

SCHOOL NO. 4401 - KATANDRA WEST

Policy Statement: MANAGEMENT -

774 - SCHOOL ENROLMENT

Responsibility: Principal

This Policy was last ratified by School Council in 2014.

Enrolment

As a school within the Victorian public sector, our school will comply with all government and department enrolment requirements. The school will be a school without a zone but with a neighbourhood and it will take all students who make inquiries from its neighbourhood according to the Networks, Greater Shepparton Enrolment Policy.

All students and a family member or a caregiver will be interviewed by the Principal, prior to enrolment to ascertain an appropriate year level and learning program.

The enrolment policy of the school will take account of all requirement of laws relation to discrimination, equal opportunity, privacy and immunisation.

The Policy is an inclusive school and it will provide programs for all enrolees. A Disability and Impairment Program will cater for students who being special learning needs.

An enrolment register will be maintained. The enrolment register will be kept to date by a dedicated member of the school office staff. Changes to the register will be done on a weekly basis to reflect current students numbers and movement of students into and out of the school. Students destination will be tracked.

The Principal, in consultation with the School Council, may vary this Policy if circumstances require it.

**Greater Shepparton Learning Network
Enrolment and Transfer Processes 2014**

Vision statement

The Greater Shepparton Learning Network will provide high quality innovative education for all students (in an inclusive environment) with an emphasis on individual talents and needs.

We value our culturally diversity and take pride in our role within this broader community.

Guiding Principles

At all times , principals of The Greater Shepparton Learning Network will ensure that all staff in the school dealing with admission, enrolment or transfer will ensure compliance with the current DEECD guidelines, process and procedures for admission, enrolment and transfer.

These documents will be made available to all incoming enrolment enquiries upon request.

Principals will ensure that their practices comply with the following acts and legislation:

- *Age Discrimination Act 2004 (Cth)*
- *Charter of Human Rights and Responsibilities Act 2006 (Vic)*
- *Disability Discrimination Act 1992 (Cth)*
- *Education and Training Reform Act 2006 (Vic)*
- *Education and Training Regulations 2007 (Vic)*
- *Equal Opportunity Act 1995 (Vic)*
- *Racial and Religious Tolerance Act 2001 (Vic)*
- *Racial Discrimination Act 1975 (Cth)*
- *Sex Discrimination Act 1984 (Cth)*
- *School Policy and Advisory Guide (online)*

Principals will also ensure that:

All students are encouraged to attend their closest neighbourhood school.

Best outcomes for students are a result of schools and parents working in partnership.

As learning is a sequential process, new enrolments are best taken at the start of a school year or at the beginning of a new semester or at other times when an irretrievable breakdown has occurred between a school and parents to the point that a student's future learning and education is in jeopardy.

Enrolment at school

All students are entitled to attend any government school in The Greater Shepparton Learning Network, so long as there are no restrictions to the school enrolment. These restrictions could be geographic (has a designated neighbourhood zone) **and or** enrolment cap generally due to the size of the land on which the school is built). **These restrictions must be approved by the Regional Director.**

Currently the following schools in Greater Shepparton have DEECD approved enrolment restrictions:

Grahamvale PS, Guthrie St PS and Wanganui Park SC.

It is noted that only the Regional Director of the North East Victoria Region can declare that a school is FULL or has approved enrolment restrictions and therefore unable to accept enrolments.

Operational definitions

- A **neighbourhood boundary** shows the relationship between government schools and defines the geographic area / neighbourhood served by each school.
- The **designated neighbourhood school** is the government school that is nearest the student's permanent residence, unless the Regional Director:
 - needs to restrict new enrolments at a school due to pressure on enrolment capacity; and therefore
 - has designated a neighbourhood zone for the school.

This table defines the measure of the nearest school (not withstanding if a neighbourhood zone has been put in place):

| If the student resides in: | Then the nearest government school is measured by: |
|---|--|
| The metropolitan area, Ballarat, Bendigo or Geelong | A straight line from the student's permanent residence |
| Any other area | The shortest practicable route |

- **Designated neighbourhood zone** is the geographic area served by a government school after the Regional Director has approved a change to the enrolment boundary due to pressure on enrolment capacity.

Notes:

- Each campus of a multi-campus government school has its own designated neighbourhood zone.
- Students must attend the nearest government school to be entitled to free school contract bus travel or a conveyance allowance, where eligible.

Enrolment strategy and priority order of placement

The enrolment strategy will reflect the *Priority order of placement* clause in the *Placement Policy* of the School Policy & Advisory Guide:

“Where there is insufficient accommodation at a school for all students who seek entry, students are enrolled in the following priority order:

- Students for whom the school is the designated neighborhood government school.
- Students with a sibling at the same permanent residence who are attending the school at the same time.
- Students seeking enrolment on specific curriculum grounds, where it is not provided by the student's nearest government school. (For example this criterion applies to senior secondary programs including VCE, VET and VCAL, language continuity, SEAL programs, and Select Entry Schools).
- All of the students in order of closeness of their permanent residence to the school.

In exceptional circumstances, compassionate grounds.”

Transfer Process

1. Transfers of students from interstate, or where parents are transferring (because of a change of address within Greater Shepparton or surrounding Local Government Areas - proof maybe required) will be treated as new enrolments and expedited as soon as possible.

2. Other transfers within Greater Shepparton will be conducted using the following steps. All schools agree to ensure that this process is conducted quickly so as to ensure all students miss the least amount of time away from school.

Step 1: When all possibilities for the future of education of a student have been exhausted with current school, including contact with the School Principal, the parent / caregiver arranges for an appointment with the receiving school to discuss transfer processes.

Step 2: At this appointment, the receiving school provides the parent/caregiver with all relevant school documentation to be understood, including the School's Student Engagement & Inclusion Policy.

The receiving school will also contact the current school principal to discuss the possible enrolment of the student.

An interview time (Step 3) is made with the family after they have had time to understand the school documentation and are comfortable with its meaning.

Step 3: An interview with receiving school is held, where school policies and procedures are discussed and agreed to, and a decision about the enrolment is made.

A Student Support meeting (Step 4) is arranged prior to the student commencing at the new school. Where possible this should take place on the same day to ensure the student misses out on the least amount of school.

Step 4: A Student Support meeting is held to develop an individual learning plan for the future educational needs of the incoming student. Attendees at this meeting are as follows:

- Receiving school principal or nominee
- Former school principal or nominee as appropriate
- Parent / caregiver
- New classroom teacher
- Child or young person, as appropriate
- Any other support person as appropriate.

Step 5: The receiving school arranges a further meeting or communication with the parent / caregiver approximately one month after the enrolment commences to discuss progress.

This agreement will be updated as required by changes to DEECD policy and legislation and available online in the School Policy and Advisory Guide.