

## ENROLMENT POLICY

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### 1. MISSION AND VISION

**Mission:** Excellence in education within a Christ-centred environment in which all flourish.

**Vision:** An inclusive, innovative system of Catholic schools in which lives are transformed through witness to Christ.

### 2. PURPOSE

The purpose of this policy is to outline the expectations of the Catholic Education Diocese of Bathurst (CEDB) in relation to Enrolment of students and addressing enrolment applications.

Processes outlined in this policy are to be followed by all CEDB schools and form the basis for procedures at the local level. The implementation of enrolment procedures requires appropriate consultation between the principal and the Parish Priest. Upon enrolment, parents enter into a partnership with the school, requiring them to support the values and philosophy of the Catholic school, and to provide all relevant learning/behavioural documentation pertaining to their child's needs.

### 3. EXPECTATIONS

It is expected that all schools will adhere to the scope and procedures and implementation outlined in this document. A school Enrolment Policy is not required but it is expected that schools will develop, document and implement school specific practices in relation to implementing this Enrolment Policy.

#### Parents are responsible for:

- enrolling their children of compulsory school age in a government or registered non-government school or registering them with the NSW Education Standards Authority (NESA) for home-schooling or distance education
- completing in full an *Application for Enrolment Form* including it being signed by parents/carers
- providing all required and relevant documentation for enrolment to proceed
- providing information regarding all relevant learning/behavioural needs pertaining to their child
- meeting their obligations regarding the payment of school fees
- providing an explanation for student absence within seven calendar days of the absence
- informing the school, in the future, if they are moving to another school.
- Completing an Exit Form when leaving the school
- if relevant, completing an *Application for Exemption from Attendance at School* for individual students, which may be granted if the Executive Director of Catholic Schools in the Bathurst Diocese, Consultant to Schools and Principals are satisfied that conditions exist which make it necessary or desirable, subject to conditions and limited to a period specified in the certificate.
- if relevant, alternatively completing an *Application for Exemption from Enrolment at School* for individual students, which may be granted if the Minister or delegate is satisfied that conditions exist which make it necessary or desirable, subject to conditions and limited to a period specified in the certificate.

**The Principal is responsible for ensuring that:**

- Enrolment Applications from parents of children of compulsory school age, are thoroughly reviewed with a view to possibly enrolling the student. This includes sighting of all required documentation
- meetings are held with parents, and possibly Parish Priests, to ensure the requirements of the individual child can be addressed and the school can adequately cater for their needs
- parents are informed in writing of the success, or not, of their application

#### **4. DEFINITIONS**

See Appendix 5

#### **5. GUIDELINES**

These guidelines are required to be followed by all systemic Catholic Schools in the Diocese of Bathurst.

1. Each systemic Catholic school has a particular responsibility to accept and support those who are poor, marginalised and in most need. Therefore, no student should be refused enrolment or be disadvantaged because of the inability to meet financial requirements
2. Each school is to devise strategies to support and encourage enrolment applications from Aboriginal and Torres Strait Islander families
3. The diocesan *Application for Enrolment Form* is to be utilised for the enrolment process, completed in full and signed by parents/carers. All required documentation is to be supplied with the Application for Enrolment.
4. No enrolment application fees are charged to families. If a secondary school charges an enrolment application fee, it will be deducted from the term one fee account.
5. The time of enrolment is an opportunity for dialogue, reflection and mutual discernment about the individual circumstances and the spiritual/learning journey of the student in the context of the family and the religious purposes of the school in the life of the parish. Therefore the interview process at enrolment is of priority in preparing to address the needs of the student.
6. Students with additional needs will be considered for enrolment depending upon their individual needs and the recommendations of specialists, doctors, mental health plans and case workers. The central focus for each student is on addressing the needs of the individual student rather than their disability, medical condition, language background or giftedness. Appendix 2 must be followed for all Students with Additional Needs. This will ensure that the individual needs of the student as well as the capacity of the school, with reasonable adjustments, to meet these needs effectively, will be carefully considered and be consistent with the Disability Standards for Education 2005.
7. An interview with the Parish Priest *may* occur with parents of students who are not baptised.
8. Students enrolled where a partial attendance requirement is deemed appropriate will have this reviewed in an agreed timeframe in conjunction with their parents and support team as part of the goal of ongoing transition to full time school. See Appendix 4.
9. Priority in enrolment will be as follows:
  - a. Baptised Catholic students living within the parish/school area
  - b. Siblings of students already attending the school whose families have demonstrated ongoing support for the Catholic mission of the school
  - c. Baptised Catholic students living outside the parish/school area
  - d. Students of families who have “special pastoral circumstances” as assessed by the Principal/Parish Priest
  - e. Non-Catholic students with a Catholic parent or care-giver
  - f. Non-Catholic students whose parents wish them to have a Christian education and agree for them to participate in the religious education program of the school and who are prepared to support the Catholic mission of the school.

- g. For secondary school enrolments, students who attend a local Catholic primary school should have priority of enrolment within the Catholic system where the family has supported the Catholic mission of the school.
10. Decisions regarding enrolment applications are to be communicated to parents formally in a letter with the principal's signature.
11. Students must be enrolled in the name on their birth certificate or passport. For students requesting enrolment in a name other than the one listed on their birth certificate/passport, the CEDB must be consulted in regard to the legal position and options available.
12. By law, all children in NSW must be enrolled in school by their sixth birthday. As a guideline, a child may be enrolled to commence Kindergarten in a diocesan Catholic school if they turn five on or before 31 July in that year.
13. For student's enrolling after the commencement of their schooling, a student's previous school may be contacted as part of the enrolment process. A copy of the student's most recent school report must be provided as part of the application process.
14. The enrolment of all students, irrespective of individual circumstances or attributes, must first be considered according to the enrolment criteria detailed in this policy.
15. An Application for Enrolment may not be successful if the student has been expelled or suspended from another school, if the student has a criminal record, or if there are outstanding school fee issues. In such cases the Consultant to School must be involved in the Enrolment process to ensure procedural fairness.
16. For students transferring from another State or Territory the processes outlined in the Interstate Student Data Transfer Note (ISDTN) must be followed and completed. These processes and documents can be found at [ISDTN documents and information](#)
17. Students on a VISA must be enrolled in accordance with the requirements of their particular Visa. This process and Visa verification must be overseen and ratified by the CEDB prior to enrolment acceptance.

## 6. PROCEDURES

Procedures for Application for Enrolment are outlined in this policy and available from each Diocesan school.

1. Applications for Enrolment are available from each Catholic School in the Bathurst Diocese or CEDB.
2. Applications are completed in full and signed by parents/carers before being returned to the School Office.
3. All required documentation is to be supplied with the Application for Enrolment.
4. Additional information, if required, should be included with the application. This is particularly relevant to Students with Additional Needs, behavioural issues, or on VISAs.
5. The school Principal and Parish Priest will consult upon the Applications received. This will include taking into consideration specific requirements and enrolment priorities.
6. Application Interviews will be conducted. These may include Parish Priests, specialists, support teachers or others for Students with Additional Needs.
7. Parents are informed in writing, of the success of their application through an offer of a placement in the school, or of the non-success of their application.
8. Offer is accepted by the parent in writing, and student information is entered into the school Enrolment Register ready for commencement on the negotiated date.

## 7. LEGISLATIVE FRAMEWORK

1. *Education Act 1990*
2. *The Disability Discrimination Act 1992*
3. *Disability Standards for Education 2005*

## 8. RELATED POLICIES AND GUIDELINES

1. *Attendance Policy* Catholic Education Diocese of Bathurst
2. *Student Gender Dysphoria Policy* Catholic Education Diocese of Bathurst
3. *Suspension Transfer and Termination of Enrolment Policy* Catholic Education Diocese of Bathurst
4. *School Excursions Policy* Catholic Education Office Bathurst
5. *Procedural Fairness* Catholic Education Office Bathurst

## 9. POLICY ADMINISTRATION

This policy has been ratified by the Executive Director of Schools and will be reviewed periodically, or in the event of any information or incident that indicates the need for a review, or following relevant legislative or organisational change.

It is the responsibility of anyone accessing this document to ensure that the current version is downloaded from CEDB website.

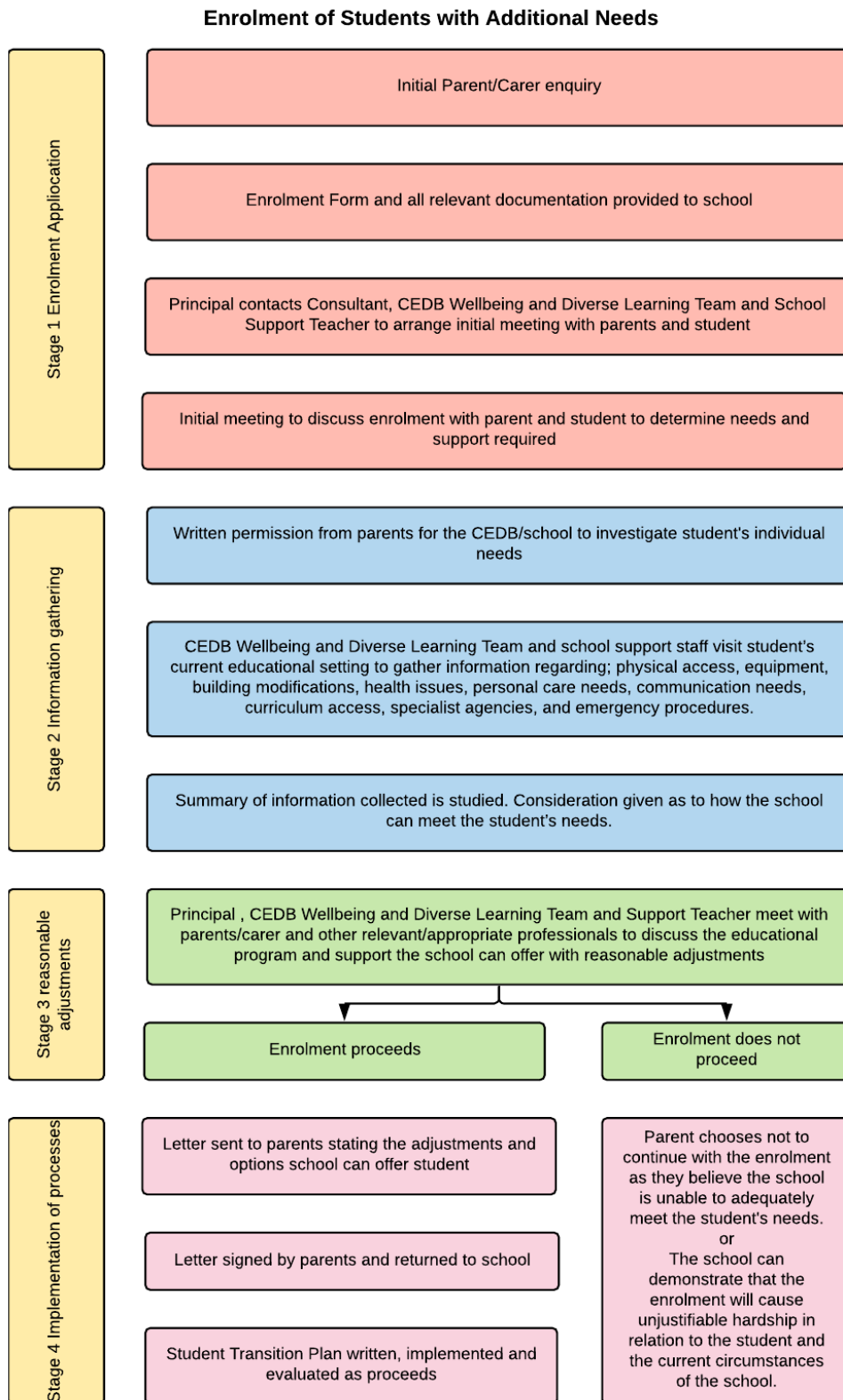
Date of Implementation	2015
Date of Last Review	2022
Date for Next Review	2025
Responsible for Review	Leader: HR Risk and WHS

### Appendices

- Appendix 1 Enrolment Form Catholic Education Diocese of Bathurst  
**Please contact your local school or CEDB for an [Application for Enrolment Form](#)**
- Appendix 2 Enrolment of Students with Additional needs
- Appendix 3 Transition Programs for Additional Needs Students
- Appendix 4 Enrolment of Students on a Partial Attendance basis
- Appendix 5 Definitions

## Appendix 2 Enrolment of Students with Additional needs

Students with additional needs require some adjustments to the regular school setting, curriculum, and instructional style to enable them to learn and develop. In order to ensure procedural fairness and clarity when enrolling these students, the following procedure needs to be implemented.



### **Appendix 3 Transition Programs for Students with Additional Needs**

Transition is a process which supports and assists students to adjust more easily to the formal school setting and to the changes that are inherent in their progression through and beyond school. Progression emphasises the importance of collaboration and provides opportunities for schools to improve awareness of the individual student and his/her needs. The key components of successful transition are communication, relationships and networks.

#### **Procedures for Transition To School**

The Support Teacher in consultation with the class teacher(s), CEDB Wellbeing and Diverse Learning Team, parents and the student (where/when appropriate), develops and coordinates a Transition to School Program if applicable. If a Transition to School Program is required for the student, the following steps need to be followed:

- form a support team (principal, support teacher, future classroom teacher/s, CEDB Wellbeing and Diverse Learning Team if applicable, parents and the student where/when appropriate, prior to enrolment to discuss the needs of student identified as requiring adjustments to the learning experience
- seek consent for the support teacher, future classroom teacher/s, and CEDB Wellbeing and Diverse Learning Team if appropriate, to observe this child in the current school setting
- develop the Transition to School Plan including the setting of simple and achievable goals
- implement the Transition to School Plan. As it proceeds, evaluate the plan and alter the goals and activities as required to assist the student to successfully transition

#### **Procedures for Transition Through School**

- transition from year to year should be as formal or informal as deemed necessary for the individual
- plan transition for students with disabilities/additional needs during the second half of the year and undertake activities as required for the individual to successfully transition
- plan transition meetings for all students with additional needs at key periods of change between stages: infants to primary, primary to secondary, junior to senior school
- implement and evaluate the transition plan as it proceeds and alter the goals and activities to assist the student to successfully transition
- ensure ongoing support during the transition and initial phase in a new stage/class/environment
- the Transition to School Plan can be adapted to facilitate transition through school

#### **Procedures for Transition To Work or Further Education**

- planning for post school options needs to begin in Year 10. Support teachers in their meetings with the student and family need to discuss student goals for life post school.
- funding for post school programs is provided by NDIS
- the transition to post school is dealt with through NDIS. This includes the parent organisation of meetings with NDIS to include post school goals in NDIS plan so it can be funded.

**Transition to a Catholic School In the Bathurst Diocese Additional Information**

Agencies assisting child		
	Early Childhood Service	Early Intervention Service
Name		
Address		
Phone		
Contact Person		
Position		
Number of days/times child currently attending		
	Other Service	Other Service
Name		
Address		
Phone		
Contact Person		
Position		
Number of days/times child currently attending		
<p>For additional services supporting the child or family, please provide details</p>		

Formal Assessments	Yes	No	Date of assessment
Paediatrician	<input type="checkbox"/>	<input type="checkbox"/>	
Vision	<input type="checkbox"/>	<input type="checkbox"/>	
Hearing	<input type="checkbox"/>	<input type="checkbox"/>	
Speech	<input type="checkbox"/>	<input type="checkbox"/>	
Cognitive	<input type="checkbox"/>	<input type="checkbox"/>	
Behavioural	<input type="checkbox"/>	<input type="checkbox"/>	
Occupational Therapy	<input type="checkbox"/>	<input type="checkbox"/>	
Other, please specify	<input type="checkbox"/>	<input type="checkbox"/>	
Please ensure copies of all assessments are attached			

Additional Information



## Appendix 4 Enrolment of Students on a Partial Attendance basis

Catholic Education Diocese of Bathurst, in line with its obligations under the Education Act 1990, is committed to providing an inclusive education for students and recognises that some students may require adaptations to the learning environment. The learning for students will reflect their individual needs and students can be considered for Partial Attendance if this best suits these needs. Parents, school, Consultant to Schools, and CEDB Wellbeing and Diverse Learning Team will need, at enrolment, to give consideration to the individual student and how best to meet their needs within the school environment.

Students with Additional Needs should have the Enrolment Application process begun approximately one year before they commence at the school so the learning environment can be adjusted to suit their needs.

One option, if it is the most appropriate, is the consideration of Partial Attendance for the student.

Partial Attendance is intended to be a method of introducing the student to the school environment for a period of time daily so they can achieve educational outcomes while meeting their additional needs. Partial Attendance should be reviewed at least twice per term with the aim of increasing student attendance and participation at school over time.

When considering a partial attendance, the following must be included:

- parents providing documentation from a treating specialist, doctor, medical professional or case worker which recommends partial attendance as the best option for the student at the time
- parents and the school, CEDB Wellbeing and Diverse Learning Team and possibly treating professionals meeting to ascertain the best options for the student and how to accommodate their needs
- a Student Attendance Plan is prepared which includes the times and days the student is to attend the school. This plan must indicate the timeframe for the plan and when it is to be formally reviewed - twice per term as a minimum. During implementation, the plan must have ongoing oversight and evaluation so it is responsive to the situation and student needs. The plan can be formally reviewed earlier than its end date if the ongoing evaluations indicate that it is not achieving the goals set for the student. An Attendance Plan Template is available in the Attendance Policy Appendix 6. This can be adjusted to record the adjustments to attendance implemented for the student.
- a specific Transition to School Program should be developed to introduce the student to the new learning environment and assist partial attendance as planned for the student. See Appendix 3.
- Consultant to Schools must be informed and provide consent for partial attendance to be implemented. This is to include consenting to the daily times, and duration until review, of the Partial Attendance Plan.
- Safeguarding is to be sent a copy of the approved plan for their student records.
- upon commencement at school a Flexible Timetable for the individual student will be created which will indicate the times they are required to be at school and the roll marked accordingly. This will then reflect accurate data of student attendance.
- Parents are required to advise the school of the supervisory arrangements for the student while not present at school.

## Appendix 5 Definitions

**Special Pastoral Circumstances** – the nature and extent of special pastoral circumstances or considerations include but are not limited to:

- children from refugee or other marginalised circumstances;
- the pastoral care of the student due to family dislocation;
- links to the parish or school communities through the involvement of grandparents and the extended family; or
- any other special circumstances as judged appropriate by the Principal/Parish Priest.

**Students with Additional Learning Needs** – is an inclusive term referring to students with conditions, circumstances or behaviours that interfere with, or impede schooling to such an extent that special educational arrangements and provisions are required. Student with special learning needs include:

Students with a disability/disabilities Students with disability/disabilities are students with intellectual, sensory, physical, social/emotional, or multiple disabilities. While their needs are generally not dissimilar to other students, many have specific needs, abilities and aspirations.

Students with specific learning needs Students with specific learning needs do not have an identified intellectual disability yet they exhibit significant and ongoing difficulties in key aspects or particular areas of academic learning. They are achieving significantly below general expectations for their age and general ability and require specific, differentiated provisions to achieve their potential. Some have a language background other than English while others require adjustments to support behavioural needs. Gifted and/or talented students also fit within this group.

**Adjustments.** Adjustments are actions taken to enable a student with a disability to access and participate in education on the same basis as other students. Adjustments reflect the assessed individual needs of the student.

**Gender Dysphoria** - this is an inclusive term referring to students whose gender differs to what society would typically expect of the gender assigned at birth. Gender dysphoria is a sensitive aspect of enrolment which requires the needs of the individual to be managed on a case by case basis. Enrolment of a student with Gender Dysphoria will involve working with the student, parents, medical experts, specialists and relevant governing authorities to ensure the school can meet the needs of the individual both at enrolment and as ongoing support is required. Further information is available in the Student Gender Dysphoria Support Guidelines.

**Students on Visas** - these students must be enrolled in accordance with the requirements of their particular Visa. Guidance can be obtained from [NSW DoE Docs](#) but the actual process must be overseen and ratified by the CEDB before any enrolment can be accepted. Refer VISA cases through the Consultant to Schools.