



Enrolment Policy

Purpose:

Lumen Christi follows the enrolment policy of the Archdiocese of Canberra and Goulburn Enrolment Policy for Catholic Systemic Schools. Lumen Christi welcomes, accepts and supports those who are poor, marginalised and in most need. Our conviction is that no student will be refused enrolment or be disadvantaged because of an inability on the part of parents/guardians to meet financial requirements.

Lumen Christi has the mission to provide its members with an holistic education which takes place in an environment formed by the authentic teachings and values of the Catholic Church. Those who choose a Catholic school for their children do so on the understanding that they respect and agree to support the Catholic identity of the school and acknowledge the importance of religious education for their children.

Lumen Christi, as a Catholic System school, is open to all who are willing to commit to support the philosophy, values and aims of Catholic schooling.

Policy:

Enrolment

- At initial enrolment, all parents must give a firm undertaking that they will accept and support during the period of their child's enrolment the life, nature and identity of the Catholic school, including the appropriate participation of their children in the approved religious education programs.
- No child is to be denied Catholic schooling simply because of an inability (as opposed to an unwillingness) of a parent/guardian, to meet financial requirements.
- The attention of parents/guardians is drawn to the fact that acceptance of their children into a Catholic System primary school does not confer an automatic entitlement to enrolment in a Catholic System secondary school. The enrolment of a student in a Catholic System secondary school is a new process and requires the completion and submission of a secondary school enrolment application.
- Enrolment applications received after the due date will only be considered if vacancies still exist, irrespective of where they might otherwise be placed in the priority order.
- The Director of Catholic Education may authorise the refusal of an enrolment into a particular Catholic school if such enrolment would adversely impact on the Archdiocesan provision of Catholic education.

Students with Disabilities

- Principals must refer to the Disability Discrimination Act which can be located at http://www.austlii.edu.au/au/legis/cth/consol_act/dda1992264/
- When processing enrolment applications from parents/guardians of students with disabilities who seek to be included in regular classes within the school, Principals must follow the enrolment processes detailed in **Schedule A** attached to this policy.
- The Coordinator of Special Needs Education Services must be contacted for advice during consideration of an enrolment application for a student with disabilities.
- **Conditional Enrolment**
The Principal may, in discussion with the student, parents, pastor, staff and CEO personnel, enrol a student on a conditional basis in light of the student's particular situation and/or needs at the time of or during the student's enrolment.

Secondary Enrolment Priorities

Priority:

1. Baptised Catholic children who:
 - attend a Catholic school;
 - are members of the local parish community in rural areas where a Catholic school is not available.
2. Siblings of children already attending the school.
3. Baptised Catholic children from non-Catholic schools whose residential address is in the designated priority enrolment area.
4. The family of these children MUST provide an up to date reference from their Parish Priest indicating that they are practicing Catholics in the Parish.
5. Other children who have been enrolled in a Catholic school for a period of at least 3 years and whose residential address is in the designated priority enrolment area.
6. Baptised Catholic children who attend a Catholic school and whose residential address is outside the designated priority enrolment area. Note: These children have first priority in Catholic System secondary schools where their residential address is in the designated priority enrolment area for that school.
7. Baptised Catholic children from non-Catholic schools whose residential address is outside the designated priority enrolment area. The family of these children MUST provide an up to date reference from their Parish Priest indicating that they are practicing Catholics in the Parish.
8. Baptised Catholic children from non-Catholic schools whose residential address is within the designated priority enrolment area who cannot provide a reference from a Parish Priest.
9. Baptised Catholic children from non-Catholic schools who are outside the designated priority who cannot provide a reference from a Parish Priest.
10. Other children who have been enrolled in a Catholic school for a period of at least 3 years and whose residential address is outside the designated priority enrolment area.
11. Other children whose parents/guardians desire and are committed to Catholic education.

Parent Responsibilities

- All parents enrolling their children in a Catholic Archdiocesan school must complete the official enrolment form and return it by the due date. Such action, however, does not guarantee enrolment in the school. Parents are expected to support their local parish primary school wherever possible.
- Applications, irrespective of their priority listing, received after the due date will only be considered if vacancies still exist.
- Parents must be prepared to abide by the provisions specified in the enrolment form especially as regards the support they will give the school in the Catholic education of their children.
- The child's parents/guardians must recognise and be prepared to meet their financial responsibilities for the ongoing enrolment of the child subject to section 3.1.2. of the CEO Enrolment policy document.
- The child's parent/guardian must advise the Principal of any Court Order(s) that may exist in regard to the child and MUST provide a certified copy of the Order(s) for the child's school file.

SCHEDULE A ENROLLING STUDENTS WITH DISABILITIES

(From Catholic Education Office Enrolment Policy)

1. When responding to and processing enrolment applications from students with disabilities who seek to be included into regular classes within the school, Principals must refer to:
 - 1.1 CEO Policy and Procedures dealing with aspects of the Disability Discrimination Act (1992) and related Education Standards.
 - 1.2 Relevant sections of the Archdiocesan Special Learning Support Handbook (June 2004).
 - 1.3 The Learning Support Contact Officer for advice.
2. A member of the Learning Support Team must be involved in the processing of enrolment applications via an enrolment process for students with special needs in the following instances:
 - 2.1 Where a student would obviously be eligible for support through the Commonwealth Special Education Program because of an established disability (see pp 23-24 and pp 75-79, Special Needs Learning Support Handbook).
 - 2.2 Where a Principal has been informed of a student's disability such as ongoing medical and/or behavioural condition (eg ADHD) and whilst not eligible for Special Education funding, such a student would require particular considerations for successful inclusion (see p25) Special Needs Learning Support Handbook).
 - 2.3 Where a student with special needs is transferring from another Archdiocesan school.
3. People involved in the enrolment process should include:
 - 3.1 The School Principal
 - 3.2 The School Learning Support Teacher
 - 3.3 The student's parents/guardians.
 - 3.4 An Education Officer from the CEO Learning Support Team.
 - 3.5 Assistant Manager, CEO Planning and Facilities, as appropriate.
4. The Parish Priest/Chaplain should be informed of the enrolment application and may wish to be involved in the process.
5. People involved in the enrolment process may also include:
 - 5.1 The relevant classroom teacher(s).
 - 5.2 The student.
 - 5.3 Other person(s) deemed appropriate.
6. All those involved in the enrolment process will need to discuss the following matters:
 - 6.1 The student's individual needs.
 - 6.2 The existing school resources, including facilities and DDA requirement as appropriate.
 - 6.3 The expectations of the parents/guardians.
 - 6.4 The types of funding and resources that may be available.
7. To ensure **effective transition planning** (for students with disabilities preparing for a transition **between a system primary school to a system secondary college**) the following procedures will occur during Term 1 each year:
 - 7.1 Catholic Education (through Special Needs Education Services) will forward a list of all eligible students with disabilities enrolled currently in years 5 and 6 in system primary schools to relevant secondary college Principals. Catholic Education Office – Archdiocese of Canberra and Goulburn – Policies and Procedures Manual 8/11

7.2 This confidential list will include details of the students' disabilities and, where appropriate, an indication of students with disabilities with high support needs. Students with high support needs are those with a disability relating to one or more of the following:

- 7.2.1 a severe to profound intellectual disability.
- 7.2.2 a significant physical disability or medical condition which seriously affects mobility and/or toileting and self-care (often indicative of the need for major access considerations within the school setting).
- 7.2.3 a severe to profound permanent vision and/or hearing impairment.
- 7.2.4 a student with a severe social and/or emotional disorder as related to a Pervasive Developmental Disorder (PDD) or a mental health diagnosis.

7.3 Parents/guardians will be informed by the primary school Principal that relevant secondary colleges have been notified of the possibility of enrolment enquiries in respect of their child. The Principal in cooperation with the Learning Support Teacher (feeder primary school) will encourage the parents/guardians to make early contact with the relevant secondary college(s).

7.4 Parents'/guardians' enquiries (and lodging of an enrolment application) may be made prior to the secondary college's official enrolment period. Such forward planning on behalf of students with disabilities assists in the preparation and discernment of the needs of the student, their family and the secondary college.

7.5 In certain instances, e.g. where major access issues need consideration/guardians, parents will be encouraged to make contact with the proposed secondary colleges(s) during their child's year 5 year.

7.6 Once the parents/guardians of the student with disabilities have made contact with the college and proceeded with an official enrolment application, the secondary college Principal will inform the CEO Contact Officer from Learning Support to further the enrolment process as per established procedures.

8. The following enrolment procedures relate to the **additional steps required for the enrolment of students with high support needs** (as defined in 7.2 above). The steps (additional to the *procedures described in pp 75-79 of the Archdiocesan Special Needs Learning Support Handbook* are:

8.1 During the enrolment panel process the Education Officer (Learning Support) will compile the report of the meeting on behalf of the participants, in addition to providing relevant information and support for the Principal who will chair the meeting. The report will contain the major points of discussion and agreed understandings of the meeting. This summary will be corroborated verbally by the meeting participants, in a general sense, at the end of the meeting.

8.2 The Education Officer will then draft the written report of the meeting in consultation with the Coordinator (Learning Support) and the Principal.

8.3 The Principal will forward a copy to the parents/guardians for comments. An agreed final report will then be prepared and distributed to meeting participants.

8.4 The Education Officer, in collaboration with the Coordinator (Learning Support), will provide a summary report of the proposed model of support for the student's enrolment including:

- 8.4.1 personnel support (e.g. Learning Support Assistant need).
 - 8.4.2 school and curriculum access needs (e.g. need for building modification, use of Braille).
 - 8.4.3 issues requiring further assessment (e.g. Occupational Therapy report to establish disability access compliance).
 - 8.4.4 cost estimates for the total enrolment period.
- 8.5 This summary report will be discussed directly with the Principal and then forwarded to the Director and Heads of Divisions of Catholic Education.
- 8.6 The Director and relevant Heads of Divisions will consider all the details of the enrolment. The decision to enrol and the details of the model of support will be made by the Director based on recommendations through the Heads of Division. Catholic Education Office – Archdiocese of Canberra and Goulburn – Policies and Procedures Manual 9/11
- 8.7 Based on the outcomes in 8.6 (above) the Principal will draft a response to the parents/guardians e.g. an offer of enrolment detailing the proposed model of support. The Director will review the proposed correspondence and approve or amend as required prior to despatch to parents.
- 8.8 The Principal will inform the Education Officer, Learning Support, of the parents'/guardians response to the correspondence in 8.7 (above). Transition planning or other relevant actions will follow.

References:

A complete copy of the Archdiocesan Guidelines is available from the CEO or by visiting their website: www.ceo.cg.catholic.edu.au

Forms:

Approved by: Steven Centra

Revision Date: October 2015

Next Revision Date: October 2017

Implementation Date: January 2005

Issuing Group: Lumen Christi Catholic College Leadership Team

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