



Glendale East Public School

— *Today's Education for
Tomorrow's World* —

ENROLMENT PROCEDURES



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Introduction

This document provides information for the community and direction for school personnel on the entitlements, requirements and procedures for the enrolment of students at Glendale East Public School. It is a summary statement which draws on a variety of other Department of Education and Communities documents which are identified in the text. Individuals requiring more detailed information should refer to the documents or the directorates indicated.

Legislative Context

The government school system in New South Wales exists to provide high quality education for all students. *The Education Reform Act 1990* outlines the objects of education and the legal requirements for compulsory schooling.

In brief, the legislation requires students between the ages of six and fifteen to be enrolled at a government or registered non-government school, and to attend school on each day that instruction is provided or to be registered for home-schooling. It is the duty of the parent or carer of the student to ensure that these obligations are fulfilled.

General Principles Governing Enrolment

- A student is considered to be enrolled when he or she is placed on the
- Admissions register of a school.
- A student should be enrolled in one school only at any given time.
- Children are **entitled** to be enrolled at the government school that is designated for the intake area within which the child's home is situated and that the child is eligible to attend.
- Parents **may seek to enrol their child in the school of their choice.**
- School local areas are determined by the Department of Education and Communities through a process involving consultation between the Properties Directorate and the School Education Director.
- Schools are required to set an enrolment number to cater for anticipated local demand and to seek to ensure that every eligible local child has a place at his or her local school if he or she chooses to attend it.
- Schools are required to have a written policy which states the grounds on which non-local enrolments will be accepted.
- The primary criteria for acceptance of non-local enrolments will include the
- availability of appropriate staff and permanent classroom accommodation.
- The policy and criteria should be expressed in plain English, and in community languages where necessary. It should be made clear what consideration will be given to each of the criteria.

Discrimination in Enrolment

In the context of the above principles and their application, which clearly constrain an individual's choice of provision, no person will be discriminated against in enrolment on the grounds of their sex, age, race, religion, ethnicity, disability, sexual preference or marital status.

Development of a School Enrolment Policy

The principal, in consultation with the School Education Director and the school community, has developed this written enrolment policy for the school.

Enrolment Ceilings

The **enrolment ceiling for Glendale East Public School is 250**. This is based on historical enrolment data and the classrooms already available at the school.

Enrolment Buffer

No additional accommodation (permanent or demountable) will be provided to cater for increased enrolments resulting from non-local placements.

Within the enrolment ceiling, **a buffer of 4 students per grade has been allowed** to accommodate local students arriving throughout the year. The size of this buffer has been based on historical data, on enrolment fluctuations and on the number of families moving into or out of the area.

Glendale East Public School currently has no room for out of zone enrolments.

Placement Panels

In schools where demand for non-local places exceeds availability, the school will establish a placement panel to consider and make recommendations on all nonlocal enrolment applications. The composition of the panel is to be determined locally but must include at least one staff member, other than the principal, and one school community member nominated by the school's parent organisation. The panel will be chaired by the principal who will have a casting vote.

While there may be consultation with the school council or other school community representative structures, the development of criteria for the enrolment of non-local students will be the responsibility of the placement panel. The criteria will be consistent with the general principles governing enrolment stated above.

In assessing the application of the criteria to individual cases, the panel will consider only those matters presented on the application form and not oral or other submissions. The decisions made by the placement panel must be made within the context of the agreed enrolment ceiling and the buffer retained for local students arriving later in the year. The placement panel should record all decisions and minutes of meetings are to be available on request by the School Education Director.

Criteria for Non-local Enrolment Applications

- Criteria for selecting amongst non-local enrolment applications should be
- documented and made available, in advance, to parents who are interested in
- enrolling their children.
- Our school criteria includes (criteria are not listed in a priority order):
- proximity and access to the school
- siblings already enrolled at the school
- medical reasons
- safety and supervision of the student before and after school
- compassionate circumstances

- structure and organisation of the school.

The principal will ensure that the established criteria are applied equitably to all applicants. Parents should be provided with an explanation of the decisions of the placement panel in writing, should they request it.

Waiting Lists

Waiting lists may be established for non-local students. Parents should be advised in writing if their child is to be placed on a waiting list and his or her position on it.

The size of the waiting list should reflect realistic expectations of potential vacancies.

Waiting lists are current for one year.

Appeals

Where a parent wishes to appeal against the decision of the placement panel, the appeal should be made in writing to the principal. Where required, the principal should provide or arrange assistance, such as an interpreter, to enable the appeal to be set out in writing. The principal will seek to resolve the matter.

If the matter is not resolved at the local level the district superintendent will consider the appeal and make a determination. The School Education Director will consult with the relevant principals and school communities as necessary.

The purpose of the appeal is to determine whether the stated criteria have been applied fairly.

Responsibilities of the Principal

- With regard to enrolment, the school principal is responsible for:
- preparing an enrolment policy in consultation with the school council
- informing present and prospective members of the school community about
- provision available at the school
- managing the school enrolments within the resources provided to the school
- advising the district superintendent of enrolment and curriculum trends in the school
- maintaining accurate and complete enrolment data
- establishing an enrolment ceiling to cater for anticipated local demand
- setting an enrolment number (a buffer) to cater for anticipated local demand during the year
- establishing a placement panel when demand for non-local places exceeds available accommodation
- documenting and promulgating the criteria for selection amongst non-local enrolment applications to parents and the school community
- making decisions on non-local enrolments at the school level wherever possible.

Responsibilities of the School Education Director

With regard to enrolment, the School Education Director is responsible for:

- monitoring enrolment policies, procedures, numbers and ceilings at all schools in the district
- making determinations for out of area placements which cannot be resolved at the school level
- monitoring schools' local areas in collaboration with principals, School Education Director of adjacent districts (where appropriate) and the Director of Properties.

Procedures for Enrolment in Particular Circumstances

Transition to School

It is recognised that the transition from early intervention, or other pre-school settings, to school is a significant step, particularly for students with special learning needs. Schools are encouraged to work collaboratively with parents, caregivers and other relevant personnel to facilitate planning for the important transition process. Advice and assistance to support schools in this regard are available through specialist district personnel, such as the special education consultant, the early learning program co-ordinator and itinerant support teacher, early intervention.

Kindergarten Enrolment

The principal will advise the parent body and the school community of the enrolment arrangements for the next year's Kindergarten children, including the policy on immunisation. Children may enrol in Kindergarten at the beginning of the school year if they turn five years of age on or before 31 July in that year. Documentation providing proof of age, such as a birth certificate or passport, is required on enrolment. The enrolment of eligible children in the Kindergarten year is to commence within the first week of the school year.

The principal is to ensure that enrolments proceed as quickly as possible in a manner which is in the best interests of the incoming children.

In larger schools the principal may plan for the enrolments to occur over a number of days with all Kindergarten enrolments being completed by the end of week two of the school year. Whilst it is the intention that children be enrolled at the beginning of the year, parents who choose to enrol eligible children after the beginning of the school year may do so, up to the end of Term 2. The principal will enrol in Kindergarten, students on transfer and children reaching the statutory age of six years. Refer to Memorandum to Principals 86.205, *Kindergarten Enrolment: Policy Change*,

30 September 1986. *The Public Health (Amendment) Act 1992* requires parents to provide documented evidence of a child's immunisation status on enrolment in schools, pre-schools and child care centres. Information is contained in the booklet, *Immunisation - An Essential Guide to the New School Entry Requirements*, which is available from the Student Welfare Directorate. Parents have the right of not having their children immunised. However, under the *Public Health (Amendment) Act 1992*, in the event of an outbreak of a vaccine preventable disease, unimmunised children will be required to remain at home for the duration of the outbreak. Refer to Memorandum to Principals 93.016, *Public Health (Amendment) Act 1992 Immunisation: Children Entering Kindergarten*, 21 April 1993, available from Student Welfare Directorate.

Enrolment of Students with Special Learning Needs

Students with Disabilities

The Department of Education and Training provides a range of services and resources to support the education of students with disabilities. These include:

- targeted funding, specialist teachers and consultancy services to support students enrolled in regular classes
- Special classes within regular schools
- Special schools
- Modifications to buildings to facilitate access
- Provision of specialised equipment and technology
- Special transport services.

When considering the enrolment of a student with a disability, all these provisions should be considered. The decision on where to enrol a student with a disability, and with what level of support, will depend on a number of factors, including the student's educational needs, the expressed desires of parents and caregivers, the capacity of the system to provide the level of support services required generally and at a particular location and the availability of support services at alternative locations. In many situations it will be possible to enrol a student with a disability at the desired school with the necessary level of specialist support. In some circumstances the level of support required, or the specialist nature of that support, will necessitate

alternative enrolment options being provided. In each case, when a student with a disability presents for enrolment, it is the responsibility of the principal to ensure that an appraisal of the student's educational needs is carried out. For some students appraisal will have occurred as part of a planned transition process. For others, the appraisal will take place at the time enrolment is sought.

Appraisals will involve parents or caregivers and will entail consideration of the student's support needs in areas such as curriculum, mobility, social skills, personal care and communication. It will often involve consideration of supporting documentation from medical practitioners and other health and education professionals. District special education consultants are available to assist in this process, in particular, to identify the resources which may be available to support the enrolment.

Requests for enrolment in special classes or special schools are considered by a district placement panel.

The *Special Education Handbook for Schools* contains descriptions of services available, eligibility criteria for access to services and procedures to be adopted in enrolling students with disabilities.

Further information is available from Special Education Directorate, telephone (02)9886 7385, facsimile (02)9886 7377.

Enrolment of Non-Australian Citizens

Non-Australian citizens entering Australia must hold a valid visa and are subject to the specific travel, entry and residency conditions set by the Department of Immigration and Multicultural Affairs (DIMA).

Education is compulsory for non-Australian citizens between the ages of six and fifteen holding a visa granting them permanent resident status and New Zealand citizens holding current New Zealand passports. Outside these ages they may enrol under the same conditions as Australian citizens.

Non-Australian citizens holding a temporary visa are subject to specific enrolment conditions as outlined below:

*** Temporary Residents**

The temporary resident visa allows for the enrolment on a temporary basis of school aged students in a New South Wales government school. Enrolment is only for the period specified on the visa.

*** Student Visas**

At this stage international students studying in New South Wales institutions may enrol their school aged dependants at New South Wales government schools. The child dependant can only be enrolled while a parent is studying in New South Wales and the enrolment must not exceed the period stated on the visa. The student must present with a dependant and student visa.

*** Visitor Visas**

Visitor Visas include business visitors, medical treatment visitors and tourists.

A student on a visitor visa may be able to enrol for a maximum period of three months which cannot be extended. Students on visitor visas must arrange their enrolment through the Department of School Education's International Student Programs, telephone (02) 9561 8209, facsimile (02) 9561 8613.

Under Commonwealth Government regulations, international students holding temporary visas have a lower enrolment priority than Australian citizens, permanent residents and approved temporary residents. If students on visitor visas directly approach a school they should be referred to International Student Programs for their application to be evaluated. All enquirers should be advised that tuition fees are likely to apply.

*** Bridging Visas**

Non-Australian citizens are granted a bridging visa if they have an undetermined application for a substantive visa before the Department of Immigration and Multicultural Affairs (DIMA). Bridging visas come into effect when the initial substantive visa has expired. Prospective students on bridging visas may be enrolled if the visa states that the holder has work rights.

Refer to Memorandum to Principals 95.043, *Enrolment in NSW Government Schools of Students from Overseas Countries, 23 May 1995* and the accompanying booklet, *Conditions for Enrolment of Non-Australian Citizens in NSW Government Schools*, available from Communications and Marketing Directorate. are to be signed by the principal of the student's current school.

Educational programs for isolated students with disabilities are provided through the Distance Education Support Unit, a unit for students with special learning needs, of the Distance and Rural Education Directorate. Application is made directly to the support unit, telephone (02) 9798 6500, facsimile (02) 9798 6301.

Transfer Applications

Students from other government or non-government schools, interstate and New Zealand may be enrolled by their local or non-local school consistent with this policy. In 1989 the Australian Education Council (AEC), now Ministerial Council on Education Employment Training and Youth Affairs (MCEETYA), endorsed a number of recommendations from the report on mobility issues for students transferring from one State to another.

It was agreed that where it can be demonstrated that a child has been enrolled in a formal education program in one State and would be disadvantaged, on transfer, by not being permitted to enrol under the policy of the other State, consideration for enrolment must be given.

When students transfer from one New South Wales government school to another, a Student Transfer Certificate must be completed.

Principals should make every effort to secure the transfer certificates for transferring students from government schools. This will ensure that no student is enrolled in more than one school at any one time and that student movement is effectively monitored.

Refer to *School Attendance, Policy and Procedures 1991*, available from Student Welfare Directorate.

Short Term and Part-time Attendance of Students

A student should be enrolled in one school only at any given time. For a variety of reasons, such as parents visiting a locality for a brief period or a student being involved in an integration program, a student enrolled at a particular school may need to attend another school for a short period of time.

Where this period is no more than one term, or in the case of a student involved in a special placement of no more than 2.5 days per week, the student should not be enrolled, but

regarded as being on a short term attendance. The home school should maintain the student's name on an attendance register, with a note to the effect that the student is attending another school. The school the student attends for a short term (the host school), must keep a record of the student's attendance and notify the home school at the end of the stay or, in the case of part-time attendance, at the end of each term.

Specialised Programs

For various reasons a student enrolled at a particular school may need to attend a specialised program at another school or support unit for a period of time or part time. Such programs include support classes for students with behaviour disorders and emotional disturbance, hospital schools and students visiting Stewart House or the Royal Far West School.

It is the responsibility of the principal or the senior officer of the specialised program to ensure that an attendance register is kept and that all students attending the specialised program are recorded on this register. A copy of the student's attendance record should be forwarded on a regular basis to the home school, as stated above.

Refer to *School Attendance, Policy and Procedures 1991*, available from Student Welfare Directorate.

Part-time Enrolment

Students are generally enrolled in a school on a full-time basis. Part-time enrolment, however, is possible in some situations, including:

- * students with disabilities involved in post-school options
- * students with medical conditions enrolling in distance education (medical documentation must be provided).

Students seeking to enrol part-time should consult the principal of the school concerned.

Refusal of Enrolment

Principals may refuse enrolment of a student on the grounds of previously documented violent behaviour if there is evidence that the student has not learned the appropriate skills to manage this behaviour.

Refer to *Procedures Concerning Suspension, Exclusion and Expulsion of Students from School and Declaration of Place Vacant*, June 1996, available from Student Welfare Directorate.

Enrolment Forms

Information should be collected from parents about each student enrolling at the school. OASIS enrolment forms are used for collecting the required information from parents. Parents' signatures are required on the forms to certify that the information provided is correct.

To assist families and school staff members responsible for enrolment, the Department has produced bilingual student enrolment forms.

Refer to *OASIS Bilingual Student Enrolment Forms*, Second Edition available from Specific Focus Program Directorate.

Register of Enrolment

The *Education Reform Act 1990* states that schools *must keep a register, in a form approved by the Minister, of the enrolments ... of all children at the school.* Page 12, Section 24. An effective enrolment register must include as a minimum:

- the student's name and address
- birth date, gender and country of birth
- parent or caregiver's details
- the date the student enrolled at the school and the class entered
- the date the student leaves, or transfers from, the school.

Recording of students within OASIS is the Department's recommended means for maintaining an enrolment register.

Students attending the school on a short-term (less than one term) or temporary basis should not be enrolled, and may only be entered on OASIS if they can be distinguished from regular enrolments. Such students should maintain their enrolment at their home school for the duration of their short-term or temporary placement.

Resourcing, Accountability and Reporting

The enrolment return submitted by schools in February each year forms the basis for the calculation of schools' staffing entitlements and global funding.

Principals have an obligation to ensure that the enrolment information on the return is complete and supported by adequate enrolment and attendance documentation to meet accountability and audit requirements.

Principals are responsible for certifying the accuracy of the school enrolment return and must ensure that the students included in the return are those:

- present on the day of the completion of the return
- although absent from the school on the day, have had some attendance in the current year and have not informed the school that they are leaving
- although absent from school on the day, advice in writing has been received

from the parent or guardian, or formal record of parent interview, to state that the student will be returning before the conclusion of term one.

Other enrolment information, including age/grade, NESB and ATSI data, provided on the Term 1 and Mid-year census, provides data for resourcing for specific programs, obtaining Commonwealth funding and national reporting.

Student enrolment information and the enrolment returns are subject to regular review as part of the school audit process by the Audit Directorate.

Refer to the Memorandum to Principals 95.087, *School Enrolment Returns*, 24 November 1995, available from Audit Directorate.

Dear _____,

You have completed an application form for non-local placement for your child, _____ in _____ to attend Glendale East Public School in _____.

Glendale East Public School has a current enrolment of _____ students and is not able to accommodate non-local students, as the enrolment ceiling has been exceeded. The school cannot accept non-local students if enrolment exceeds _____ students.

In schools where demand for non-local places exceeds availability, the school establishes a placement panel to consider and make recommendations on all non-local enrolment applications. At Glendale East Public School, the school placement panel consists of the Principal, a classroom teacher and the President of the Glendale East Public School Parents and Citizens Association. The placement panel considers all applications for non-local enrolment.

Where non-local enrolment applicants exceed available places, consideration of those applications will be on the basis of:

- proximity and access to the school
- siblings already enrolled at the school
- medical reasons
- safety and supervision of the student before and after school
- compassionate circumstances
- structure and organization of the school.

Where non-local enrolment applicants exceed available places, prospective students not accepted for enrolment will be placed on a waiting list. The order of students on the waiting list will be determined by the placement panel.

Following consideration by the placement panel, your application for enrolment of _____ has been approved. You should contact the school office to complete an enrolment form.

We look forward to your participation in the Glendale East Public School community.

Yours faithfully,

Principal