



LANE COVE WEST PUBLIC SCHOOL

Enrolment Guidelines

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.

Enrolment Ceilings

There are 19 permanent classrooms at Lane Cove West Public School which caters for approximately 490 students. The school has grown over the last few years and currently 5 additional demountable classrooms cater for our in-area student population. The school currently has 590 students in 24 classes. There is minor movement in and out of the area throughout the school year.

No additional demountable accommodation will be provided for increased enrolments resulting from non-local placements.

Placement Panels

Lane Cove West Public School has a demand for non-local places which exceeds availability within the school. The school has an established placement panel that considers and make recommendations on all non-local enrolment applications. The

composition of the panel includes the Principal Deputy Principal, Assistant Principal and one school community member nominated by the school's parent organisation. The panel is chaired by the principal who has a casting vote.

The development of criteria for the enrolment of non-local students is the responsibility of the placement panel. The criteria is consistent with the general principles governing enrolment stated above. In assessing the application of the criteria to individual cases, the panel considers only those matters presented on the application form and not oral or other submissions. The decisions made by the placement panel is made within the context of the agreed enrolment ceiling and the buffer retained for local students arriving later in the year. The placement panel records all decisions and minutes of meetings are available on request by the Director, PSNSW North Sydney.

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 Director PSNSW, North Sydney 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.

Procedures for Enrolment in Particular Circumstances

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.

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.

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.

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.