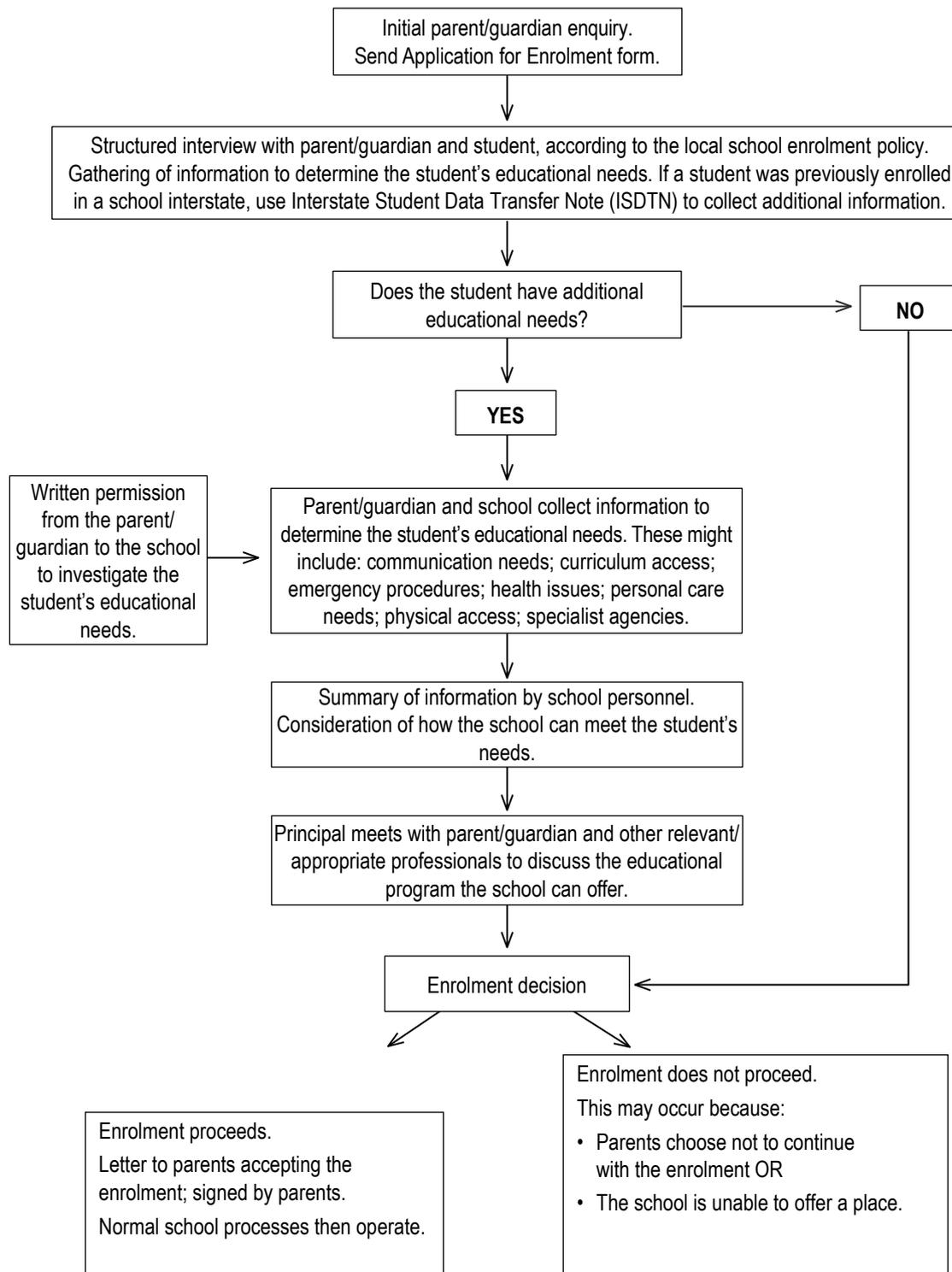


Enrolment Processes and Procedures in Schools -

1. Recommended Enrolment Process

In the interests of consistency and transparency, it is recommended that schools follow the Archdiocese of Melbourne Recommended Enrolment Process presented in the following flowchart.





2. Children under the minimum school entry age and Pre-Prep Programs

2.1 Enrolment under minimum school entry age

The minimum starting age for a child to be enrolled in a Victorian school is four years and eight months, i.e. a child must turn five by 30 April in the year of starting school.

The enrolment of students under the minimum starting age *will only be considered in exceptional circumstances*.

In those situations where,

- i) a parent seeks enrolment of a child under the minimum starting age; and
 - ii) the principal agrees to enrolling the child in the school if approval were granted,
- the approval of the Executive Director of Catholic Education is required, before enrolment under the minimum starting age can occur.

The Application for Early Age Entry to School form (see Appendix 6) will need to be submitted to the Executive Director by the principal for approval to be sought. Supporting documentation from educational professionals detailing substantive reasons for early school entry must be attached to the application.

- an IQ of 130+ (usually shown by a Wechsler Preschool and Primary Scale of Intelligence™ - Fourth Edition (WPPSI™ - IV)
- a statement from another appropriate professional stating that the child would be significantly disadvantaged if early entry was not approved
- a letter from the parent(s) outlining their reasons for requesting an exemption from the policy.

It is the responsibility of the parent/caregiver to provide all appropriate documentation to the principal for submission to the Executive Director for consideration.

Approval for early age enrolment will only be granted in **exceptional circumstances**.

2.2 Pre-Prep Programs

This policy does not support the promotion of Pre-Prep programs which provide two years of schooling at the Year Prep level. Indeed, repetition of a school year at any level of schooling has not been proven to create the opportune conditions for future learning development. A child's perceived lack of 'readiness' for school in the Prep Year may be caused by special needs which would be better identified and addressed through flexible arrangements which cater for the needs of every child from the point of school entry, i.e. the Prep Year.

It is important to note that no sound pedagogical framework exists for Pre-Prep programs. Under the Victorian Essential Learning Standards (VELS) there is no Pre-Level 1 curriculum currently identified or suggested; and the Victorian Curriculum and Assessment Authority (VCAA) intends to develop transition reports from the Early Childhood sector (4-year old pre-school / kindergarten) for the point of entry to school education, designated as the Prep Year.

3. Year 7 enrolment

In enrolling students at Year 7, secondary schools should collaborate on the basis of Episcopal Regions to ensure consistency and transparency of local school enrolment policies and practices. It is expected that secondary schools will comply with the upper limit for Year 7 enrolments for each school, and take into account the priority parishes for each school together with the agreed timeline for the Year 7 enrolment process.

4. Enrolment of children with additional learning needs

Catholic schools are expected to welcome parents who wish to enrol a child with additional learning needs and do everything possible to accommodate the child's needs. The process for enrolling students with special needs should be the same as that for enrolling any student, and should conform to the Recommended Enrolment Process (refer to *flowchart*, previous page). Primary and secondary



schools should collaborate to ensure coordination and consistency of policy and processes. Schools are required to comply with the relevant Australian and Victorian Government legislation when considering the enrolment of a child with additional learning needs in a Catholic school.

5. Enrolment of students from interstate

When enrolling students whose previous school was interstate, all schools must use the protocols of the Interstate Student Data Transfer Note (ISDTN). This is a mandatory requirement of the Australian Government. It is the responsibility of the enrolling school to initiate and manage this process, and be sensitive to parent/student consent requirements for the provision of information. All relevant documents and information are available at the MCEETYA website www.mceetya.edu.au/transfernote.

6. Relevant legislation to be considered when enrolling students in Catholic schools

The Victorian Education and Training Reform Regulations 2007. The regulations impose a requirement on a registered school to have a clearly defined enrolment policy that complies with all applicable State and Commonwealth laws. Referred therein is the main legislation affecting school enrolments. Each school must be familiar with the relevant provisions of this legislation and, if appropriate, prepare policies for administration and enforcement of relevant procedures.

Equal Opportunity Act 1996 (Vic). This legislation prohibits discrimination by an educational authority against a person in deciding who should be admitted as a student, in the terms on which the authority admits a person as a student, or by refusing or failing to accept the person's application for admission as a student. However, an exception is provided for an educational authority that operates an educational institution wholly or mainly for students of a particular sex, religious belief, age or age group, such that it may exclude from that institution people who are not of the particular sex, religious belief, age or age group. All other discrimination in enrolment of students is prohibited.

Disability Discrimination Act 1992 (Cwlth). Under this federal legislation, discrimination based on disability is unlawful. It applies to school authorities and their employees. The definition of disability is broad and includes physical, intellectual, psychiatric, sensory, neurological or learning disability, psychical disfigurement, and the presence in the body of a disease-causing organism. Relevant for enrolments, it is unlawful for an educational authority to discriminate against a person on the ground of the person's disability, or a disability of any of the other person's associates, by refusing or failing to accept the person's application for admission as a student; or in the terms and conditions on which it is prepared to admit the person as a student.

However, it is not unlawful to refuse or fail to accept a person's application for admission as a student in an educational institution where the person, if admitted as a student by the educational authority, would require services or facilities that are not required by students who do not have a disability and the provision of which would impose unjustifiable hardship on the educational authority.

Privacy Amendment (Private Sector) Act 2000 (Cwlth). This legislation governs how schools must handle personal information collected as part of the enrolment process. Schools will have adopted a Privacy Policy to reflect their acts and practice in management of personal information in compliance with the legislation. Schools should also determine what is the necessary information for collection, provide information about collection and, where necessary, obtain consents to the collection, use and disclosure of that information. For these purposes, schools should include in enrolment forms an information collection notice, which should also be contained in the school's Privacy Policy and where applicable should be located on the school's website.