

Related Policies

Family Law
Overseas Students
Immunisation
School Fees and Levies
Kindergarten Induction and Students with Special Needs (Disabilities)
 Early Entry Enrolment for Gifted and Talented Children
 Early Entry Enrolment for Mobility

Purpose

This policy sets out the principles, priorities and procedures for enrolment in an Archdiocesan System school with the aim of making as many places as possible available to those seeking a Catholic education for their children.

Preamble

PREAMBLE

The Catholic School has an ecclesial identity, because it is a part of the evangelising mission of the Church. Yet a distinguishing feature of Catholic education is that it is open to all, especially to the poor and weakest in society. It is vital that the school and parish cooperate, and that the school be integrated into the parish's pastoral programme, especially with regard to the Sacraments of Penance, Confirmation and Eucharist.

(Ecclesia in Oceania, November 2001 No. 33)

Policy

1. PRINCIPLES

1.1 The Catholic Education Commission aims to provide the choice of Catholic schooling to all those seeking a Catholic education for their children. However, enrolment of a student into an Archdiocesan Catholic school or Catholic school of choice cannot be guaranteed.

1.2 The Archdiocesan Catholic school system has a particular responsibility to welcome, accept and support 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.

1.3 Catholic System Schools established and maintained by the Archdiocese strive to be authentically Catholic and faithful to the Church, its traditions and teachings. The Catholic school is a community whose mission is 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.

1.4 The Catholic school community strives for strong partnerships with the parishes it serves. These partnerships must be demonstrated and strengthened by the enrolment procedure and practice.

1.5 Catholic System schools are open to all who are willing to commit to support the philosophy, values and aims of Catholic schooling

1.6 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.

2. **RESPONSIBILITIES**

2.1 The Catholic Education Commission of the Archdiocese of Canberra and Goulburn is responsible to the Archbishop of Canberra and Goulburn for developing, monitoring and evaluating enrolment policies for Catholic System Schools.

2.2 The Principal, in collaboration with the Pastor, staff and School Board/Council has responsibility for ensuring that the authentic vision of Catholic education in the community remains the guiding principle in the application of the enrolment policy.

2.3 The Principal is responsible for enrolments. The Principal may form an enrolment committee to provide advice. Ordinarily, the Committee will comprise the Parish Priest/Chaplain (or his representative) and a representative of the School Board/Council as members. The Principal will chair the Committee.

3. **ENROLMENT PROCEDURES**

3.1 **General**

3.1.1 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.

3.1.2 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.

3.1.3 The attention of parents/guardians is drawn to the fact that acceptance of their child into a Catholic Early Learning Centre (ELC) does not confer an automatic entitlement into the primary school at which the ELC is located. Students enrolled for preschool in an ELC will continue their primary education at a designated school within their Parish. Acceptance of their child 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.

- 3.1.4 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.
- 3.1.5 Special enrolment conditions apply from time to time as part of the planning process to ensure the choice of Catholic schooling is provided to as many people as possible. Current enrolment conditions are detailed at [Schedule B](#).
- 3.1.6 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.

3.2 Enrolment Categories

3.2.1 ELC Enrolments

The normal minimum age for enrolment in an Early Learning Centre is 4 years by 30 April in the year of enrolment.

3.2.2 Kindergarten Enrolments

It is generally desirable for schools to adopt a cut-off enrolment date whereby children commencing in Kindergarten should be five (5) years of age by 30 April of the year of enrolment.

3.2.3 Early Age Enrolments

- Early age enrolments into Early Learning Centres, Primary and Secondary schools are considered in accordance with the [Early Entry Enrolment for Gifted and Talented Children Policy](#) and the [Early Entry Enrolment for Mobility Policy](#)
 - Children identified as Gifted and Talented may be eligible for Early Entry at an Archdiocese of Canberra and Goulburn Catholic Education Early Learning Centre, or an Archdiocese of Canberra and Goulburn Catholic Education School to commence formal education in an Early Learning Centre or school up to a year earlier than their age cohort.
 - Early entry mobility provides educational opportunities for children who fall outside the cut off age due to having parent(s) / carer(s) in mobile employment positions. Early entry mobility may also apply to enrolments of children from families who have accessed a system of education with an earlier starting age than the ACT/ NSW.
 - The School Principal will lead this process and communicate with the parent(s) / carer(s).
- Families are required to contact the Principal of the Early Learning Centre or school where enrolment is sought outlining their request for Early Entry.
- The Principal informs the child's parents of this consultation process at the time of the enrolment application.
- Before agreeing to the early enrolment of the child the Principal seeks written approval from the Director.

- The Early Entry application documentation will be reviewed and processed by Catholic Education.

3.2.3.1 Early Age Enrolments: Early Learning Centres

- To be eligible for consideration under the Early Entry Enrolment for Gifted and Talented Children Policy in the Early Learning Centre, the child must be three years of age before 30 April in the year of enrolment and must be identified as gifted through a psychometric assessment, and achieve a 'Very Superior' rating across all assessments in cognitive functioning. Children younger than this will not be eligible for Early Entry for Gifted and Talented consideration.
- To be eligible for consideration under Early Age Mobility in the Early Learning Centre children must turn four years of age before 31 July in the year of enrolment to commence preschool at the start of the school year. Children younger than this will not be eligible for Early Entry Mobility consideration. Early entry mobility may also apply to ELC enrolments of children from families who have accessed a system of education with an earlier starting age than the ACT / NSW.

3.2.3.2 Early Age Enrolments: Primary and Secondary

- To be eligible for consideration under the Early Entry Enrolment for Gifted and Talented Policy in Primary and Secondary schools a child must be no more than one year younger than the normal minimum age for enrolment in a primary or secondary school, identified as gifted through a psychometric assessment, and achieve a 'Very Superior' rating across all assessments in cognitive functioning.
- To be eligible for consideration under Early Age Mobility in Primary and Secondary Schools children will have parent(s)/carer(s) in mobile employment positions or have accessed a system of education with an earlier starting age than the ACT/ NSW and will be no more than 3 months younger than the normal minimum age for enrolment in a primary or secondary school.

3.3 Students with Disabilities

- Catholic Education clearly aligns its enrolment policies and practices with Disability Discrimination Act 1992 (DDA) and the Disability Standards for Education 2005 (DSE), and therefore calls principals to consider the rights this legislation affords prospective students, their parents/guardians as well as their own schools.
- Principals must refer to the Students with Disabilities – Identification and Support document which can be located on the Policy page on the CEO website [Students with Disabilities](#).
- Principals must follow the enrolment processes detailed in **Schedule A** attached to this policy.
- Enrolment of a student with disabilities involves consultation with Catholic Education.

- Documentation to support the enrolment process will be lodged electronically: swdenrolments@cj.catholic.edu.au. Documentation must include:
 - Students external assessments
 - Completed CE Considerations for Enrolments form

3.4 Secondary Enrolments

- Special arrangements may be introduced from time to time to assist in the maximum provision of enrolments in ACT Archdiocesan System Catholic Colleges (in collaboration with the Congregational Colleges). See Schedule B attached to this Policy.

3.5 Conditional Enrolment

- The Principal may, in discussion with the student, parents, pastor, staff and CE 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.

4. ENROLMENT PRIORITIES

In implementing the Enrolment Procedures contained in Section 3 and the restrictions outlined in Schedule B, the following hierarchy of priority has been established for the consideration of enrolment applications at each school when enrolment applications exceed available spaces.

4.1 Early Learning Centres

Children who are turning four (4) before 30 April and:

1. are baptised Catholic who are resident in the Parish and/or designated priority enrolment area with siblings who attend a Catholic System primary school in the Parish.
2. have siblings who attend a Catholic System primary school in the Parish.
3. are baptised Catholic resident in the Parish.
4. are baptised Catholic resident in a Parish of the Region.
5. have siblings who attend a Catholic System primary school in the Region.
6. are baptised Catholic and resident outside the Region.
7. whose families support the mission and ethos of Catholic education.

All children who attend a Catholic ELC will be given preference for Kindergarten enrolment at a Catholic primary school.

4.2 Primary

Children who are turning five (5) before 30 April and:

1. are baptised Catholic who are members of the designated local Parish communities or, where there is more than one primary school within a Parish, the designated enrolment area within the Parish as agreed from time to time.
2. are siblings of children already attending the primary school.
3. are baptised Catholic from other Parishes or enrolment areas who cannot obtain places in their local Parish primary school.
4. are baptised Catholic whose parents/guardians seek to enrol them in a Parish primary school outside their own Parish or enrolment area but who can obtain places in their own Parish primary school.
5. are non-Catholic whose parents/guardians desire and are committed to a Catholic Education.

4.3 Secondary

1. Baptised Catholic children who:
 - attend a Catholic school; or
 - are members of the local parish community in rural areas where a Catholic school is not available, and, where applicable, whose residential address is in the designated priority enrolment area. See Schedule B.
2. Siblings of children already attending the school.
3. 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. See Schedule B.
4. Baptised Catholic children from non-Catholic schools whose residential address is in 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.
5. 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.
6. 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.

7. 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.
8. Baptised Catholic children from non-Catholic schools who are outside the designated priority who cannot provide a reference from a Parish Priest.
9. 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.
10. Other children whose parents/guardians desire and are committed to Catholic education.

5. PARENT RESPONSIBILITIES

- All parents enrolling their children in a Catholic Archdiocesan school or ELC 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 this 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.
- For Early Entry Enrolment for Gifted and Talented Children enrolment applications, parents must provide:
 - Proof of age of the child (e.g. copy of birth certificate or passport)
 - Proof of residency in the ACT/ NSW (e.g. utility bill)
 - Psychological Assessment conducted by a registered Psychologist
 - Documented evidence from any relevant educators and/or professionals (including Early Age Assessment Checklist Appendix A) which supports the child's advanced development.
- For Early Entry Enrolment for Mobility enrolments applications, parents must provide:
 - Proof of age of the child (e.g. copy of birth certificate or passport)

- Proof of residency in the ACT (e.g. utility bill)
- Evidence from the parent's employer stating the length of time of the posting to the ACT.
- Families should include relevant documentation from previous schooling, if applicable, to support their application. This may include, but is not limited to, evidence of the child's social development and ability to manage in a group setting.
- International families must provide documentation detailing the starting age for compulsory education in the public education system of their home country.

6. **ENROLMENT REPORTING REQUIREMENTS**

- The School will provide on request data to the Catholic Education Commission on the mix of Catholic, Christian and non-Christian enrolments.
- The Commission will monitor enrolment information submitted by the school and action taken by the school to ensure the Catholicity of the school and the basic aims of Catholic education are maintained. See Schedule C attached to this Policy.

Definitions

Nil

Procedures

Nil

References

Nil

Forms

Nil

Approved By:	Catholic Education Commission
Issuing Service Area:	Resource Management and Strategy
Implementation Date:	May 2016
Policy Revision Date:	May 2016
CEO Contact Officer:	Head, Resource Management & Strategy
TRIM Record Number:	R88185

SCHEDULE A

ENROLMENT OF STUDENTS WITH DISABILITIES

1. When an enrolment application for a student with disabilities is received, Principals will:
 - 1.1 Refer to the Students with Disabilities – Identification and Support document which can be located on the Policy page on the CEO website [Students with Disabilities](#)
 - 1.2 Include Wellbeing and Diversity Officers to enrolment meetings where:
 - 1.2.1 students with disabilities are being enrolled in an Archdiocesan schools for the first time, and/or
 - 1.2.2 the student has high needs
 - 1.3 Where students are transitioning from an Archdiocesan school the principal from the receiving school will contact the current principal to invite their Learning Support Teacher to the enrolment/ transition meeting.

2. The enrolment process includes:
 - 2.1 The School Principal
 - 2.2. The School Learning Support Teacher
 - 2.3 The student
 - 2.4 parents/guardians

People involved in the enrolment process may also include:

 - 2.5 The relevant classroom teacher(s).
 - 2.6 A Wellbeing and Diversity Officer

3. Considerations to be explored at the enrolment meeting include:
 - 3.1 The student's individual strengths and needs.
 - 3.2 The existing school resources, including facilities and DDA requirement as appropriate.
 - 3.3 The expectations of the parents/guardians.
 - 3.4 The types of funding and resources that may be available.

4. Additional steps required for the enrolment of students with high support needs.

The Wellbeing and Diversity Officer will:

 - 4.1 compile and distribute the report of the meeting on behalf of the participants
 - 4.2 provide relevant information and support for the Principal who will chair the meeting
 - 4.3 propose a model of support for the student's enrolment including:
 - personnel support
 - school and curriculum access needs
 - further assessment required
 - cost estimates for the total enrolment period
 - 4.4 This summary report will be discussed directly with the Principal and then forwarded to the Director and relevant Heads of Service of Catholic Education. The Director and relevant Heads of Service will consider all the details of the enrolment. The decision to enrol will be made by the Director based on recommendations through the Heads of Service.

5. 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:
 - 5.1 Parents/carers 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/carers to make early contact with the relevant secondary college(s).

- 5.2 Parents/carers enquiries and lodgement 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.
- 5.3 In certain instances, e.g. where major access issues need consideration parents/carers, will be encouraged to make contact with the proposed secondary colleges(s) while their child is in year 5.

SCHEDULE B

SPECIAL ENROLMENT CONDITIONS FOR CATHOLIC SYSTEM SCHOOLS

Priority Enrolment Areas

ACT Early Learning Centres and Primary Schools

The priority enrolment area for all ACT Early Learning Centres and primary schools is their designated school within the Parish. School children may be accepted by the Principal of a school in a different Parish depending on enrolment pressures.

Early age enrolments into ELCs and Kindergarten (Primary) are considered in accordance with the Early Entry Enrolment for Gifted and Talented Children Policy and the Early Entry Enrolment for Mobility Policy

ACT Secondary Colleges

Priority enrolment areas for ACT Secondary Colleges refer to the student's residential address, not the primary school attended. If a student within a priority enrolment area for a particular college has a preference for another college, he/she will be catered for if a place is available in the preferred college and within the normal CEO Enrolment Policy conditions. Acceptance into an out of priority enrolment area Archdiocesan primary school is not a guarantee of enrolment into a particular Archdiocesan secondary school. Enrolment into any Archdiocesan primary school is not a guarantee of enrolment into an Archdiocesan secondary school. The current priority enrolments areas for ACT Secondary Colleges (in consultation with Congregational Colleges) are as follows:

Merici College (Years 7-12 girls) at Braddon: The Parishes within the North Canberra, Queanbeyan, Belconnen, Gungahlin and Yass districts.

St Clare's College (Years 7-12 girls) at Griffith: The Parishes within the South Canberra, Woden Valley, Weston Creek and Tuggeranong districts.

St Mary MacKillop Catholic College (Years 7-12 coeducation) at Tuggeranong: the Parishes within the Tuggeranong, Weston Creek, Woden Valley, South Canberra, Queanbeyan and Cooma (Years 11 and 12) districts.

St Frances Xavier College (Years 7-12 coeducation) at Florey: The Parishes within the Belconnen, North Canberra and Yass districts.

St John Paul II College (Years 7 to 11 coeducation (extending to Year 12 by 2018)) at Nicholls: The Parishes within the Gungahlin and Yass districts.

Special Enrolment Conditions

NSW Secondary Colleges

Students resident in Yass will not be accepted for enrolment in ACT Archdiocesan Catholic schools before Year 7. Students resident in Murrumbateman will have a choice of enrolment at either Mount Carmel School Yass or an ACT Archdiocesan Catholic school subject to normal enrolment processes and priorities. Where a decision is made to enrol at Mount Carmel School Yass, that decision cannot be reversed before Year 7

Students resident in parishes served by Archdiocesan Catholic central schools will not be accepted for enrolment at an Archdiocesan Catholic college before Year 11.

ACT Primary Schools

None

NSW Primary and Central Schools

None

SCHEDULE C

CATHOLICITY OF ARCHDIOCESAN SCHOOLS

The Catholic Education Commission will consider the following criteria in assessing the maintenance of the Catholicity of Archdiocesan schools.

Treasures New and Old Curriculum

The implementation of the Archdiocesan Religious Education Curriculum *Treasures New and Old* into the schools.

The embedding of *Treasures New and Old* throughout all the Curriculum Documents.

Prayer Life in School

The importance of the formal and informal prayer and liturgy as a vital aspect of the religious life of the school.

Sacramental Programs

The School's preparation for and celebration of the sacramental initiation of its Catholic students undertaken in support of the parish based sacramental programs.

The involvement of the school community with the Parish Priest, parish personnel and CCD personnel in parish liturgies.

Pastoral Care

The implementation of appropriate pastoral care and student support programs for students/families/staff based on the authentic teachings and values of the Catholic Church.

Staff

The commitment and example of staff, particularly to the students, in witnessing the values espoused by the Catholic Church and the Archdiocesan Catholic Education System.

Parents

The recognition and support of parents in their primary role as educators of their children particularly in regards to the religious development and pastoral care of their children.

The assistance to parents in the preparation of their children for the sacraments.

The recognition of the spiritual and religious needs of children from faith traditions other than the Catholic faith.

The support of parents in difficulties in meeting financial obligations associated with the school.