

# ENROLMENT POLICY



## St Joseph's Primary School

### **RATIONALE:**

A clear enrolment policy enables St. Joseph's Primary School to be just and fair when enrolling students.

While nurturing children in the Catholic Faith and maintaining a Catholic ethos, St. Joseph's Primary School remains open and welcoming to all who support its values and mission. The following considerations, however, may determine eligibility: availability of places, class composition and ability of the school to meet student needs.

### **IMPLEMENTATION:**

#### **Enrolment of Kinder/Primary School Students**

- (A) To qualify for enrolment, ideally a student should turn five years (for Kinder), before 31<sup>st</sup> March during the year of enrolment. We will consider applications with a birth date up until the 31<sup>st</sup> July.
- (B) Applications for enrolment will be considered in the following order:
1. Catholic children (Baptised)
  2. Children who have siblings enrolled in the school
  3. Christian children of other denominations whose families value the religious aspect of education, but are not actively involved in their Parish.
  4. Children of Non-Christian faiths, whose families value the religious aspect of education.

#### **Consideration of Applicants**

A team consisting of the Principal, Assistant Principal and the Parish Education Officer work collaboratively to discern and allocate placement.

Prior to offers of enrolment places, the Principal will give consideration to:

- Class size/Places available
  - Class composition
  - The ability of the school to meet the child's needs
  - The need to maintain the Catholic character/ethos of the school.
- The discretion of the Principal

## **Enrolment of Children with Additional Needs**

Before a child with additional needs can be enrolled the following processes need to occur:

- Investigate the needs of the child and
- Determine the suitability of the resources of the school to fit the child's requirements.

It is important to realise that if the needs of the child and the resources of the school are not compatible, neither the individual child nor the school would benefit from such an enrolment. (See *Enrolment Policy of Children with Additional Needs*)

## **PROCEDURE:**

Enrolment applications for all year levels can be submitted at any time. When allocating Kinder places, *no advantage is given to early submission of applications*. Whenever an application is received, the placement remains dependent upon meeting the requirements of this policy.

## **Kindergarten Enrolments**

Applications for enrolment in the Kindergarten classes of the St. Mary's Parish Primary Schools are available from the Parish Administration Office, Preschools and Primary Schools during the early part of Term 2.

Towards the end of Term 2, parents are informed of the interview process conducted by the Principals in each of the schools during the first few weeks of Term 3. At this interview, the following documentation (if not already provided) is essential:

- birth certificate
- baptismal certificate
- immunization record
- other documentation pertinent to the child's educational and physical needs at the school eg. Specialist assessments and pre-school reports.(Permission Form to contact Preschool is made available for parent/s to sign).

After the completion of these interviews, the Parish Enrolments Committee meets to consider all the applications and determine the placement of children into Kindergarten classes for the following year. This Committee makes its decisions according to the specific enrolment guidelines and policies of the Parish Education Council.

Towards the end of Term 3, parents are notified by letter as to whether their applications have been successful or not

## **Little Joey's Transition Program**

St Joseph's is proud to offer the Little Joey's Transition Program to all children eligible to begin school the following year. This program operates each Friday from approximately Week 6, Term 1. Little Joey's is a full day program that focuses on introducing the children to the school environment.

## **Role of Parents**

- Parents are expected to commit themselves to the regular payment of school fees and levies.
- Parents are expected to accept a commitment to give their child/children every opportunity to experience their faith at home and to give their child every opportunity and encouragement to practice it.
- Parents are expected to support and encourage the standards of behaviour, discipline, punctuality, dress, cleanliness, tidiness and other expectations of the school.
- Parents must accept that all students will partake fully of every aspect of the school program.
- Parents are expected to be supportive of the teaching staff and the school administration. Open communication is actively promoted.
- Parents are expected to help whenever possible and to support the school's activities and fundraising efforts.
- Parents are encouraged to participate/be involved in all aspects of the life of the school.

## **Financial Hardship**

If the enrolling family is in financial hardship, an Application for Fee Concession form should be collected at the interview, completed and submitted with required documentation within two weeks of interview.

***Reviewed: March 2018***  
***Ratified: March 2018***  
***Next Review: March 2021***

# ENROLMENT WITH ADDITIONAL NEEDS POLICY



## St. Joseph's Primary School

### RATIONALE:

At St. Joseph's Primary School we believe that all children have a right to equality and inclusive education where we can meet their specific needs.

### FUNDAMENTAL BELIEFS:

- There is a need for a whole staff approach when integrating a child with special needs.
- There is a need for a planned process, which will incorporate enrolment, transition, orientation and movement through grades of children with special needs.
- Special consideration may need to be given to the emotional, social and spiritual development of the child, whilst there should be revised goal setting with regard to the child's educational and physical development.
- Professional development needs to be offered to the whole staff in the education of children with special needs, whilst personnel directly involved need opportunities to negotiate personal and professional support and inservicing.
- Some parents will require inservicing opportunities to assist their knowledge and understanding of the child's special needs.
- There is a need to educate all students with regard to the special needs of a child and the best ways to interact and help foster the child's development.

### IMPLEMENTATION:

- When application is made, the Principal consults with executive, field experts and
- Additional Needs coordinator as to the nature of the enrolment.
- A team is appointed to review each application. Team should include a field expert, Principal and Additional Needs Coordinator as core members.

## **The role of the team could include the following steps:**

- Meet with the parents to identify the particular needs of the child and talk them through the policy. Establish a negotiated time-line for consideration of the future process of integration.
- Staff are informed of application and given the opportunity to express needs that may require consultation. Some initial information relating to the need should be available at this stage.
- Ensure that the physical, social emotional and educational needs of the child can be met by the school.
- Avenues for special funding may need to be investigated so that the child can be provided with adequate support including personnel and resources.

When the enrolment is confirmed, the team will consider the process of transition which may include:

- school visits prior to orientation
- a specialised/personalised orientation handbook peer buddy

The Additional Needs Teacher, with involved classroom personnel, will arrange visits/contact to special units, early intervention centre, preschools, previous school etc, to establish a relationship with the child and to gain relevant information.

An orientation plan is put in place by the team (see appendix).

## **SPECIAL CONSIDERATIONS:**

Respite care may need to be made available to teachers and class members of children with special needs.

Constant assessment through ongoing evaluations is recommended, eg: IPs reviewed each term.

***Reviewed: March 2018***  
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***Next Review: March 2021***