



ENROLMENT POLICY

VISION

Catherine McAuley School is a Catholic Faith community which promotes and celebrates excellence in education.

A spirit of reconciliation is encouraged through our experience of faith, growth and unity.

We endeavour to prepare children for a life that is lived in justice, dignity and mutual respect.

1 RATIONALE

In keeping with the policy of the SA Commission for Catholic Schools and SA Government legislation, Catherine McAuley School has determined a policy of enrolment based upon the educational and pastoral needs of all students. This policy is premised upon the ethos and spirit of our school which includes a call to evangelisation, justice, equity and a preferential option for the poor.

2 AIMS

As a result of this policy the school will:

- 2.1 Have a systematic and identifiable procedure for the enrolment and admission of students.
- 2.2 Ensure that prospective families and the wider community have a clearer understanding of the school's enrolment principles and practices.

3 GENERAL PRINCIPLES

- 3.1 As a Catholic school open to all, enrolment applications are welcome from all families who are prepared to support the school's mission and ethos.
- 3.2 No child shall be denied enrolment on the basis of the family's genuine inability to pay full school fees.
- 3.3 Enrolment is at all times conditional upon a family's ongoing acceptance of the terms and conditions of enrolment. The conditions are included in the parent declaration section of the Application for Enrolment and in the formal Acceptance of Offer of Enrolment.
- 3.4 Applications for enrolment are welcome at any time and must be on the standard Application for Enrolment form available from the school office.
- 3.5 Acceptance of enrolment for children with identified special needs may be conditional on advice from the Catholic Education Office.
- 3.6 Offers of enrolment are only confirmed subsequent to an enrolment interview between the school Principal (or Deputy) and the parent(s) / legal guardian(s) of the child to be enrolled.

- 3.7 The enrolment interview includes a tour of the school and a discussion covering the school's philosophy, aims, programs and procedures in addition to consideration of the parents' / legal guardians' aspirations for their child's education.
- 3.8 An offer of enrolment may be made by the Principal after taking into account the availability of a place, special needs of the student, current class composition etc.
- 3.9 Catherine McAuley School reserves the right to suspend a student for serious or continued breaches of school rules (as per SACCS/School Policy).

4 ENROLMENT IN RECEPTION

- 4.1 Enrolment in Reception normally occurs at the commencement of the first three school terms according to the following schedule:
 - 4.1.1 Children who turn five up to the end of February in each year will be enrolled in the Reception class at the start of Term 1 and will normally spend twelve terms in Junior Primary (Reception-Year 2).
 - 4.1.2 Children who turn five on or before 31 May in each year will be enrolled in the Reception class at the start of Term 2 and will normally spend eleven terms in Junior Primary.
 - 4.1.3 Children who turn five on or before 31 August in each year will be enrolled in the Reception class at the start of Term 3 and will normally spend fourteen terms in Junior Primary.
 - 4.1.4 Children who turn five on or before the 31 of October in each year will be enrolled in the Reception Class for Term 4. These children will spend thirteen terms in Junior Primary.
 - 4.1.5 Children who are below the age of five will only be enrolled according to the Early Entry Process as outlined in Appendix A.
- 4.2 Whilst the length of time children normally spent in Junior Primary is detailed above, parents are asked to be open to the possibility that extra time in a certain year level may be recommended by the school.

5 ENROLMENT IN OTHER YEAR LEVELS

Children transferring into the school at year levels other than Reception shall be admitted on a mutually agreed date.

6 TRANSFER BETWEEN SCHOOLS

- 6.1 Any acceptance of a student transfer should occur only after consultation between respective schools.
- 6.2 When Catherine McAuley school accepts an enrolment from another Catholic school or school sector Catherine McAuley will send appropriate advice to the student's previous school.
- 6.3 The Student Transfer Form is to be completed. A copy is available on CESA.
- 6.4 New Interstate Data Transfer Note (January 2006) must be completed.

7 PRIORITY OF ENROLMENT

In circumstances where the number of enrolment applications exceeds the available places the following priority order of enrolment acceptance shall apply:

- 7.1 Children who have a brother or sister already attending the school.
- 7.2 Catholic children from within the parish.
- 7.3 Catholic children from other parishes.
- 7.4 Children of other faiths.
- 7.5 Children from families who are open to their children being educated in the Catholic tradition.
- 7.6 We provide places for children of Defence Families.

8 ENROLMENT OF NON CATHOLIC CHILDREN

Catherine McAuley endorses enrolling non Catholic children based on:

- 8.1 The preservation of the school's Catholic ethos.
- 8.2 Preference for enrolment to families of the Orthodox tradition.
- 8.3 The desire of some non-Catholic parents to choose a Christian education for their children.

- 8.4 The contribution many non-Catholic parents have made over the years and will continue to make to Catholic schools.
- 8.5 The call to ecumenism.

9 ENROLMENT PROCEDURE

The usual procedure for enrolment is as follows:

- 9.1 The family collects, or is sent, an enrolment prospectus.
- 9.2 The family submits an Application for Enrolment form along with the non-refundable Application Fee. The application will NOT be processed unless the fee is paid.
- 9.3 Upon receipt of an enrolment application a written acknowledgement is sent.
- 9.4 At an appropriate time (in the case of Reception enrolments usually 12-18 months prior to commencement) the family is invited for an enrolment interview with the Principal or Deputy Principal.
- 9.5 Subsequent to interview the family seeking enrolment is sent either a written Offer of Enrolment or a letter detailing the school's inability to offer a place.
- 9.6 The family accepts the offer of enrolment in writing and pays the non-refundable Acceptance Fee to secure the position.
- 9.7 The school acknowledges receipt of the family's acceptance.
- 9.8 The family is informed of orientation procedures including parent information sessions, school visits, etc.

10 FLEXIBILITY

- 10.1 In some situations circumstances may require alternative procedures for enrolment. The school Principal shall make such determinations after consulting the Chairperson of the School Board and the Parish Priest.
- 10.2 In the case of Special Needs Students, the enrolment procedure will be supported by the Catholic Education Office Special Education Consultant, the Special Education Teacher and the Principal in consultation with the

parents/caregivers and agencies associated with the child with respect to their special needs. In such cases a more flexible attendance arrangement may be negotiated to cater for the needs of the child.

11 RESOURCES

The implementation of some of the provisions of this policy may be affected by available resources (e.g. staffing).

12 REFERENCES

SACCS Enrolment Policy

DATE FOR REVIEW

Ratified by School Board:	12 September 2007
Next Review:	2012

Enrolment Policy - Appendix A

THE EARLY ENTRY PROCESS

1 INTRODUCTION

This statement on Early Entry has been developed to assist the Catherine McAuley School Community, under the Principal's leadership, to discern the best option for highly gifted and talented four and a half year olds. Early entry into school is one of a number of options for consideration.

2 RATIONALE

2.1 The SACSS Vision Statement challenges us to develop the whole child to the fullest potential. In keeping with this idea, the individual child's particular needs and development must be the key criterion. This factor is paramount in approaching the concept and practice of Early Entry to school at four and a half years, for highly gifted and talented students.

2.2 It is not a matter of stating that the child qualifies because of a recent birthday and giftedness, but to decide whether early entry is in *this* child's best interests. In consultation, the Principal needs to discern and determine what will most enhance development in *this* situation.

3 DECISION MAKING

It needs to be clear to all involved at the outset that the decision on Early Entry into school for particular students rests, in the end, with the Principal. The Principal will make this decision in consultation with the family and the teacher/s concerned, and with access to various reports and information.

4 ELIGIBILITY

4.1 A highly gifted four and a half year old child will be eligible for consideration for early entry into school.

4.2 This child will be demonstrating skills and abilities well above the norm for Reception children.

4.3 There will be a strong element of giftedness, particularly in the areas of Literacy and Numeracy.

- 4.4 The child being considered for early entry will have been the subject of a psychologist's report dealing with current social, emotional and intellectual aspects of the child's development. (Contact the Learning and Student Wellbeing Team of the Catholic Education Office for advice about assessments).
- 4.5 Such a report is costly, but essential in its contribution towards an objective assessment. The school might consider the possibility of assisting parents with the cost of the assessment.
- 4.6 Principals need to consider the education and wellbeing of children who have not reached five years of age seeking enrolment.
- 4.7 An I.Q. score in the highly gifted range (145 - 159) would be required to support notions of high giftedness. Research indicates that such a score is rare; in the range of one child in every thousand through to one child in ten thousand, depending on the particular population in question.
- 4.8 A high IQ score in the range quoted will need to be complemented by other essential elements including:
 - 4.8.1 Eye hand coordination at least at an average level or higher, where the child can cut, paste, draw and write without undue stress.
 - 4.8.2 Reading or reading readiness, at a level equal to or higher than children in Reception for three terms.
 - 4.8.3 Reasonable emotional and social maturity; eg has the child adapted well in Preschool? Is the child likely to be able to deal positively with challenging situations?
 - 4.8.4 General good health of the child.

5 THE PROCESS

5.1 Initial Contact:

Early Entry might be one possible option when a highly gifted child reaches four and a half. Discussions around this will obviously need to take place well before a possible entry date.

5.2 A Consultative Panel:

A panel of relevant people will be chosen by the Principal, to assist with information gathering and consultation, in assessing eligibility and an appropriate way forward. The panel will include:

5.2.1 The Principal

- 5.2.2 Child's parents/caregiver
 - 5.2.3 A psychologist or person to interpret psychologist's report
 - 5.2.4 The receiving teacher at school
 - 5.2.5 A pre-school or kindergarten teacher
 - 5.2.6 A person with knowledge of Gifted and Talented students
- 5.3 The Principal will convene a meeting to gather the appropriate opinions, information and documentation. Particular attention needs to be paid to the views of the kindergarten or preschool teacher in terms of the child's social and physical maturity and the possibility of the child coping in a more structured school environment.

6 THE KEY QUESTION

The major focus for the Principal and panel to consider will be:

For the six months in question, will the school be able to offer a richer, more challenging, educational environment than the one the child is currently in?

7 TRANSITION

- 7.1 A decision in favour of early entry will bring associated responsibilities for the panel and the school. Monitoring how the child is coping and being prepared to adapt or change the program or decision where necessary, will be vital.
- 7.2 All involved will need to keep the lines of communication open during this six month period of early entry. Close monitoring by the school and parents beyond the six month period will also be essential. Meetings of the panel will be scheduled to review progress of the child at school.

8 CONCLUSION

Early entry into school will occasionally be the best option for highly Gifted and Talented four and a half year olds. Ultimately, school Principals will make this decision by applying the principles, process and practices described in this document, in the best interests of the child presented for early entry.