

ENROLMENT PROCESS

TABLE OF CONTENTS

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TABLE OF CONTENTS.....	2
ENROLMENT IN TASMANIAN GOVERNMENT SCHOOLS.....	3
1. Legal Requirements.....	3
2. General Enrolment Process.....	4
3. Providing Proof of Identity and Address at Enrolment.....	5
4. Migrant and International Students.....	7
5. Change of Address.....	8
6. Closing an Enrolment.....	8
7. Enrolment from Out-of-Area (from 2018).....	9
8. Determining Ability to Accept Out-of-area Students.....	10
9. Part-time Enrolment of a Home Educated Student.....	12
10. Guidelines for Enrolment at a State Support School.....	14
11. Dual Enrolment of Students with Disability.....	16
12. Early Entry to Kindergarten or Prep (Giftedness).....	17
13. Early Entry to Kinder/Prep (Mobile Category Agreement for Interstate students).....	18
14. Enrolling in the Tasmanian eSchool.....	19
15. Year 13 Applications and Enrolment.....	21
16. Re-engagement Programs (Tier 4).....	22
17. Australian School-based Apprenticeships (ASbA).....	22
18. Senior Secondary Enrolments.....	23
APPENDIX A: MODEL OUT-OF-AREA ENROLMENT PROCEDURE.....	25
APPENDIX B: GUIDELINES FOR PART-TIME ENROLMENT OF A HOME EDUCATED STUDENT.....	28
APPENDIX C: ENROLMENT AT A SUPPORT SCHOOL – DEFINITIONS.....	29
APPENDIX D: OTHER USEFUL INFORMATION.....	30

ENROLMENT IN TASMANIAN GOVERNMENT SCHOOLS

I. Legal Requirements

All children who are permanent Australian residents in Tasmania and at least five years of age as at 1 January in any year **MUST** be enrolled in a school, or be provided with home education by a registered home educator until issued with a transition statement (whether or not the child attains the age of 18 years before the commencement of, or during Year 10).

A child who has been issued with a transition statement **MUST** participate full-time in an approved learning program until the first of the following occurs:

- the student obtains a Year 12 completion certificate
- the student obtains a Certificate III qualification
- the student attains the age of 17 years (from 2020, 18 years of age).

The Department of Education is accountable to the community, through the Minister for Education, for ensuring appropriate school enrolment practices.

The aim of this process is to provide clarity for school staff and families in relation to the requirements for school enrolment under the *Education Act 2016*.

2. General Enrolment Process

2.1 NEW ENROLMENT

When enrolling a child at a Tasmanian Government school for the first time, the enrolling school **MUST**:

- Ask the parent/guardian or independent student to complete the [Student Information \(Form A\)](#), [Contact Information \(Form B\)](#), and the [Supplementary Information \(Form C\)](#) for each enrolling child. *(updated form to be released by the end of Term 3)*
- Request evidence of the following (documents required for proof of evidence listed over the page):
 - the student's identity
 - the parent/legal guardian's identity
 - place of residence
 - health care information, including immunisation history and allergies (if applicable).
- Notify the Principal if a parent/guardian has indicated on the Enrolment Form that the student has behaviours that may pose a risk to the health and safety of the child or others at the school.

If evidence is not provided to the school within 30 days of enrolment, the school **MUST** send a Provision of Information letter *(updated letter to be provided by the end of Term 3)* to the parent/guardian to request it.

Once a new enrolment has been accepted, the school **MUST**:

- retain a copy of the student's evidence of ID in the student's permanent record
- create an enrolment in EduPoint, as per the Student Administration Training Resources website – Enrolment Creation Tab
- enter the data provided on Forms A, B and C into EduPoint.

The Principal **MUST** consult the Learning Services General Manager, if the Principal believes that the school is unable to provide appropriate and safe support for a student with health care needs, including those on the Severe Disability Register or under a Guardianship and Custody Order.

Out-of-area enrolment and part-time enrolment of home educated students

- If seeking enrolment from out-of-area, or part-time enrolment for a home educated student, parents **MUST** complete an [Expression of Interest form](#) and provide the evidence required. See the [Model Out-of-Area Enrolment Procedure](#) for details.
- If the Expression of Interest is approved, the parent/guardian **MUST** then complete the Enrolment Form and provide the evidence required for general enrolment.

2.2 TRANSFERRING AN EXISTING ENROLMENT

The enrolling school **MUST**:

- provide the parent with a Student Information Validation Report B (report from EduPoint) for completion
- more information on the Validation of Information process can be found in the video [Student Administration Resources - Validation of Information](#)
- The enrolling school **MAY** ask the parent to provide interim student information to have a record of essential information while waiting for details to be transferred from previous school.

2.3 ANNUAL VALIDATIONS

Each year by the end of Term 1, schools **MUST** request parents validate and/or update the Student Validation Report B.

3. Providing Proof of Identity and Address at Enrolment

3.1 STUDENT'S ID

An original or certified copy of one of the following **MUST** be provided:

- Australian Birth Certificate
- Current Australian or foreign passport and visa
- Current Australian Driver Licence or Tasmanian Learner Licence
- Citizenship papers
- Department of Immigration and Border Protection (DIBP) issued travel documents, including visa
- DIBP Certificate of Resident Status
- Tasmanian Personal Information Card.

3.2 PARENT/GUARDIAN ID

An original or certified copy of one of the following **MUST** be provided:

- Birth Certificate
- Current Australian or foreign passport and visa
- Current Australian Driver Licence or Tasmanian Learner Licence
- Citizenship papers
- Department of Immigration and Border Protection issued travel documents, including visa
- DIBP Certificate of Resident Status
- Tasmanian Personal Information Card.

3.3 RESIDENTIAL ADDRESS

One of these original documents **MUST** be provided:

- Bank/financial statement
- Utility bill (phone, electricity, gas)
- Lease/Rent Agreement
- Australian Taxation Office Assessment from the current or last year
- Certificate of Title
- Copy of Appropriate Accommodation and Welfare (CAAW).

Additional Information and/or evidence that may be required at enrolment

Independent Students	Students 18 years and over	Students from interstate
<p>An Independent Student MUST provide one of the following:</p> <ul style="list-style-type: none"> • Proof of Centrelink payment • Rental Agreement or Utility statement PLUS a letter from a Social Worker • A document signed by the parent/guardian saying that the student is independent • Youth Allowance or ABSTUDY Notice of Assessment. <p>If a student applies to be independent during their schooling, a new enrolment form MUST be completed and EduPoint updated.</p> <p>NOTE: An independent student is not required to provide evidence of parent's identity.</p>	<p>A student aged 18 years and over who is not currently enrolled within a Department of Education school, transferring from non-Government school or another State/territory MUST hold a current Tasmanian Working with Vulnerable People Registration (RWVP) with a status of Volunteer prior to commencement of study.</p> <p>The RWVP requirement does not apply to open learning and distance education adult student enrolments that do not require attendance at classes on school or college premises.</p> <p>Until a current Tasmanian RWVP card is obtained, an individual's enrolment application will be deemed "not complete".</p> <p>For continuing students (18+) i.e. known to DoE/continuation of study within DoE, a RWVP is not required.</p>	<p>The school MUST request a transfer of information from the student's previous school using the Interstate Student Data Transfer Note (ISDTN).</p> <p>The ISDTN requests information about: school information, student progress and support needs and student behaviour and management issues.</p> <p>Full details can be found at http://scseec.edu.au/archive/Publications/ISDTN/ISDTN---Gov-Schools.aspx</p>

4. Migrant and International Students

4.1 KEY INFORMATION

- If the student is not an Australian or New Zealand citizen, or permanent resident, the enrolling school **MUST** contact Government Education and Training International (GETI) who will provide full advice on enrolment requirements.
- Details received by GETI in the student's application, such as the student's visa classification, are sent to the school for the student's record, along with the Authority to Enrol documentation. See www.study.tas.gov.au.

4.2 NOT AN AUSTRALIAN OR NEW ZEALAND CITIZEN, OR PERMANENT RESIDENT

When enrolling a student who is not an Australian or New Zealand citizen or permanent resident, the parent/guardian **MUST** include the following information in the enrolment form:

- Visa no
- Arrival date
- Authority to Enrol (from GETI).

The address recorded for exchange students **MUST** be their host family address.

International students **MUST** have a Tasmanian address entered into EduPoint under the residential address type.

4.3 PERMANENT RESIDENTS

If the student is a permanent resident, the parent/guardian **MUST** provide Proof of Australian Citizenship or permanent residency, in addition to the evidence of identity required for general enrolment.

4.4 HUMANITARIAN ENTRANTS

When enrolling a humanitarian entrant in a school, a case worker from the English as an Additional Language (EAL) Program within the Department will contact the school to organise enrolment, with the support of an interpreter.

When enrolling a humanitarian entrant, the school **MUST** ensure that the parent/guardian has included the following details on the enrolment form:

- Visa number
- Arrival date
- Immicard number.

5. Change of Address

5.1 PROCESS FOR CHANGING AN ADDRESS

- Changes to a student's address **MUST** only be made by a parent/guardian or independent student.
- The school **MUST** have proof of the new address and make the change using the validation form.
- The school **MUST NOT** change the address unless they have proof of the new address.

6. Closing an Enrolment

6.1 PROCESS FOR CLOSING AN ENROLMENT

The parent/guardian **MUST**:

- notify the school which the student is enrolled in, in writing, that the student will be leaving.

The school the child is leaving **MUST** leave the student enrolled on EduPoint with the appropriate attendance marked until notified in writing (including electronic) by another Government school, or the parent/guardian that the student has:

- enrolled in another Tasmanian Government school
- left the state
- enrolled in a non-Government school
- been granted Provisional Home Education Registration status from the Registrar, Education
- an Exemption from Enrolment Certificate or Exemption from Participation in an Approved Learning Program
- completed the legal requirements for school enrolment.

The enrolling school **MUST**:

- notify the previous school, in writing (including electronic), once the student has enrolled.

7. Enrolment from Out-of-Area (from 2018)

7.1 POLICY OBJECTIVE

- All students living within an intake area are entitled to enrol at the Tasmanian Government school within that area.
- All Tasmanian Government schools are in a position to provide optimum learning outcomes.
- The Department encourages the enrolment of students at their local intake area school, however it acknowledges that there **MAY** be reasons why parents may seek to enrol their children at a school outside their intake area.
- The only acceptable reasons for out-of-area enrolment are those listed in the [Secretary's Instruction for Enrolment from Outside Intake Area](#), as reflected in the [Model Out-of-Area Enrolment Procedure](#).
- The Department is committed to ensuring that any applications for out-of-area enrolments are assessed consistently, equitably and transparently.

7.2 ENROLMENT FROM OUT-OF-AREA (from 2018)

If a student resides out of a school's intake area, but meets the following criteria, they **MUST** be allowed to enrol:

- has a sibling already at the school
- has received a request to enrol a student from the Director, Government Education and Training International (GETI)
- the student is identified by the Learning Services General Manager as having exceptional circumstances requiring enrolment at the school. For example, a care and protection order or other court order.

Principals **MUST** ensure there is sufficient capacity to cater for students from within the intake area that may enrol throughout the year. See the [Model Out-of-Area Enrolment Procedure](#)

If a student does not meet the criteria above, a parent/guardian **MUST** complete an [Expression of Interest form](#) to go on the waiting list for out-of- area enrolment and provide the evidence required.

A Principal **MUST** assess Expressions of Interest for out-of-area enrolments in accordance with the [Model Out-of-Area Enrolment Procedure](#) (as required under the *Education Act 2016*).

Where a student is applying to enrol in a primary school that feeds into a high school or K-10/12 school that the Secretary has identified as being close to capacity, the Principal of the primary school **MUST** have approval from the Principal of the high school before enrolling a student from out-of-area.

7.3 ASSESSING AN APPLICATION FOR OUT-OF-AREA ENROLMENT

The responsibility for accepting or rejecting out-of-area enrolments lies with the school Principal.

In accordance with the [Model Out-of-Area Enrolment Procedure](#) schools **MUST** assess any Expressions of Interest on the waiting list for out-of-area enrolment against the following criteria in the following order:

- A home educated student living in the intake area and seeking part-time enrolment.
- The proximity of the student's home address to the school's intake area boundary.
- The student needs access to formal or informal out-of-school care close to the out-of-area school.
- The proximity of the school to the parent's workplace.
- The student is a home educated student living outside the intake area who is seeking part-time enrolment.
- Enrolments as agreed by the Learning Services General Manager, upon application by the Principal.

8. Determining Ability to Accept Out-of-area Students

CAPACITY (PHYSICAL SPACE)

- The receiving Principal **MUST** ensure that there is capacity at the school to accept OOA students.
- Capacity is the maximum number of enrolments the school is physically able to accommodate.
- Capacity is determined by the Department's Facility Services Business Unit, applying a standard, nationally applied formula.
- The estimated capacity of all schools will be published on the Department's intranet. This data will not be shared externally. Publicly available data will, however, show whether the school is at capacity or close to capacity.
- School capacity is based on all available general and specialist learning areas including science, music and art areas or other areas that may be used as a general learning area. The following areas are excluded from the capacity calculation: media, design and technology, hospitality, commercial cooking, library, gymnasium, multipurpose hall and support areas.
- Principals **MAY** liaise with the relevant Learning Service, with assistance from the Department's Facility Service Business Unit, to clarify which rooms are or could be used as learning areas.
- Capacity is calculated by **multiplying the number of learning areas by the average class size of 25 FTEs** (full time equivalent students). The enrolment figures are then deducted to determine the current or future excess or deficit in capacity.

Examples:

- *A school with 12 learning areas would have a capacity of 300 FTE. If current enrolments are 250 FTE then the school has an excess capacity of 50 FTE – equating to two surplus learning areas.*
- *A school with 12 learning areas with a capacity of 300 FTE and an enrolment of 350 FTE equates to a deficit of two learning areas.*

CAPACITY FOR IN-AREA STUDENTS

- The Receiving Principal **MUST** ensure that there is capacity at the school to cater for any in-area students who enrol at the school throughout the year.
- The number of places 'reserved' for potential students from in area is at the Principal's discretion, based on historical enrolment trends and future enrolment projections.
- Principals will be able to access data on historical and projected enrolments on the Department's intranet.

SIZE AND ARRANGEMENT OF CLASSES

- The Receiving Principal **MUST** consider whether the current size and arrangement of classes at the school is able to accommodate OOA enrolments.
- If the Receiving Principal determines that the size and arrangement of classes cannot accommodate OOA, notwithstanding the school's estimated capacity, they **MUST** seek guidance from the Department's Facility Service Business Unit.

STAFFING AND OTHER RESOURCES

- The Receiving Principal **MUST** consider whether the school has sufficient staff and other resources to accommodate OOA enrolments.

For example:

- *If an OOA enrolment application is received after the Census data, even if the school does have physical space to create an additional class, the school might not have the staff to do so.*

TRENDS AND PROJECTIONS

- The Receiving Principal **MUST** consider historical enrolment trends and future enrolment projections in determining whether the school has ability to accept OOA enrolments.
- If the school has the ability to accept OOA enrolments at a particular point in time, but enrolment projections show that this is likely to create capacity issues for the school in subsequent years, the Receiving Principal **MUST** seek the advice of the Department's Facility Services Business Unit.

Examples:

Specific issues that the Receiving Principal may consider relevant include:

- *the number of siblings of currently enrolled students who are likely to enrol*
- *the number of students who leave the school during the year, creating spaces for other students.*

Receiving Principals will be able to access data on historical and projected enrolments on the Department's intranet from January 2018.

9. Part-time Enrolment of a Home Educated Student

The Office of the Education Registrar is responsible for the registration and monitoring of home education in Tasmania. Information can be found at <https://oer.tas.gov.au/home-education>

9.1 ASSESSING AN APPLICATION

- An application to home educate a child **MUST** be made to the Registrar in the first instance, and **MAY** include part-time attendance at one school for up to the equivalent of two days a week*.
- If a home educated student applies for part-time attendance at a school, the parent **MUST** complete an Expression of Interest form.
- The Principal **MUST** assess expressions of interest against the [Guidelines for Part-time Enrolment for Home Educated Students](#).

* A Principal **MAY** approve a home educated student to enrol part-time attend school for more than two days a week, if the Principal is satisfied that the child will attend the school full time in the following school year.

9.2 IF APPROVED

The Principal **MUST** provide the applicant with in-principle approval in writing.

The parent/guardian **MUST**:

- provide the Registrar with the in-principle approval in writing, as evidence to support the part-time component of their proposed home education program or proposed amendment to an approved Home Education Program.
- provide a copy of the student's approved home education program and follow the process for general enrolment at a Tasmanian Government school.

The school **MUST**:

- enrol the student on EduPoint with the FTE of the days attending the school (as per table below) and add a comment in the 'Enrolment Notes' on EduPoint that the student is home educated.
- mark the student's attendance at the school for the days they are enrolled to attend. See the [Attendance Process](#).

Contact Hours per week	Days	FTE for EduPoint
Less than or equal to 2.5hrs	Half a day	0.1 FTE
Greater than 2.5hrs and less than or equal to 5hrs	One day	0.2 FTE
Greater than 5hrs and less than or equal to 7.5hrs	One and half days	0.3 FTE
Greater than 7.5hrs and less than or equal to 10hrs	Two days	0.4 FTE

9.3 IF NOT APPROVED

The Principal **MUST** document their decision on the [Expression of Interest form](#) and advise the applicant in writing.

9.4 REVIEWING A DECISION

The student's parent/carer **MAY** ask the Learning Services General Manager for a review of the decision made by a Principal.

Applications for review **MUST** be made using the [Review of Enrolment Decision Form](#) and addressed to the Learning Services General Manager.

10. Guidelines for Enrolment at a State Support School

10.1 ELIGIBILITY FOR ENROLMENT

Enrolment at a Support School **MUST** be requested by a parent/guardian and will be considered when:

- the student has a significant, identifiable disability which includes a severe intellectual disability. The student's intellectual disability may or may not be accompanied by severe physical disability, severe health impairment or moderate to severe autism. The school will all have evidence of extensive or substantial levels of adjustment being made to support the student's learning
- the Support School Placement Committee agrees that Support School enrolment is the most appropriate school enrolment for the student
- the student's opinion has been considered wherever possible.

10.2 SUPPORT SCHOOLS AND EARLY CHILDHOOD INTERVENTION SERVICES (ECIS)

- Parents of children who have completed a Pre-Kindergarten year in an Early Childhood Intervention Service (ECIS) Centre **MAY** prefer to enrol their child in a Support School rather than a mainstream Kindergarten.
- Attendance will be on a pro-rata basis of 15 hours per week.
- The same eligibility criteria and process for enrolment apply for all students as stated above.
- The [Nomination for Support School Placement](#) **MUST** be completed by parents and professionals involved.
- Staff with knowledge of the student's needs will participate in a team meeting and support the student's transition process.
- The student's nomination to the Support School will be considered by the Placement Committee.

10.3 ENROLMENT PROCESS

- To apply for enrolment, a [Nomination for Support School Placement](#) **MUST** be completed and forwarded to the Manager Disability Programs.
- The Information will then be forwarded to the relevant Support School Principal and Support School Placement Committee members.
- The student's parent/carer **MUST** visit the Support School and confirm their support on the Nomination for Support School Placement form.
- A Support School Placement Committee will be established for each learning service and will include the following core educational professionals and other staff as appropriate:
 - Manager Disability Programs (Chair)
 - Learning Services Operations Manager
 - Support School Principal
 - Professional Support Staff Seniors (including, Speech and Language Pathologist, School Psychologist, Autism Consultant).
- In relation to each student's nomination for enrolment in the Support School the Placement Committee will:
 - Consider all the relevant documentation
 - Make a determination about the appropriateness of the proposed enrolment

- Recommend a time for review if an enrolment is agreed but a review is required.
- The Support School Placement Committee will have the right of ultimate determination to approve or not approve enrolment.
- In the event of the proposed enrolment not being recommended by the Placement Committee the Chair will discuss the reasons for this judgement with the student's parents.
- When enrolments are negotiated at the beginning of a school year, resources will be split according to the enrolment FTE. This amount will be calculated by the finance business unit.

10.4 TIMEFRAMES FOR APPLICATION

Pre-Kinder Timeline:

- Referrals for enrolment in the following school year for children transitioning to Kindergarten **MUST** be submitted by 30 May.

Prep-Year 12 Timeline:

- Referrals for enrolment for the following year for students in Prep to Year 12 **MUST** be submitted by 18 September.

10.5 REVIEW PROCESS

- The student's parent/carer **MAY** ask the Learning Services General Manager for a review of the decision made by the Placement Committee.
- Applications for review **MUST** in writing and addressed to the Learning Services General Manager.
- The student's parent/carer **MAY** appeal the decision of the Placement Committee and Learning Services General Manager through the Ombudsman.

10.6 TRANSPORT

- The Transport Assistance Guidelines will be applied equitably to all students, including those attending a Support School. Enrolment in a Support School does not give automatic access to Transport Assistance.

11. Dual Enrolment of Students with Disability

Under [Ministerial Instruction No 2](#) of the *Education Act 2016*, the process outlined below **MUST** be followed when determining enrolment applications for enrolment in more than one school.

11.1 ELIGIBILITY FOR DUAL ENROLMENT

- A student with a disability currently enrolled in Prep to Year 12 in a mainstream Government School **MAY** apply to dual enrol on a part-time basis in a Support School.
- A student with a disability currently enrolled in Prep to Year 12 in a Support School **MAY** apply to dual enrol on a part-time basis in a mainstream Government School or non-government school.
- A student with a disability currently enrolled in Prep to Year 12 in a non-government mainstream school **MAY** apply to dual enrol on a part-time basis in a State Support School.
- A student with a disability currently enrolled in Prep to Year 12 in a non-government support school **MAY** apply to dual enrol on a part-time basis in a state mainstream Government School.
- Dual enrolment in a Support School is available to students with disability who require extensive or substantial levels of adjustment to support their learning program. Refer to the definitions provided below.

11.2 DUAL ENROLMENT PROCESS

- Enrolment will be based on student need, and preference will be given to students with the highest need who are currently enrolled within the Tasmanian Government education system.
- The Support School Placement Committee will have the right of ultimate determination to approve or not approve enrolment.
- The process for dual enrolment is consistent with current practice for mainstream and support schools. Refer to [Enrolment at a Support School](#).
- The educational instruction time at each school **MUST** be negotiated by the schools and recorded as the appropriate FTE on EduPoint. Each school is responsible for recording attendance at their school.

11.3 LEVIES AND CHARGES

- Levies and charges (where applicable) **MUST** be determined on a proportional enrolment full-time equivalent (FTE) basis.
- Government schools cannot charge fees and non-government schools **MUST** have a clear charging policy to cater for part enrolment on a pro-rata basis.
- In Government schools, resourcing allocations through both Approved Establishment Staffing and School Resource Package will be distributed based on the proportional enrolment FTE based on the first-term census.

12. Early Entry to Kindergarten or Prep (Giftedness)

12.1 KEY INFORMATION

- Parents should be encouraged to read the [Early Entry to Kindergarten - Frequently Asked Questions](#) before applying for early entry for their child.
- If notified of an intent to apply for early entry to Kindergarten or Prep, a Principal **MUST** follow the process outlined below.

12.2 IMPORTANT DATES

- The child's parent **MUST** complete the [Early School Entry for Gifted Students Application Form](#) and return it to the school by no later than the last Friday in August of the year prior to enrolment.
- A copy of the [Psychologist's Assessment Summary](#) and the completed Application Form **MUST** be forwarded to the PEO Extended Learning and Diversity through the Learning Services General Manager by the end of September.
- The Early Entry to School Cross Sectoral Placement Committee will consider applications in October each year and **MUST** advise the parents and the Principal of the outcome in writing.

12.3 ELIGIBILITY

To apply for Early Entry to Kindergarten or Prep, the child **MUST**:

- be aged at least three years and six months on or before January 1 for Kindergarten, and four years and six months on or before January 1 for Prep, of the year in which entry is requested
- be assessed in the "Very Superior" range of cognitive function, through formal testing by a registered psychologist

12.4 APPLICATION PROCESS

The parent/guardian **MUST**:

- inform the principal of the intention to apply for early entry by the last Friday in August of the year prior to enrolment

The Principal **MUST**:

- check the age of the child for whom early entry is to be considered
- make contact with the Curriculum Officer (Extended Learning), through the Learning Services General Manager
- provide the parents with the [Early School Entry for Gifted Students Application Form](#)
- make arrangements for the formal assessment by the School Psychologist, done in September each year, at no cost to parents
- forward the completed Application Form and Assessment Report to the PEO Extended Learning and Diversity through the Learning Services General Manager.

The Curriculum Officer (Extended Learning) **MUST**:

- forward the application to the Early Entry to School Cross-Sectoral Placement Committee which meets in October each year
- send a summary of the committee's decisions to each Learning Services General Manager.

13. Early Entry to Kinder/Prep (Mobile Category Agreement for Interstate students)

13.1 ELIGIBILITY

To ensure a child moving interstate is not disadvantaged in their progress through the school system due to different state and territory school starting ages, a child can seek early entry under the national Mobile Category Agreement.

13.2 APPLICATION PROCESS

The parent/guardian **MUST** provide:

- the child's birth certificate
- a copy of the child's enrolment form from the previous school or a dated letter of confirmation of enrolment from the previous school
- a copy of the child's most recent school report
- evidence of a change in residential address for the child's parents from interstate to Tasmania.

13.3 ASSESSING AN APPLICATION

When assessing an application for Early Entry under the Mobile Category, the Principal **MUST**:

- authenticate the required documentation
- in consultation with the parents, determine if it is in the best interest of the child
- place the student in an age-appropriate year level unless the parents specifically request that they be placed in a year level equivalent to their previous enrolment or that will provide continuity when they move interstate in the future
- ensure copies of the required documentation are kept on the student's file.

14. Enrolling in the Tasmanian eSchool

14.1 KEY INFORMATION

- Enrolment procedures at the Tasmanian eSchool vary according to the criterion under which the student is enrolling.
- Two criteria allow students to be enrolled solely at the eSchool – 'Isolation' and 'Exceptional Circumstances'.
- Other categories require students to be enrolled as 'Registrations'.
- Further information about eSchool enrolment is available at <https://tasmanianeschool.education.tas.edu.au/Pages/Home.aspx>.

Note: the enrolment procedures at the Tasmanian eSchool are currently under review by Learning Services.

14.2 ELIGIBILITY

Isolation

This applies to students living at distances from the nearest school which fall within state and Commonwealth criteria.

A referral **MUST** be made from the school where the student is currently enrolled or direct application from parents.

Distance between home and nearest appropriate government school(s)	Distance between home and available transport service(s) to nearest appropriate government school(s)
45 kms or more	Any distance
12 kms or more	4 kms or more
6 kms or more	6 kms or more

Exceptional Circumstances

- Approval **MUST** be sought from the Learning Services General Manager and the Secretary of the Department of Education.

14.3 eSCHOOL REGISTRATIONS

- School Principals **MAY** register students in the eSchool when it is believed that it is likely to improve the student's access to schooling or participation and/or educational outcomes.
- Schools are responsible for paying for a School Initiated Registration. This equates to \$8000 per year for a full -time registration and a pro-rata amount for part time/part of the year.
- A Memorandum of Understanding (MoU) detailing responsibilities of all parties is signed at the time the student commences at the Tasmanian eSchool.

Criteria	Action
Pregnancy	<ul style="list-style-type: none"> Referral from student's school
Medical (Psychological)	<ul style="list-style-type: none"> Psychological assessment/report Approval of General Manager, Learning Services
Medical (Other)	<ul style="list-style-type: none"> Appropriate medical referral Approval of General Manager, Learning Services
Travel	<ul style="list-style-type: none"> Referral from student's school Approval of General Manager, Learning Services

14.4 RECORDING eSCHOOL REGISTRATIONS IN EDUPOINT

- All registrations at the eSchool **MUST** have a base school enrolment in addition to the eSchool enrolment.
- The base school **MUST** enrol the student on EduPoint with 1 FTE – this applies even if the student is attending part-time at the base school. The student **MUST** be identified by placing them in an 'eSchool' Home Group.
- The eSchool **MUST** enrol the student on EduPoint with 0 FTE.

15. Year 13 Applications and Enrolment

15.1 ELIGIBILITY

A student who has completed an approved learning program in Year 11 and 12 in the year immediately prior, **MAY** apply to a Principal to enrol for further education i.e. Year 13.

Criteria for eligibility, as listed on the [Year 13 Application Form](#).

The applicant:

- has a proposed Year 13 course of study that is achievable and integrated into an Approved Learning Program agreed by the prospective student and their parent/guardian/carer (where applicable).
- has explored alternative education opportunities to complete their Approved Learning Program.
- has satisfactory attendance patterns during Years 11 and 12. If the applicant's attendance patterns have been unsatisfactory, reasons for the poor attendance as well as strategies for improvement will need to be provided. Contact **MAY** be made with the applicant's most recent schools to discuss the applicant's attendance history.
- behaved in accordance with the most recent school's Code of Conduct and behaviour management policies. Contact **MAY** be made with the applicant's most recent schools to discuss their compliance with the school's Code of Conduct and behaviour management policies.
- is likely to complete Year 13 within four consecutive terms of full-time study (normally one school year).

A student wishing to apply to undertake Year 13 in a state support school **MUST** follow the procedure outlined in the [Register of Student's with Severe Disabilities guidelines](#).

International students **MAY** apply for Year 13. International students wishing to apply for Year 13 **MUST** discuss their intentions with Government Education and Training International who will provide specific information on the criteria and processes for international students to be eligible for and apply for Year 13.

15.2 APPLICATION PROCESS

- The student **MUST** complete the Year 13 Application Form and submit it to the school for assessment by the Principal.
- The application **MUST** include a recommendation from two teachers at the applicant's most recent school that support their application to undertake Year 13.
- To apply to the Secretary for authorisation to approve an application for Year 13 in circumstances where the student would otherwise be ineligible, the Principal **MUST** complete the relevant section of the [Year 13 Application Form](#) and email to the Secretary of the Department.
- If the student is 18 years of age and was not enrolled in a Tasmania Government school in the year prior, they **MUST** provide evidence of a current Tasmanian Working with Vulnerable People Registration.

15.3 IF APPROVED

- If the student's application for Year 13 is successful, the school **MUST** enrol the student on EduPoint as 'Year 13'.

15.4 IF NOT APPROVED

- The Principal **MUST** advise the applicant of the outcome of the application in writing.

16. Re-engagement Programs (Tier 4)

16.1 KEY INFORMATION

- Students who are deemed inactive through the school census **MUST** be referred to Learning Services for participation in Tier 4 re-engagement programs.
- Principals **MAY** also refer students outside of the census process when other school managed options have not been successful. See the Department's [Policy on Behaviour Management](#).

16.2 ENROLMENT PROCESS

- Schools **MUST** keep students participating in Tier 4 re-engagement programs enrolled at their referring school and be identifiable through EduPoint through the use of specific re-engagement program Home Groups.

17. Australian School-based Apprenticeships (ASbA)

17.1 KEY INFORMATION

An Australian School-based Apprenticeship (ASbA) is a paid employment based training program for full-time school students who are attending Year 10, 11 or 12.

Schools **MUST**:

- ensure that students are enrolled in ASbA subjects from the official [Subject Master List](#) equivalent to the hours of paid employment i.e. eight hours = 150 (ASBA010), 15 hours = 300 hours (ASBA030)
- for ASbA students in Years 11 and 12, ensure the combination of the ASbA hours and TCE/VET courses are meeting the minimum 600 hours to be a full-time student.

18. Senior Secondary Enrolments

18.1 KEY INFORMATION

Schools **MUST**:

- Ensure youths are enrolled in at least 600 hours of TASC or VET subjects to qualify as 'full-time'.
- Enrol students in subjects from the department's official [Subject Master List](#) which contains the accredited senior secondary courses and VET qualifications.

For a youth to attend less than 600 hours, the student **MUST**:

- apply and be approved for part-time attendance in an Approved Learning Program.

Under normal circumstances a senior secondary student's home school **MUST** be responsible for direct provision (face-to-face classroom delivery) of at least 50 per cent of a student's instructional load and overall duty of care.

In the case of Extension Schools offering Years 11 and 12, where it may be difficult to fulfil the 50 per cent instructional load at the home school, exemptions **MAY** apply. Contact your Learning Services General Manager to discuss.

18.2 SENIOR SECONDARY YEAR LEVELS

- Schools **MUST** ensure students are assigned the appropriate year level in EduPoint.
- If a student is from a secondary school undertaking a specialist subject e.g. athlete development, the secondary year level **MUST** be used.
- If a student did not complete a full year of study, they **MAY** repeat the year i.e. a Year 11 student left after Easter and returns the following year to enrol, this enrolment would be Year 11 again.
- If a student is enrolled at more than one school for subject delivery – both schools **MUST** ensure students are enrolled in the same year level.

18.3 ONLINE LEARNING PROGRAM (OLP) FOR YEARS 11 AND 12

Principals **MAY** approve students to access a designated set of flexibly delivered courses to augment their learning program if the following conditions apply:

- it is no more than 50 per cent of their instructional load (unless it is an Extension School)
- the course is not offered at the home school and/or a timetable clash prevents a home school subject enrolment
- the course aligns with the student's endorsed pathway plan, and
- the home school and delivery school agree that the enrolment will maximise student engagement and outcomes.

Online Learning classes and Mixed Classes

There are two Online Learning Program enrolment models schools **MUST** use to assist in the identification and accountability of the Online Learning Program.

Online Learning classes

Online Learning Program students are enrolled in a subject where there is no face-to-face classroom delivery, it is entirely flexibly and delivered to all students.

The school **MUST**:

- enrol the student in a designated online learning subject on EduPoint – this is the subject code from the [Subject Master List](#) prefixed with 'O'.

Mixed Classes

This covers Online Learning classes where students are enrolled in a subject that is being delivered face-to-face to some students, but not all students are receiving face-to-face classroom delivery e.g. online learning students who video-link into a face-to-face classroom.

The school **MUST**:

- enrol the students not physically in the class in a designated online learning subject on EduPoint - this is the subject code from the [Subject Master List](#) prefixed with 'O'.
- enrol the students who are receiving face-to-face delivery in the standard subject code from the [Subject Master List](#).

18.4 EXEMPTION FROM STANDARD ONLINE LEARNING PROGRAM INSTRUCTIONAL LOAD PERCENTAGE

In extenuating circumstances Principals **MAY** approve students to study a greater percentage of their instructional load by online learning.

The allowable exemptions and extenuating circumstances are as follows:

Criteria	Definition
Not in scope	The home school does not offer the courses in the student's endorsed pathway plan
Pregnancy	This may be extended into the post-natal period
Medical (Psychological)	Psychological assessment/report that indicates it is in the best interest of the student to engage with a more flexibly delivered program
Medical (Other)	Appropriate medical referral
Travel	Referral from student's school
Isolation	Refer 5.5.1 for applicable distances

APPENDIX A: MODEL OUT-OF-AREA ENROLMENT PROCEDURE

PURPOSE

- This model Out-of-Area Enrolment Procedure reflects the Department's policy on enrolment from out-of-area (OOA).
- The Procedure applies to OOA enrolments at Government schools, from Kindergarten to Year 10.
- The Procedure does not apply to students in Years 11 and 12, the Tasmanian eSchool, the Launceston Big Picture School, and the support schools in Tasmania.

POLICY OBJECTIVE

- All students living within an intake area are entitled to enrol at the Government school in that intake area.
- All Tasmanian Government schools are in a position to provide optimum learning outcomes.
- The Department encourages the enrolment of students at their intake area school; however, it acknowledges that there may be reasons why parents may seek to enrol their children at a school out-of-area.
- The only acceptable reasons for out-of-area enrolment are those listed in the [Secretary's Instruction for Enrolment from Outside Intake Area](#), as reflected in this Model Out-of-Area Enrolment Procedure.
- The Department is committed to ensuring the enrolment of students at a Tasmanian Government school that is not the intake area school is consistent, equitable and transparent.

AUTOMATIC ACCEPTANCE

- The Principal **MUST** accept students:
 - who have a sibling that already attends the school;¹
 - where the request for enrolment has come from the Director, Government Education and Training (GETI);
 - identified by the Learning Services, General Manager as having exceptional circumstances.
- These students are considered in-area students.

DETERMINING SCHOOL ABILITY TO ACCEPT OOA APPLICATIONS

- Before accepting any OOA enrolments the Principal **MUST** ensure the school has the ability to accept OOA students. I.e. does the school have the space and other necessary resources?
- An explanation of ability and the factors that the Principal **MUST** take into account in determining school ability are outlined in the [Determining ability to accept Out-of-Area students](#).
- The Principal **MUST** ensure that the acceptance of OOA students will not affect the capacity of the school to cater for any intake area students who might enrol during the year.

¹ An exception may apply to certain K-10/12 schools, in consultation with the Learning Services, General Manager, allowing the school to exclude automatic acceptance at primary level of students whose siblings are enrolled at the school at secondary level.

- If the Principal determines that the school does not have the ability to accept OOA enrolments, they or their delegate **MUST** communicate this to any parents who seek OOA enrolments.

EXPRESSION OF INTEREST FORM

- If the school has the ability to accept OOA enrolments, the Principal or their delegate **MUST** require parents² seeking OOA enrolment to, in the first instance, fill in an [Expression of Interest \(EOI\) Form](#) to go on a waiting list. On the EOI Form the parent **MUST** record (amongst other things):
 - their local school
 - the reasons for seeking OOA enrolment
 - the potential enrolment needs of the student's sibling(s).
- When submitting their EOI Form, the parent **MUST** provide evidence of their reason(s) for applying for OOA enrolment, e.g. a letter from their employer or child care provider.
- The Principal or their delegate **MUST** encourage the parent to also enrol at their local school, in case their application for OOA is not accepted.
- Upon receipt of the EOI Form, the Principal or their delegate **MUST** send a routine email / letter to the parent informing them:
 - that in the event that further information is required, an interview may be scheduled
 - that the EOI has been placed on a waiting list
 - that EOIs on the waiting list will be considered according to the priority criteria and the parent notified in the first week of Term 4³
 - of any relevant transport issues that the parent should consider e.g. that the school might not be able to guarantee the availability of public transport to and from the school
 - of the parent's entitlement to request a review of the decision by the Learning Services, General Manager if the application is unsuccessful, and the steps required to request the review.

PRIMARY SCHOOLS TO CONSIDER HIGH SCHOOL CAPACITY

- If the student is applying to enrol at a primary school that feeds into a high school or a K–10/12 school that has been identified as close to capacity, the Principal **MUST** obtain the approval of the High School or K–10/12 School Principal before further assessing the OOA EOI.

ENROLMENT INTERVIEW

- If the Principal requires further information about an EOI for OOA enrolment, they or their delegate may require the parent to attend an interview.

RECORDING AN EOI APPLICATION

- The Principal or their delegate **MUST** record all EOIs, including whether evidence of reasons for OOA enrolment was provided, in the EOI Register.

² The term parent is used for brevity; the *Education Act 2016* definition of parent applies.

³ The timeline does not apply to within-year OOA enrolment applications. These applications **MUST** be assessed and the parent notified within 14 days of receipt of the EOI Form.

APPLYING THE CRITERIA

- The Principal **MUST** prioritise OOA enrolments in the following order:
 - a home educated student living in the intake area is seeking part-time enrolment;
 - a student's home is in very close proximity to the school's intake area boundary; [*The threshold for this criterion is high and is intended to apply in only very few instances, e.g. where the student's residential address is next door to, or directly on the other side of a street intersected by, an intake area boundary*]
 - the student needs to access formal or informal out-of-school care close to the out-of-area school;
 - the proximity of the school to the parent's workplace;
 - the student is a home educated student living outside the intake area and who is seeking part-time enrolment;
 - enrolments as agreed by the Learning Services, General Manager, upon application by the Principal.
- If, in applying the priority criteria, the Principal assesses a number of applications as being equally ranked, and if the school does not have the ability to accept all those enrolments, the Principal **MUST** prioritise those particular applications in the order they were received.
- The Principal **MUST** assess all the OOA EOIs collectively in the month leading up to the notification period – see next section 'Informing the Parent'.
- Schools may accept OOA EOIs no earlier than 12 months before the intended starting date.
- The Principal or their delegate **MUST** retain all documentation relating to the OOA enrolment application.
- The Principal or their delegate **MUST** record the decision in the EOI Register.

INFORMING THE PARENT

- The Principal or their delegate **MUST** notify the parent whether their OOA enrolment has been accepted during the first week of Term 4.
- If the EOI application is successful, the parent **MUST** fill in the standard Enrolment Form.

REVIEW PROCESS

- Parents seeking a review of an OOA enrolment decision **MUST** send a written request to the Learning Services, General Manager within 14 days of being notified by the Principal that their application was unsuccessful.
- A Learning Services, General Manager **MUST** review and respond to the request for review within 14 days.

APPENDIX B: GUIDELINES FOR PART-TIME ENROLMENT OF A HOME EDUCATED STUDENT

Under s89 of the *Education Act 2016*, a Principal **MUST** refer to the guidelines when assessing an application for part-time enrolment of a home educated student.

GUIDING PRINCIPLES

- The Office of Education Registrar is responsible for the registration and monitoring of home education in Tasmania.
- The *Education Act 2016* provides for home educated students to apply to attend school part-time for a maximum of the equivalent of two days a week in one school.*
- The Principal is responsible for assessing applications for part-time enrolment of a home educated student in their school.
- A Principal **MUST** assess applications in accordance with these guidelines.
- Subject to existing conditions, students enrolled as at February Census will attract funding on a pro-rata basis.

* A Principal **MAY** approve a home educated student to enrol part-time to attend school for more than two days a week, if the Principal is satisfied that the child will attend the school full time in the following school year.

ASSESSING AN APPLICATION

A Principal **MUST** assess an application for part-time enrolment on the following criteria:

- The capacity and ability of the school to cater for the prospective student, either generally or in the particular class or classes to which the student is applying.
- In accordance with the [Out-of-Area Enrolment Procedure](#), an application from a home educated student residing within the intake area of a school must be given priority over a student applying for fulltime enrolment from out of home area.
- The educational level of the prospective student and whether the year group in which enrolment is sought is the correct year group for the student.

A Principal **MAY** decline an application for part-time enrolment based on the following circumstances:

- The year level or class has reached capacity.
- The school does not have the ability to fulfil the Home Education Program at the school.
- The enrolment commences after the funding census date (3rd Friday of first term).
- The child is already enrolled part-time in another school.

NOTE: As far as reasonably practical, applications **MUST** be made to the school by the end of Term 3, for enrolment in the following school year.

CONDITIONS OF ENROLMENT

Unless otherwise agreed at time of enrolment, the following conditions apply:

- Part-time enrolments will be assessed on an annual basis.
- Levies and charges will be calculated and charged on a pro-rata basis.
- The student will be expected to attend and participate in all aspects of the program which occur on the days they are enrolled to attend.
- Participation in whole-of-school events which occur outside the hours the student is enrolled to attend, will be negotiated on a case by case basis.
- Schools are only required to provide work relevant to the actual classes the child is enrolled to attend.
- The student will be subject to the same prioritisation process for accessing adjunct services (eg Professional Support Staff), on a pro-rata basis.
- All school policies and procedures apply, including those relating to dress code, behaviour management and levies and charges.
- The student will be eligible to receive a report on their progress in the specified activity.
- The student will be eligible to sit the National Assessment Program Literacy and Numeracy (NAPLAN), recognising that this can only be administered in a school-based setting.

APPENDIX C: ENROLMENT AT A SUPPORT SCHOOL

– DEFINITIONS

Disability: As described in the *Disability Discrimination Act 1992* is:

- total or partial loss of the person's bodily or mental functions; or
- total or partial loss of a part of the body; or
- the presence in the body of organisms causing disease or illness; or
- the presence in the body of organisms capable of causing disease or illness; or
- the malfunction, malformation or disfigurement of part of the person's body; or
- a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- a disorder, illness or disease that affects a person's thought processes, perception or reality, emotions or judgement or that results in disturbed behaviour; and includes a disability that:
 - presently exists; or
 - previously existed but no longer exists; or
 - may exist in the future (including because of a genetic predisposition to that disability); or
 - is imputed to a person.

To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.

Educational Adjustments:

The Disability Standards for Education (DSE, 2005) require that reasonable educational adjustments are provided to students with disability. Adjustments are supports, accommodations or adaptations that assist a student to access meaningful learning opportunities, to achieve their learning goals and show evidence of their learning. Adjustments may be relatively minor as within Quality Differentiated Teaching Practice or more tailored and extensive in nature. Based on the extent or level, adjustments can be described as supplementary, substantial or extensive.

- Extensive Adjustments are provided when essential specific measures are required at all times to address the individual nature and acute impact of the student's disability and the associated barriers to their learning and participation. These adjustments are highly individualised, comprehensive and ongoing.
- Substantial Adjustments are provided to address the specific nature and significant impact of the student's disability. These adjustments are designed to address the more significant barriers to their engagement, learning, participation and achievement.

Support School (including Special School) means a school established by the Minister for the purpose of providing supportive, and personalised, teaching and learning programs for students with disability.

Support School Placement Committee is a Committee established for each Learning Service and approves eligibility for Support School enrolment. The Committee is made up of core educational professionals and other staff as appropriate to the Learning Service.

APPENDIX D: OTHER USEFUL INFORMATION

Updated policies and processes are available in the Department of Education [Policy Library](#).
Updated forms are available in the Department of Education [Forms Library](#).

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