triple Antigen or CDT) and at fifteen years of age (as ADT))

**Medication**

Is your child taking any medicine(s)?  Yes  No. Please list: \_\_\_\_\_

\_\_\_\_\_

Does your child need to take medication during school hours?  Yes  No

If yes, provide the name of medication, dose and describe when and how it is to be taken.

\_\_\_\_\_

\_\_\_\_\_

All medication must be given to the teacher-in-charge. All containers must be labelled with your child's name, the dose to be taken as well as when and how it should be taken. The medications will be kept by the staff and distributed as required. Inform the teacher-in-charge if it is necessary or appropriate for your child to carry their medication (for example, asthma puffers or insulin for diabetes). A child can only carry medication with the knowledge and approval of both the teacher-in-charge and yourself.

**Medical consent**

Where the teacher-in-charge of the excursion is unable to contact me, or it is otherwise impracticable to contact me, I authorise the teacher-in-charge to:

- Consent to my child receiving any medical or surgical attention deemed necessary by a medical practitioner.
- Administer such first-aid as the teacher-in-charge judges to be reasonably necessary.

Signature of parent/guardian (named above) \_\_\_\_\_

Date: \_\_\_\_\_

The Department of Education requires this consent to be signed for all students who attend government school excursions that are approved by the school council.

**Note:** You should receive detailed information about the excursion/program prior to your child's participation and a Parent Consent form. If you have further questions, contact the school before the program starts.