

# Enrolment of Students in Government Schools

A Summary and Consolidation of Policy

August 1997

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Executive Services Directorate

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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 in government schools in New South Wales. It is a summary statement which draws on a variety of other Department of School Education 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 admission 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 School Education through a process involving consultation between the Properties Directorate and the district superintendent.
- \* 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.

In addition to these general principles, there are particular criteria for enrolment in some schools including selective high schools, some specialist high schools, Intensive English Centres, and for some students including international students and students with special learning needs. The decision on where to enrol a student, and with what level of support, will depend on a number of factors, including a 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.

### **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**

Each principal, in consultation with the district superintendent and the school community, will develop a written enrolment policy for the school. The policy will be consistent with the following directions.

### **Enrolment Ceilings**

Each school will establish an enrolment ceiling, based on available permanent accommodation.

Demountables are not usually counted towards the enrolment ceiling unless replacement accommodation is under construction.

### **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 will be determined to accommodate local students arriving throughout the year. The size of the buffer will be based on historical data, on enrolment fluctuations and on the number of families moving into or out of the area. In the case of high schools, the number of students exiting Intensive English Centres should be taken into account, when appropriate. Places in the buffer are not to be offered to non-local students.

In schools where spare accommodation exists, except for enrolments at the commencement of the school year, non-local placements must not generate demand for extra staff or create disruption to school routine.

### **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 non-local 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 district superintendent.

### **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.

Criteria could include factors such as (criteria are not listed in a priority order):

- \* proximity and access to the school
- \* siblings already enrolled at the school
- \* access to single-sex education
- \* medical reasons
- \* safety and supervision of the student before and after school
- \* availability of subjects or combinations of subjects
- \* special interests and abilities
- \* 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 district superintendent 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 District Superintendent**

With regard to enrolment, the district superintendent 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, superintendents of adjacent districts (where appropriate) and the Director of Properties.

## **Procedures for Enrolment in Particular Circumstances**

### **Government Pre-school Classes**

A number of government schools contain pre-school classes.

Children are eligible for enrolment in pre-school classes from the beginning of the school year if they turn four years of age on or before 31 July in that year.

Enrolment may continue throughout the year as vacancies occur.

Refer to Memorandum to Principals of Schools with Pre-School Classes 91.004, *Entry Age to Government Pre-Schools, 28 January 1991*, available from Early Childhood Directorate.

### **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 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.

## **Early Enrolment of Students who are Gifted and Talented**

School communities have a responsibility to provide a range of opportunities for their gifted and talented students.

In primary schools, principals may decide that early entry to school of a student who is intellectually gifted and talented is appropriate to meet the student's educational, social and emotional needs.

When a student is being considered for early entry to Kindergarten, the school should carry out a comprehensive evaluation of intellectual functioning, academic skills and social-emotional adjustment. This should be undertaken by the school counsellor or a registered psychologist.

Judgements about the student's emotional maturity should include input from the student's parents and the school counsellor or psychologist.

For more detail on this matter, principals and parents should refer to the *Policy for the Education of Gifted and Talented Students 1991*, available from Curriculum Directorate.

Those considering early enrolment may wish to note that a review of the research reveals a consensus that, for successful outcomes, a child should be within six months of approved entry age. (*Guidelines for Accelerated Progression*, Board of Studies, New South Wales, 1991. Page 9.)

## **Enrolment in Special Classes for Students who are Gifted and Talented**

In a number of government primary schools there are special classes, Opportunity Classes (OC), for academically gifted and talented students.

These classes usually operate in Years 5 and 6 with students being nominated and assessed during Year 4. Parents wishing to have their children considered for OC placement, should consult their school principal.

## **Application for Enrolment in Secondary Schools**

### ***Local High School Placement***

Most secondary schools have a designated local enrolment area. Students residing within that area are entitled to be enrolled at the government school that is designated for that intake area.

Students from government primary schools will usually enrol in high school using the *High School Enrolment Application Form* proforma which will be sent to the local high school from the primary school. Principals will assist parents in determining whether a student resides in the designated local enrolment area.

### ***Single-sex High School Placement***

Single-sex high schools have a designated enrolment area. Students residing within that area will be able to enrol, as far as possible, and particularly if enrolling at the commencement of the year. Students residing outside the designated area will be enrolled when accommodation is available and consistent with the school's enrolment policy which should be available from the principal.

Some single-sex high schools are designated local schools. Others have boundaries which overlap the boundaries of a number of local high schools. In the latter case, enrolment will be contingent upon a set of criteria determined by the school, of which proximity will be the major factor.

As a number of single-sex high schools are also academically selective or specialist, other policies and procedures may relate to enrolment. Parents should seek advice from the principal of the school.

### ***Placement at Specialist High Schools***

Some high schools have a special emphasis, either in curriculum or in the nature of the student enrolment.

Non-local enrolment at technology, languages, sports and performing arts high schools will depend on designated criteria for enrolment determined and administered by each school. A placement panel will consider all non-local enrolment applications. In some of these schools, for example, in sports and performing arts high schools, the criteria for enrolment could include performance or audition.

The enrolment procedures for senior colleges have been developed to meet particular local circumstances. Consequently, parents seeking to enrol students in senior colleges should approach the college concerned to obtain a copy of its enrolment policy and procedures.

### ***Academically Selective High School Enrolment***

Parents may apply for students to be enrolled in Year 7 at selective high schools or at selective agricultural high schools. Applicants are required to sit for the selective high school tests which are held in June each year and administered by the Selective Schools Unit. A small number of vacancies may occur in Years 8-12 at selective high schools. These vacancies will be filled according to procedures developed at particular selective high schools.

Details of enrolment procedures for selective and agricultural high schools are available from the Selective Schools Unit of Assessment and Reporting Directorate, telephone (02) 9886 7480, facsimile (02)9886 7380.

### ***Non-local High School Placement***

Parents are entitled to apply for enrolment of their children in up to four non-local high schools. Students from government primary schools will use the *Choice of Secondary Schools* proforma procedures in their applications. Procedures for other students are set out elsewhere in this document.

### **Enrolment of Students with Special Learning Needs**

#### ***Students with Disabilities***

The Department of School Education 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 Students in Community Care Schools**

Community Care Schools are located within the Department of Community Services (DCS) facilities for children who are in need of care and protection and within the Department of Juvenile Justice Centres for young offenders or young people on remand.

Facilities for young people in need of care and protection cater for young people up to eighteen years of age.

Facilities for young offenders cater for young people between the ages of ten and 21 years of age.

Students residing in such facilities are enrolled in the internal Community Care School, unless an alternative educational placement is deemed more suitable.

For further information refer to Student Welfare Directorate.

### **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**

A program for full fee paying students operates in New South Wales government high schools.

International full fee paying students have their enrolment arranged prior to their arrival and therefore are known to the principal. International full fee paying students each receive a letter from the Department of School Education, International Student Programs, authorising enrolment. Enrolments of international full fee paying students must be arranged through the International Student Programs, Communications and Marketing Directorate.

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.

\* **Exchange Students**

Exchange students enrol in NSW high schools for a period of one to twelve months on student visas. Their enrolment is arranged with the principal by the exchange organisation prior to their arrival. Enrolment is at the discretion of the principal.

\* **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.

### **Enrolment in Intensive English Centres**

The Department makes provision for the *on arrival* ESL education and orientation needs of eligible secondary aged students from overseas countries, where English is not the spoken language, through its Intensive English Centres (IECs).

To be eligible for enrolment in an IEC, a student must meet all of the following residency and educational requirements. Students must:

- \* be a permanent or approved temporary resident
- \* be newly arrived in Australia, i.e. be applying for IEC enrolment within the first six months of arrival in Australia
- \* speak a language other than English as their first language, and require intensive ESL instruction to enable them to participate in secondary education
- \* have an intention to continue their education in a government high school after completion of the IEC course.

In certain cases Year 6 students may be enrolled in an IEC after Term 1 in preparation for high school the following year.

Each IEC has a designated local enrolment area that may include a number of high schools and districts. Students seeking admission to an IEC will be assessed for eligibility by personnel in district offices or at the IEC.

Intensive English Centres will negotiate prospective enrolments of IEC students with receiving high schools at least one month before transfer.

Refer to *Guidelines for Enrolment of Students in Intensive English Centres (IECs)*, available from Specific Focus Programs Directorate.



## **Enrolment in Distance Education**

The NSW Department of School Education has made special arrangements to deliver full-time educational programs to those students who are isolated or whose special circumstances prevent them from attending school on a regular basis.

The provision of distance education is primarily for the purpose of ensuring access to education for students who would otherwise have limited chances at educational participation.

An application to enrol is made through the local distance education centre. With the exception of children enrolling in pre-school and kindergarten, application forms are to be signed by the principal of the student's current school.

Single subject (Years 9-12) programs are provided to students who qualify for enrolment in the categories specified in the enrolment guidelines. This provision applies when the subject they wish to study is not available at their home school or at an accessible Saturday School of Community Languages.

Years 11-12 students able to satisfy isolation criteria and who wish to accumulate an HSC over a number of years may also seek enrolment in distance education.

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.

A pre-school program is provided through Dubbo School of Distance Education to those isolated pre-school students who will complete their primary education through distance education.

Other students who may apply for enrolment include:

- \* students at some SSPs, hospital schools and community care schools
- \* students travelling within Australia or temporarily resident overseas.

Refer to *Distance Education: Categories and Procedural Guidelines for Enrolment 1997*, available from Distance and Rural Education Directorate.

## **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. The assistance of the school counsellor or year adviser (in the case of secondary students) may be required to establish the appropriate year and level of study.

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.

Secondary students enrolled at a particular school may also attend the Saturday School of Community Languages for language instruction on Saturdays or TAFE facilities if participating in the Joint Secondary Schools TAFE (JSST) program.

Such students remain enrolled in their home schools. 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 in Years 11 and 12 who choose the HSC Pathway option to accumulate units towards their HSC over several years
- \* students who undertake some of their studies external to the school
- \* students with disabilities involved in post-school options
- \* mature age students re-entering the school system
- \* 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.

### **Home Schooling**

A parent of a child may apply in writing to the Minister for registration of the child for home schooling.

A Board of Studies inspector or other authorised person under the *Education Reform Act 1990* will recommend to the Minister to register, or not register, a child for home schooling.

Parents can appeal to the *Schools Appeals Tribunal* against a recommendation not to register. Refer to *Education Reform Act 1990 Part 7*, pages 29-35.

## **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 Data**

Information needs to be recorded about each student enrolled at the school:

- \* to comply with legal requirements
- \* for school administrative purposes
- \* for resourcing, accountability and reporting requirements.

## **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.

### **Replacement of Previous Policy Related Documents**

With the promulgation of this document, the following policy-related documents are replaced:

- \* *Dezoning of Primary Schools for 1989 (88/296)*
- \* *Extension of Dezoning of Schools for 1990 , 23 June 1989*
- \* *Choice of Schools 1992, 5 May 1991*
- \* *Enrolment of Children with Disabilities (88/007).*

**Consultation and Further Advice**

Principals seeking further advice on these matters should consult their district superintendent or the State Office directorate identified in the text.

Ken Boston

**DIRECTOR-GENERAL OF SCHOOL EDUCATION**

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**Distribution: All schools, District Superintendents and State Office Directors.**