Enrolment Application and Support Procedures

For students requiring significant educational adjustments

Revised July 2006

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Introduction and Rationale

The *Vision Statement for Catholic Education*[1], the *Strategic Renewal Framework for Catholic Schools 2007-2011*[2] and the Policy - Students with Disabilities 2006 [3] inform the *Enrolment Application and Support Procedures for Students requiring Significant Educational Adjustments.* These procedures reflect the ongoing commitment of Brisbane Catholic Education towards inclusive practices in schools and is guided by the principles of justice as reflected in Church[4], education and legal [5], [6] areas.

The Principal as the Executive Director's delegated educational leader within the school, carries responsibility for the enrolment of all students. The enrolment of students requiring significant educational adjustments is the concern of the whole school as a community within the Church. *The Enrolment Application and Support Procedures for Students requiring Significant Educational Adjustments* encourages all participants in the education process (parents, students, teachers, school leadership, student services representatives) to share as partners, the responsibility for successful outcomes for all students. **The process seeks to reveal and clarify the characteristics of the learner and to assess the adjustments for accessing the learning and the implications of these for the school, the family and the student.**

The Enrolment Application & Support Procedures set out in this document are to be applied:

- when application for enrolment is made on behalf of a student and it is considered likely that significant educational adjustments will need to be made to support the student's initial and continuing enrolment in the school.
- when the adjustments have been agreed and are able to be implemented.
- when the adjustments for the student are being reviewed as included in the school action plan.

The following flowchart provides an overview of the process in stages.

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[1] Vision Statement for Catholic Education
[2] Strategic Renewal/Framework 2007 – 2011 for Catholic Schooling Archdiocese of Brisbane
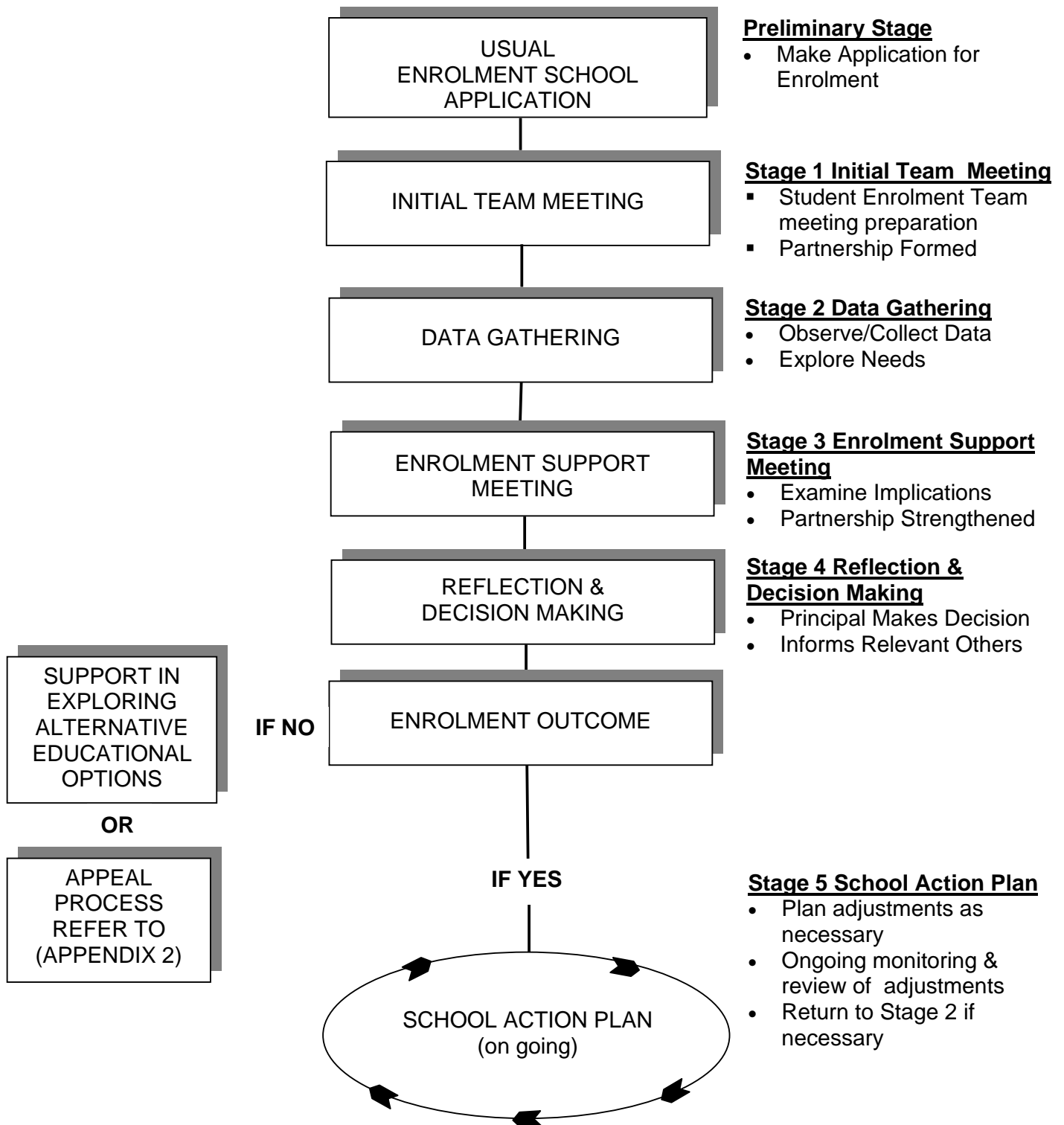[3] Policy- Students with Disabilities 2006
[4] "Of themselves, rights are not enough", Pope John Paul II (1994) **Letter to Families**,
   Section 15, p.649, Origins, CNS Documentary Service, Vol.23: No. 37, March 1994.
[5] Anti-Discrimination Act, Queensland 1991, Section 44
[6] *Privacy Amendment (Private Sector) Act 2000*

Enrolment Application and Support Process for Students requiring Significant Educational Adjustments

| USUAL ENROLMENT SCHOOL APPLICATION | **Preliminary Stage**
• Make Application for Enrolment |

| INITIAL TEAM MEETING | **Stage 1 Initial Team Meeting**
▪ Student Enrolment Team meeting preparation
▪ Partnership Formed |

| DATA GATHERING | **Stage 2 Data Gathering**
• Observe/Collect Data
• Explore Needs |

| ENROLMENT SUPPORT MEETING | **Stage 3 Enrolment Support Meeting**
• Examine Implications
• Partnership Strengthened |

| REFLECTION & DECISION MAKING | **Stage 4 Reflection & Decision Making**
• Principal Makes Decision
• Informs Relevant Others |

SUPPORT IN EXPLORING ALTERNATIVE EDUCATIONAL OPTIONS

OR

APPEAL PROCESS REFER TO (APPENDIX 2)

IF NO — ENROLMENT OUTCOME

IF YES

SCHOOL ACTION PLAN (on going)

Stage 5 School Action Plan
• Plan adjustments as necessary
• Ongoing monitoring & review of adjustments
• Return to Stage 2 if necessary

Preliminary Stage

Education is a partnership involving school, family and other agencies. The Enrolment Application and Support Procedures for Students requiring Significant Educational Adjustments is one that reveals and clarifies the characteristics of the learner and assesses the relevant adjustments for accessing the learning and the implications of these for the school, the family and the student.

The procedure, which follows, is foundational to this partnership and leads to an appropriate response to the student's educational needs.

It is important that the Principal initiates the use of this procedure when significant adjustments may be required. Application forms used in usual school enrolment processes should include questions which would highlight the need for the Principal to initiate the use of this procedure.

The Enrolment Application Form requires parent(s)/guardian(s) to disclose all the information that may be relevant to the student's educational needs to ensure the appropriate educational adjustments can be determined.

> *The elements within stages are not necessarily in order, nor are all elements relevant in every enrolment application. Information and materials to support various stages as well as suggested proformas for recording information are included in the appendices.*

Process

- Parent(s)/Guardian(s) make application for enrolment for the student through the usual school enrolment form. (This form should include questions that will indicate a need for an extended enrolment application support process.)

- Principal initiates the use of the Enrolment Application and Support Procedures where necessary.

- For Secondary Enrolment Support Procedures, see Enrolment Support Meeting Appendices 3,4,5,6,10 and parents to forward information at least one week prior to the meeting.

N.B. Principals will discern which proformas for information are appropriate as they take into consideration the individual circumstances of families.

Stage 1 - Initial Team Meeting

1.1.   Desired Outcomes

1.1.1. A Student Enrolment Support Team is formed

1.1.2. Timeframe for the procedure is set

1.1.3. Educational adjustments are explored

1.1.4. Chair negotiates to appoint appropriate school based personnel to keep a record of the meeting

1.1.5. A record of the information shared at the meeting is made available for all team members

1.1.6. A partnership with parents (and where appropriate, with the student) is established through the initial formation of the Student Enrolment Support Team

1.2.   Student Enrolment Support Team

1.2.1. Permanent Members

- Principal (the Principal is leader of the team)
- Parents(s)/Guardian(s)
- School staff representative
- Appropriate Student Services Representative
- Other personnel if relevant

1.3   Process

1.3.1   Documentation requested from parents received. Eg. primary school; Education Queensland; other sectors.

1.3.2   Enrolment Application and Support Procedure explained (refer Appendix 1)

- Right of Appeal
- Role of a support person for the parents
- If appropriate, exploration of alternative educational placements
- If appropriate, Education Adjustment Program (EAP) processes and procedures

1.3.3   Plan data gathering eg. Visits to settings; therapy reports

1.4   Actions

1.4.1   Minutes of meeting documented and made available to all (See Appendix 7)

1.4.2   Parents/Guardians sign Information Access Permission Form
(See Appendix 3)

Stage 2 – Data Gathering

2.1 Desired Outcomes

2.1.1 Specific information about the student's history, the student as learner and the required educational adjustments are explored

2.1.2 Data relevant to enrolment application is gathered to inform the needs and adjustments required for the student to access the curriculum.

Refer to the Record of Meeting (Stage 1; Initial Team Meeting)

It may be helpful to begin using the proforma Appendix 11, which tracks the Student Factors, Adjustments for Learning and Implications for the School, Family and Student.

2.2 Process

2.2.1 Current educational provider(s) is / are contacted

2.2.2 Relevant personnel as listed on the Information Access Permission Form (Appendix 3) are contacted as required.

2.2.3 Observations are recorded in home setting and current educational setting(s) where relevant

2.2.4 Data relevant to the student is gathered

2.2.5 Data related to the school is gathered

2.2.6 Data related to available support is gathered

2.2.7 If appropriate, Education Queensland and/ or other educational/service provider (s) is / are contacted to discuss the nature and scope of support options

2.3 Actions

2.3.1 Collate relevant data and reports

2.3.2 Inform Principal regularly regarding all gathered data and reports

2.3.3 Prepare for Stage 3 meeting (Appendices 5,6,7,8,9,11 if relevant).

Stage 3 – Enrolment Support Meeting

3.1   Desired Outcomes

3.1.1   Information gathered in Stage 1 and Stage 2 is shared and clarified

3.1.2   Parental expectations and what the school can provide are explored and clarified.

3.1.3   Where appropriate students expectations are explored and clarified.

3.1.4   Any new relevant information is tabled

3.1.5   Enrolment implications are identified and examined in relation to:
- Family and student considerations
- School community leadership / administrative considerations
- Program considerations
- Teaching & Learning considerations

3.1.6   If appropriate, the Educational Adjustment Program (EAP) and relevant documents are clarified and discussed.

3.1.7   Reasonable educational adjustments are clarified and planned within the teaching and learning program for the student.

3.1.8   If appropriate, the nature and scope of alternative educational provisions are explored and clarified.

3.2   Student Enrolment Support Team Members

3.2.1.1   Permanent Members
- Principal (the Principal is leader of the team)
- Parents(s)/Guardian(s)
- School staff representative
- Appropriate Student Services Representative eg Consultant - Inclusive Education
- *Support person at the option of the parents

Please Note: The role of a support person for the parents

- o   Parents must inform the principal that they have elected to have a support person in the team and the name of that person prior to the commencement of the process.
- o   The role of the support person does not include being and advocate or witness for the parents.
- o   The support person does not play a formal/active role in the process.
- o   The support person may be a friend or relative who is not required to provide professional input in relation to the process.
- o   The support person assists the parents to participate in the process and ensures that the parents understand what is happening.
- O   In the event that the principal is of the view that the support person is acting outside this role and inturn disrupting the process, the principal should address this concern with the parents. Should the behaviour continue after this, the Principal is entitled to exclude the support person from further participation in the process.

It may also be relevant to co-opt one or more of the following to support the process at a given time

- Student
- Support Teacher (Inclusive Education)
- Staff member
- Year Level Co-ordinator/ Class Teacher
- Inclusion/Integration Program Teacher
- School Officer
- Medical Personnel
- Education Queensland representative /Advisory Visiting Teacher
- Speech Pathologist (Inclusive Education)
- Occupational Therapist
- Physiotherapist
- ESL Teacher
- Community organisation or agency
- Area Supervisor
- Other

3.3 Process

3.3.1 Input is invited from all members while information is presented and discussed

3.3.2 Reasonable educational adjustments are considered

3.3.3 If appropriate, the scope and nature of alternative educational provision(s) are discussed

3.3.4 If appropriate, the Education Adjustment Program (EAP) is discussed

3.3.5 A summary of student factors; adjustments and implications is tabled (see Appendix 11)

3.4 Actions

3.4.1 Record of meeting made available to all Enrolment Support Team Members

3.4.2 Team Members informed of the timeline and process for decision regarding the enrolment

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Please Note: Disability Standards for Education 2005; Guidance Notes…

In assessing whether a particular adjustment is reasonable for the student with a disability, the education provider should take into account:

- □ the nature of the student's disability;
- □ the information provided by, or on behalf of, the student about how the disability affects the student's ability to participate;
- □ views of the student, or an associate of the student, about whether a proposed adjustment is reasonable and will enable the student with a disability to access and participate in education and training opportunities on the same basis as students without disabilities;
- □ information provided by, or on behalf of, the students about his or her preferred adjustments;
- □ the effect of the proposed adjustment on the student, including the student's ability to participate in courses or programmes and achieve learning outcomes;
- □ the effect of the proposed adjustment on anyone else affected, including the education provider, staff and other students; and
- □ the costs and benefits of making the adjustments.

Stage 4 – Reflection and Decision Making

4.1   Desired outcomes

4.1.1   The Principal makes a decision regarding the enrolment application. (This may occur earlier)

4.1.2   The Principal informs the parents, Enrolment Support Team Members and other relevant persons about the decision and confirms with parents in writing

4.2   School Enrolment Support Team Members

4.2.1   Members
   - Principal
   - School staff representative/s
   - Relevant other members as determined by the Principal

4.3   Process

4.3.1   The Principal in consultation with the School Enrolment Support Team considers the students needs and makes a decision based upon:

   - the data which has been gathered in Stages 1 and 2

   - the enrolment implications clarified and examined in Stage 3

   - the factors which might include the reasonable adjustments that can be made to meet the student's educational needs in response to the requirements identified and examined in Stage 3

4.3.2   The decision is shared with the parents

4.3.3   This decision is confirmed in writing by the Principal

4.3.4   If enrolment is offered, the Principal continues the usual school enrolment procedures.

If the decision is not to enrol the student, the Area Supervisor is informed prior to informing the parents and the School Enrolment Support Team.

4.4   Actions

The Principal:

4.4.1   Makes a decision regarding the enrolment

4.4.2   Discusses the decision with the School Enrolment Support Team

4.4.3   Communicates the decision to the parents

4.4.4   Confirms the decision in writing to the parents

4.4.5   Proceeds to Stage 5

If Enrolment does not go ahead, the Principal:

4.4.6   Informs the Area Supervisor and Parish Priest that adequate adjustments
         towards the student's inclusion cannot be supported.

4.4.7   Requests a Student Services Representative to assist the parents in finding
         an alternative educational provision, if appropriate

4.4   Actions

Stage 5 - School Action Plan

5.1 Desired Outcomes

5.1.1 A Student Support Team is formed

5.1.2 The Principal appoints a member of the Student Support Team to coordinate the ongoing educational provision for the student (ie Case Manager)

5.1.3 A School Action Plan is developed and implemented (refer Appendix 12)

5.1.4 Timelines for reviews are established

5.1.5 A record of the School Action Plan is made available for all members of the Student Support Team

5.1.6 Communication is maintained

5.2 Student Support Team Members

5.2.1 Permanent Members of Student Support Team

- Principal (the Principal is leader of the team)
- parents
- relevant other members as determined at the school level

5.3 Process

5.3.1 The Student Support Team meets to develop and document a School Action Plan based upon student considerations, family considerations, school community leadership / administrative considerations, curriculum considerations and pedagogical considerations. This *may* include:
- A School Action Plan (refer to Appendix 12)
- An Individual Educational Plan (IEP)
- A Social Competency Development Plan
- A Medical Management Plan
- A Staff Training Plan
- A Built Environment /Access Plan
- A Resources Acquisition Plan
- Education Adjustment Program (EAP) Process

5.3.2 Student Support Team meets regularly to monitor progress in relation to the School Action Plan

5.3.3 Student Support Team meets as appropriate to review/plan/monitor student's progress towards achievement of educational outcomes considering the provision of reasonable adjustments.

5.4 Actions

5.4.1 Form a Student Support Team

5.4.2 Appoint a member of the Student Support Team to coordinate ongoing educational provision for the student (Case Manager)

5.4.3 Develop a School Action Plan

5.4.4 Record the School Action Plan and make this available for Student Support Team members

5.4.5 Implement the School Action Plan

5.4.6 Establish timelines for Student Support Team Meetings

5.4.7 Maintain communication with Student Support Team members

5.4.8 Revisit stages of the Enrolment Application and Support Procedures as necessary.

Appendices

1. **Parent Brochure (Enrolment Application and Support Procedures for Students requiring Significant Educational Adjustments)**

2. **Appeal Process**

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5. **Parent Preparation for Enrolment Support Meeting**

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7. **Stage 1: Initial Team Meeting (Record of Meeting)**

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10. **Secondary Transition Form (Information from Primary School)**

11. **Stage 3: Enrolment Support Meeting (Record of Meetings)**

12. **Stage 5: School Action Plan**

13. **Enrolment of Students in Catholic School Policy, June 2004**

14. **Policy: Students with Disabilities**

APPENDIX 1

School Mission

SCHOOL ENROLMENT

OR OTHER DETAILS AS RELEVANT

School Logo
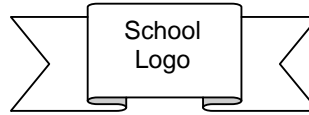
SCHOOL NAME

SCHOOL ADDRESS

SCHOOL CONTACT DETAILS

Phone:

Fax:

Email:

SCHOOL CONTACT PERSONNEL

Principal

Deputy/APA

APRE

Support Teacher (IE)

Guidance Counsellor

Brisbane Catholic Education Centre

Enrolment Application

and

Support Procedures

for

Students requiring Significant

Educational Adjustments

Introduction and Rationale

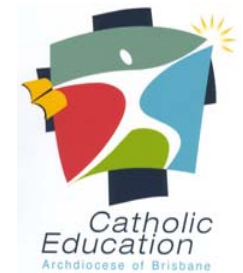The Enrolment Application and Support Procedures for Students requiring Significant Educational Adjustments operates within the Policy – Students with Disabilities for Brisbane Catholic Education schools. This policy statement, consistent with the Vision Statement and Strategic Renewal Framework 2007-2011, reflects the ongoing commitment of Brisbane Catholic Education to the incorporation of inclusive practices in schools and is guided by the principles of justice as reflected with Church, education and legal areas. The enrolment of a student requiring significant educational adjustments is the concern of the whole school community within the church.

The process seeks to reveal and clarify the characteristics of the learner, and to assess the relevant adjustments for accessing the learning and the implications of these for the school, the family and the student.

A partnership approach is foundational to this process and leads to an appropriate response to the student's educational needs. The enrolment application and support procedures are used when it is considered likely that significant educational adjustments will be needed to support a student's initial enrolment and/or for ongoing service provision.

ENROLMENT APPLICATION AND SUPPORT PROCEDURES
For Students requiring Significant Educational Adjustments

USUAL SCHOOL ENROLMENT	Preliminary Stage
INITIAL TEAM MEETING	Stage 1
DATA GATHERING	Stage 2
ENROLMENT SUPPORT MEETING	Stage 3
REFLECTION AND DECISION MAKING	Stage 4
ENROLMENT OUTCOME	

SUPPORT IN EXPLORING ALTERNATIVE EDUCATIONAL OPTIONS — IF NO

OR

APPEAL PROCESS REFER TO (APPENDIX 2)

IF YES

SCHOOL ACTION PLAN (ONGOING) — Stage 5
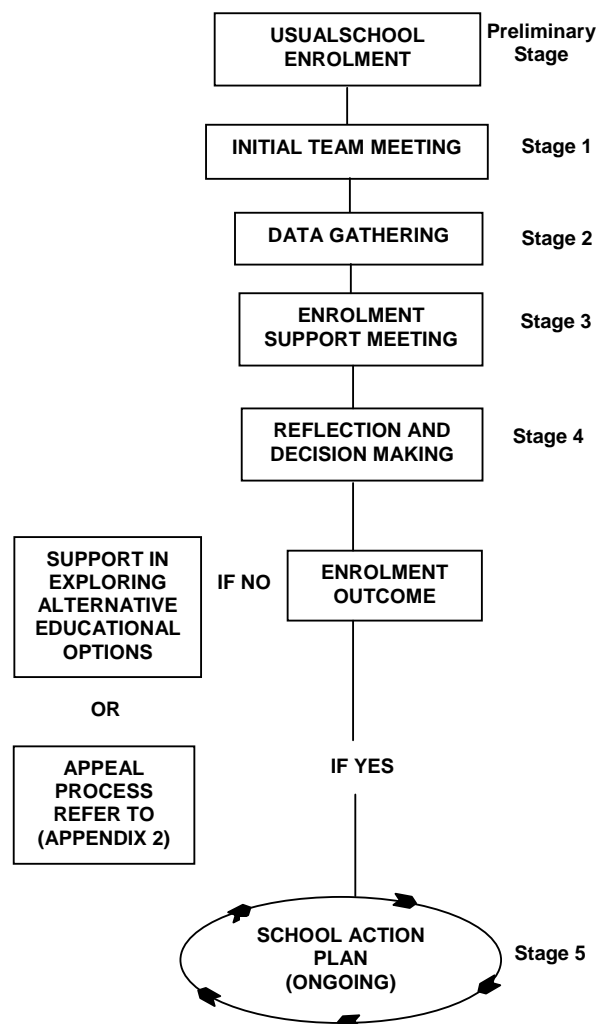
Preliminary Stage
- Make Application for Enrolment

Stage 1 Parent Meeting
- **Student Enrolment Team meeting preparation**
- **Partnership Formed**

Stage 2 Data Gathering
- **Observe/Collect Data**
- **Explore Needs**

Stage 3 Enrolment Support Meeting
- **Examine Implications**
- **Partnership Strengthened**

Stage 4 Reflection & Decision Making
- **Principal Makes Decision**
- **Informs Relevant Others**

Stage 5 School Action Plan
- **Plan Action as Necessary**
- **Ongoing program monitoring & Review of adjustments**
- **Returning to Stage 2 (if necessary**

Enrolment Application and Support Procedures for Students requiring Significant Educational Adjustments

APPEAL PROCESS

STAGE 4 - Reflection and Decision Making

This process of appeal is available for all parents.

The matters to be dealt with in this process shall include all matters of disagreement between the parent and the school in respect of any issue arising from the Enrolment Application and Support Procedures and/or the decision of the Principal to accept or reject the application of enrolment.

1. In the event of a parent having an issue or concern with the process or desire to appeal the decision of the principal the parent shall, in the first instance, attempt to resolve the matter with the Principal, who shall respond to such request as soon as reasonably practicable under the circumstances.

2. If the parent's disagreement is not resolved under point (1) above, the parent or nominee *may* refer the matter (by telephone or in writing) to the Area Supervisor for discussion and possible mediation.

3. If the parent's disagreement is still unresolved after discussions listed in point (2) above, the parent is able to formally notify (in writing) the Executive Director of Brisbane Catholic Education, of their disagreement or desire to appeal the decision of the Principal in relation to enrolment.

4. Upon formal notification of a disagreement or request to appeal, a nominee of the Executive Director will undertake an investigation into the Enrolment Application and Support Procedure.

5. The Executive Director will endeavour to notify the parent of the outcome of the investigation, within 30 days of receipt of the notification.

Discussion at any stage of the process shall not be unreasonably delayed by any party, subject to acceptance that some matters *may* be of such complexity or importance that it *may* take a reasonable period of time for the appropriate response to be made.

APPENDIX 3

	Enrolment Application and Support Procedures for Students requiring Significant Educational Adjustments

STAGE 2: Data Gathering

INFORMATION ACCESS PERMISSION

In accordance with the Enrolment Application and Support Procedures for Students requiring Significant Educational Adjustments (Brisbane Catholic Education 2006) and the Brisbane Catholic Education Privacy Statement, permission is given by the parent/s or guardian/s of a student to allow the Principal or school representative to contact, collect and record any relevant information (either orally or via documentary material or reports) about the child.

I/We ……………………………………………………… (Parent/Guardian) hereby authorise and direct ………………………………….. (Principal or School Representative) to collect information (either orally or via documentary material) from the following, who *may* hold relevant information in relation to my child …………………………………………………(name) ……………………………..(date of birth)

	Organisation	**Personnel**	**Contact Details**
Current Setting			
Current Setting			
Medical:			
General Practitioner			
Paediatrician			
Psychiatrist			
Additional Services:			
Speech Pathology			
Occupational Therapy			
Physiotherapy			
Psychologist			
Guidance Officer			
Guidance Counsellor			
Advisory Visiting Teacher			
Other			

I understand and acknowledge that the information will be shared and stored by Brisbane Catholic Education organisation strictly for the purpose of enrolment application and ongoing education provision.

Signature: …………………………………………………………….Date: ……………………………………………

Sample Proforma Letter from Principal requesting documentation for Enrolment Support Meeting (Secondary)

(Date)

Dear (Parent's name),

Thank you for being available for the Enrolment Support Interview for (student's name) on (date). At this interview we will discuss further (student's name) enrolment application and his/her needs as he/she enters secondary school. We will also discuss with you your expectations of us.

You may wish to bring with you a representative from the primary school such as the Support Teacher – Inclusive Education, classroom teacher or some other person who you feel could be a support person for (student's name).

You may have provided information with your enrolment application. To assist our planning for (student's name) enrolment the following may be forwarded to the school before we meet:

- Yr 6 school reports & the Numeracy & Literacy report from Yr 5
- Ascertainment and/or Education Adjustment Program (EAP) documentation
- Copy of diagnosis if relevant
- AIMS print-out (if Education Queensland)
- Copy of the Individual Education Plan (IEP)
- Completed sheets – (titled) – Parent Preparation for Enrolment Support Meeting
- Any other relevant documentation

We look forward to meeting with you and (student's name) on (date).

Yours sincerely

Principal

	Enrolment Application and Support Procedures for Students requiring Significant Educational Adjustments

STAGE 2 - Data Gathering

PARENT PREPARATION FOR ENROLMENT SUPPORT MEETING

<u>Note to parents</u>

This kind of information will help our understanding of your son/daughter's needs and the adjustments we can plan together. You *may* wish to think about the following before the Enrolment Support Meeting.

Child's Name: ………………………………………….

What are your child's Hobbies / Interests / Likes? ……………………………………………………
……
……

What are your child's strengths? ……………………………………………………………………….
……
……

What are the areas of difficulty/concern?
……………………………………………………………….
……
……

What kinds of Supports / Assistance works best for your child? …………………………………….
……
……

What is your child's preferred way/s of learning?
…………………………………………………………………………………..
……
……

What are your dreams for your child? ………………………………………………………………….
……
……

What are your concerns for your child? ....
……
……

What are your goals for your child? ....
……
……

What are the specific reasons for choosing this school for the enrolment of your child?
……
……

Parent's/Guardian's signature: ……………………………………….Date:

Enrolment Application and Support Procedures for Students requiring Significant Educational Adjustments

STAGE 2 - Data Gathering

STUDENT PREPARATION FOR ENROLMENT SUPPORT MEETING

The intention of these questions is
1. For the student to complete prior to meeting **and/or**
2. Form the basis of a conversation with the student at meeting **and/or**
3. Use particular questions as appropriate.

(Parents/caregivers may give assistance)

Student's Name: …………………………………   Date: …………………………

The activities I enjoy doing are: ……………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………

When I finish school, I would like to be a: ………………………………………………..
………………………………………………………………………………………………………
………………………………………………………………………………………………………

At school, activities I really like are: ………………………………………………………
……..
………………………………………………………………………………………………………

I learn best when: …………………………………………………………………………………..
………………………………………………………………………………………………………
………………………………………………………………………………………………………

I *may* need extra help in: …………………………………………………………………………..
………………………………………………………………………………………………………
………………………………………………………………………………………………………

What worries me most is: ………………………………………………………………………..
………………………………………………………………………………………………………
………………………………………………………………………………………………………

I would be happy if: ………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………

My friends coming to this school are: ………………………………………………………..
………………………………………………………………………………………………………
………………………………………………………………………………………………………

APPENDIX 7

Enrolment Application and Support Procedures for Students requiring Significant Educational Adjustments

STAGE 1: Initial Team Meeting

RECORD OF MEETING

Date:

Student Information:

Student's name	………………………………………………………………………
Date of Birth	………………………………………………………………………
Proposed Year Level Placement	………………………………………………………………………
School	………………………………………………………………………
Parents/Guardians Names	………………………………………………………………………
Home Address	………………………………………………………………………
Phone	………………………………………………………………………
Religion	………………………………………………………………………

Meeting Information:

Participants:	………………………………………………………………………
Student	………………………………………………………………………
Parents	………………………………………………………………………
Support Teacher	………………………………………………………………………
Principal	………………………………………………………………………
Consultant	………………………………………………………………………
Class Teacher	………………………………………………………………………
Apologies:	………………………………………………………………………

Developmental History:

Infancy and Early Years

Medical History:

Past/present, significant/recurring illnesses

Ailments, Accidents

Current Medication

Educational History:

Other Education Settings eg: EQ; Interstate

Agency Involvement:

Speech Pathology

Occupational Therapy

Physiotherapy

Other

Curriculum Factors:

Communication Factors:

Social Participation / Emotional Well-being Factors:

Health and Personal Care:

Safety:

Learning Environment / Access:

Enrolment Application and Support Procedures for Students requiring Significant Educational Adjustments

Stage 1: Initial Team Meeting

	RECORD OF DOCUMENTS	
Education Adjustment Program		
Information Access Permission		
Speech		
Occupational Therapy		
Paediatrician		
Psychologist		
School/SEDU/FECS		
Other Documentation		

Enrolment Application and Support Procedures for Students requiring Significant Educational Adjustments

Stage 2: Data Gathering

RECORD OF OBSERVATION / VISIT

Date: ………………………………………………………………………………

Student Name: ………………………………………………………………………

Date of Birth: ………………………………………………………………………

Setting: ………………………………………………………………………………

Teacher / Personnel: ……………………………………………………………………

Developmental History:

Curriculum Factors:

Communication Factors:

Social Participation / Emotional Well-being Factors:

Health and Personal Care:

Safety:

Learning Environment / Access:

General Observations:

Recommendations:

APPENDIX 10

Enrolment Application and Support Procedures for Students requiring Significant Educational Adjustments

STAGE 2 - Data Gathering:

SECONDARY TRANSITION FORM – INFORMATION FROM PRIMARY SCHOOL

Student Name:......................................**D.O.B:** ....

Family Name:......................................

Current School:......................................

Class Teacher:......................................

Contact Phone No:...................................... **Date:** ....

Developmental History:

Social Development (tick appropriate column)	Strong	Moderate	Needs Development
Works co-operatively with others			
Can work independently			
Can concentrate for a period of time e.g. 15-20 mins			
Relates well to peers			
Responds satisfactorily to advice or correction			
Can cope with a challenge			
Shows potential for leadership			

Academic Progress (tick appropriate column)	Above Year Level Expectations	Year Level Expectations	Below Year Level Expectations
Oral Reading			
Reading Comprehension			
Written Expression			
Mathematics - Numeration			
Mathematics - Computation			
Mathematics – Problem Solving			
Organisational Independence			

Support History:

Has the student repeated a year level? ☐ Yes   ☐ No   ☐ Unknown

Has the student received learning support? ☐ Yes   ☐ No

In which areas? ☐ Literacy   ☐ Numeracy   ☐ Other

Does this student have identified needs in one or more of the following Educational Adjustment Program (EAP) areas?

☐ Intellectual Impairment   ☐ Physical Impairment

☐ Social / Emotional Disability   ☐ Vision Impairment

☐ Hearing Impairment   ☐ Speech Language Impairment

☐ Autistic Spectrum Disorder

Education Adjustment Program (EAP) Details:

☐ EAP Agency: Education Qld ☐ BCEC ☐ Other

Verified: ……………………………Profiled: …………………………Review Date: ……………………………

Are there any other issues which could impact on the student's education?

……
……
……
……

Does the student receive additional support?

☐ Support Teacher ☐ Inclusion/Integration Program ☐Counsellor

☐ E.S.L. Teacher ☐Speech Pathologist ☐ Other

☐ School Officer ☐ Advisory Visiting Teacher

Please describe:

……
……
……
……
(Please forward relevant reports)

Behaviour:

Does the student generally meet the school's expectations in the following areas?

Attendance: ☐ Yes ☐ No

Code of Conduct: ☐ Yes ☐ No

Additional comments:

……
……

General Comments:

Is there any other information which would assist us with the enrolment and continuing education of this student?

☐ Please phone for further details

☐ Yes ……
……

Thank you for your time in completing this form

Name: ………………………………	Role: ……………………………………
Signature: ………………………………	Principal's Signature: ……………………………………

Enrolment Application and Support Procedures for Students requiring Significant Educational Adjustments

Stage 3: Team Meeting

RECORD OF MEETING

Date of Meeting:

Desired Outcomes:	Student Information:

- Information gathered in Stage 1 and Stage 2 is shared and clarified

- Any new relevant information is tabled

- Enrolment implications are identified and examined in relation to:
  ⇒ Family and student considerations
  ⇒ School community leadership / administrative considerations
  ⇒ Program considerations
  ⇒ Teaching & Learning considerations

- If appropriate, the Educational Adjustment Program (EAP) and relevant documents are clarified and discussed.

Student Information:

Student's name	....
Date of Birth	....
Proposed Year Level Placement	....
Proposed School	....
Home Address	....
Phone	....
Religion	....

Meeting Participants:

Participants:	....
Student	....
Parents/Guardians	....
Support Teacher (IE)	....
Principal	....
SSR	....
Class Teacher	....

DOCUMENTS TABLED

	Document	By Whom

Enrolment Application and Support Procedures for Students requiring Significant Educational Adjustments

RECORD OF ADJUSTMENTS / IMPLICATIONS

Student Factors	Adjustments for Learning	Implications for the School/Family/Student
Curriculum:		
Communication:		

Student Factors	Adjustments for Learning	Implications for the School/Family/Student
Social Participation / Emotional Well-being:		
Health and Personal Care:		

Student Factors	Adjustments for Learning	Implications for the School/Family/Student
Safety:		
Learning Environment Access:		

ACTION SUMMARY - IMPLICATIONS

What	*Who*	*Comments*	*Check*

APPENDIX 12

BRISBANE CATHOLIC EDUCATION ENROLMENT SUPPORT PROCESS FOR STUDENTS REQUIRING SIGNIFICANT EDUCATIONAL ADJUSTMENTS

Stage 5: School Action Plan

Desired Outcomes:

- A Student Support Team is formed
- The Principal appoints a member of the Student Support Team to coordinate the ongoing educational provision for the student (i.e. Case Manager)
- A School Action Plan is developed and implemented.
- Timelines for reviews are established
- A record of the School Action Plan is made available for all members of the Student Support Team.
- Communication is maintained

Identifying Information:

Child's name	
	……………………………………………………………
Date of Birth	
	……………………………………………………………
Name of School	
	……………………………………………………………
Proposed year Level Placement	
	……………………………………………………………
Parents/Guardians Name/s	
	……………………………………………………………
Home Address	
	……………………………………………………………
Telephone	
	……………………………………………………………
Religion	……………………………………………………………

Participants:

Principal:	…………………………………………………………
Parents:	…………………………………………………………
School Representative:	…………………………………………………………
Student Services Representative:	…………………………………………………………

ACTION PLAN FOR STUDENT
(Refer to Record of Adjustments Appendix 11)

What	*Who*	*Comments*	*Check*

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ENROLMENT OF STUDENTS IN CATHOLIC SCHOOLS POLICY

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JUNE 2004

POLICY

Catholic schools in the Archdiocese give priority in enrolment to students who are baptised Catholics. Schools may also enrol students from other faith traditions whose families demonstrate that they share in the expressed values of the school. In such instances schools embrace church teachings regarding respect for the faith journey of individuals within the religious dimension of school life.[1]

The process of enrolment is to be guided by principles of justice and equity that support Catholic ethos and vision.[2]

INTRODUCTION

In a spirit of service guided by the gospel of Jesus Christ, and in the tradition of the Archdiocese of Brisbane, Catholic schools further the mission of the Church and continue to reach out to those who are poor and marginalised. Catholic schools are committed to providing a holistic education, which is responsive to each student's diverse and unique spiritual, social, emotional, intellectual and developmental needs and circumstances.

RATIONALE

Catholic schools recognise the role of parents as the primary educators of their children. Catholic schools share with pastors and parents the responsibility to nurture the development of each student.

The Brisbane Archdiocesan Report on the Bishops Project on Catholic Schooling 2001 states that the Catholic school of the future will "provide an authentic experience of Catholic Christian community" and "be open to those who support its values."[3]

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[1] *The Code of Canon Law,* 1984, canon 748 § 2.
Congregation for the clergy; *General director for catechesis,* NSW, 1998, n 75, p.76.
Brisbane Catholic Education, *A statement on religious education for Catholic schools,* Brisbane, 1997, pp.12-17.
[2] Congregation for Catholic Education, *The Catholic school in the threshold of the third millennium,* NSW, 1998, N15, P.18.
[3] Archdiocese of Brisbane, *Queensland bishops' Catholic schools research project Archdiocese of Brisbane 1998-2001*, Brisbane, 2001, p.6.

Contemporary issues that impact upon enrolment in Catholic schools include:
• enrolment demands for Catholic schooling
• changing church affiliation patterns by families
• disability and anti-discrimination legislation
• access for those who are poor and marginalised
• responses to government education initiatives
• provision of religious education and faith development opportunities for all students
• the development of ecumenical schools.

Schools respond creatively to such issues by offering to students a holistic Catholic education that will assist them to become actively engaged in enriching the world throughout their lifetime.
Catholic schools in the Archdiocese therefore, are committed to providing high quality, inclusive schooling and are visible expressions of the Church in action. In partnership with parishes and deaneries, schools are part of the Church's mission to educate and support the faith of its members. They also contribute to the development of Catholic Christian identity. "The endeavour to interweave reason and faith, which has become the heart of individual subjects, makes for unity, articulation and coordination, bringing forth within what is learnt in school a Christian vision of the world, of life, of culture and of history."[4] Guided by principles of respect and tolerance, and in a spirit of dialogue, Catholic schools are challenged to respond to an ecumenical and multi-faith society.

CONSEQUENCES

The following consequences result from the application of the Archdiocesan enrolment policy at the local level.

Parish and Archdiocesan Catholic schools, in collaboration with pastors, will:

Catholic Identity
• Promote a clearly articulated vision and statement of expressed values and experience of schooling within the Catholic tradition
• ensure that enrolment process and patterns contribute to and maintain the Catholic identity of the school community
• link pastorally and strategically with their parish and deanery communities
• ensure that the classroom teaching of religion and the religious life of the school are grounded in the Catholic faith tradition
whilst being sensitive to ecumenical and multi-faith perspectives

Pastoral and Educational
• ensure that the curriculum embodies the wisdoms and values of the Catholic tradition

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Congregation for Catholic Education, op.cit., n14, p.17.

• provide opportunities to enrich the spirituality and faith development of staff enabling them to teach effectively in a Catholic school
• interact proactively with students and their families, through the educational and pastoral life of the school, assisting them in their faith development
• establish effective relationships with representatives of their local communities including pastors, parents/carers and staff in developing local procedures for the enrolment of students

Leadership
• engage the school community in Archdiocesan renewal and quality assurance processes
• ensure that enrolment processes for students with special needs follow the Enrolment Application and Support Procedures for Students with Special Educational Needs (2002) of Brisbane Catholic Education
• review regularly school fee and levy policies and processes consistent with the principles of justice and equity
• develop and communicate to their community enrolment policies and procedures that have been developed in accordance with this enrolment policy and local needs.

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For more information please contact the Catholic Education Council, GPO Box 1201, Brisbane 4001, Telephone (07) 3840 0400, Fax (07 3844 5101

STUDENTS WITH DISABILITY POLICY