ENROLMENT POLICY
FOR
CATHOLIC SCHOOLS
IN THE
PARISH OF ST DOMINIC'S, MELTON

ST DOMINIC'S, MELTON
ST CATHERINE of SIENA, WEST MELTON

Catholic Education is intrinsic to the mission of the Church. It is one means by which the Church fulfills its role in assisting people to discover and embrace the fullness of life in Christ.

Our enrolment policy is based on the Catholic Education Office – Melbourne, Policy Document 2.4

1. Priority of access to our Parish Catholic Schools is given to Catholic students provided that there are places available

2. The following is the order of priority of children who are not Catholic residents of the parish:

   - Catholic children who do not reside in the parish but are recognised as parishioners by the Catholic Priest
   - Catholic children from other parishes (for pastoral reasons)
   - Children from non-Catholic Eastern churches who reside in the parish
   - Children from non-Catholic Eastern churches who reside outside the parish
   - Other Christian children who reside in the parish
   - Other Christian children who reside outside the parish
   - Non – Christian children who reside in the parish
   - Non – Christian children who reside outside the parish

   Note: Siblings of children already enrolled in the school should be given priority. Siblings need to apply through the normal application processes.

3. The enrolment catchment area for each of the parish schools is defined and applicable. (See map)

4. Enrolment is open to all Catholic students with respect to the Catholic Education Commission of Victoria guidelines for the provision for students with an impairment, disability or handicap (Appendix One)

5. Parents need to be aware that acceptance at one Catholic school does not mean automatic acceptance at another Catholic primary or secondary school

   In addition to the above, non-Catholic students will be accepted in our Parish Catholic Schools on the following basis:-

   i. That there are places available and Catholic students will not be excluded due to the inclusion of non-Catholic students

ii. That parents, applying for enrolment of non-Catholic students, are aware of the nature of the school and undertake that the culture, life and identity of the catholic school will be respected

CONDITIONS OF ENROLMENT

1. Enrolment at either of the Parish schools is not automatic, but is subject to the above criteria, to the availability of places and to the discretion of the Parish Priest, in consultation with the respective School Principal.

2. In the process of enrolment, parents are asked to disclose relevant information by completing the Enrolment Application Form. Failure to disclose accurate information concerning your child may negate enrolment, or continuance of enrolment.

3. Generally once a child is enrolled at one of the Parish Schools, and considering all relevant circumstances, students can expect to complete their education at that school.

4. In all cases of enrolment there is an expectation for parents to support their child's faith and academic development, observe expectations, assist the school through the avenues open to them and involve themselves as much as possible.

5. Parents/guardians must recognise and be prepared to meet their financial responsibilities for the ongoing education of the child. (any difficulties in this regard should be discussed with the Principal).

MAP OF SCHOOL BOUNDARIES
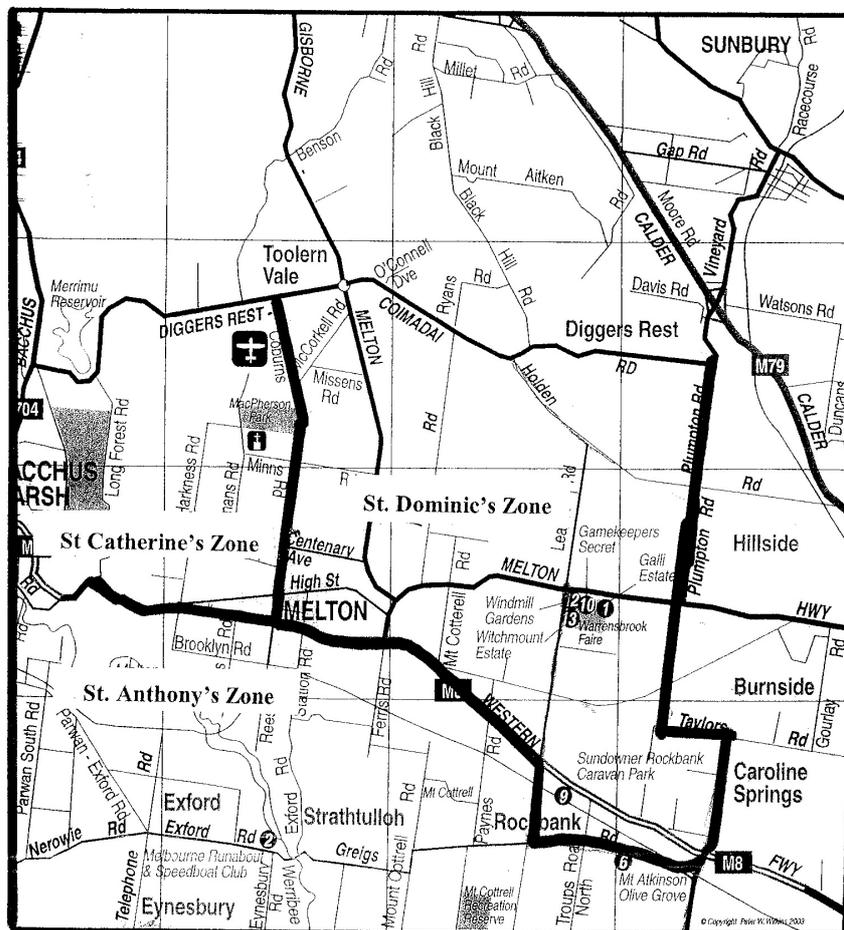
St Dominic's Primary School Literacy, Numeracy & Special Learning Needs

Also included in Enrolment Policy

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Rationale:

It is unlawful for a school to discriminate against a student on the ground of the student's disability or a disability of any of the student's associates. A school must take all steps to make reasonable adjustments that will provide for inclusion of the student with the disability. Reasonable adjustments relate to the process of enrolment, participation, curriculum and student support services.

(Disability Discrimination Act, Standards for Education)

The objective of the Literacy, Numeracy and Special Learning Needs Programme is to improve the learning outcomes of educationally disadvantaged students, particularly in literacy and numeracy, by contributing funding for additional teaching and learning assistance.

(Australian Government Programme for schools Quadrennial Administrative Guidelines 2005 - 2008)

Definition:

The definition of disability is:

- Total or partial loss of the person's bodily of mental functions
- Total or partial loss of a part of the body
- The presence in the body of organisms causing disease or illness
- The presence in the body of organisms capable of causing disease or illness
- The malfunction, malformation or disfigurement of a part of a person's body
- A disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction
- A disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour.

School Responsibility:

When considering reasonable adjustments related to teaching and learning the following should be considered:

- The adjustments meet the learning needs of the student with disabilities

- Adjustments do not detrimentally affect the learning needs of other students

- Individual attention and teacher time is equitable shared among all students

- The physical environment is appropriate

- Adequate resources are provided

- Teachers are consulted & provided with pertinent information

- Provide support as needed

- Ensure teachers workplace is safe

- Provide PD & training for staff

- Address safety concerns immediately

Teacher's Responsibility:

It is expected teachers will:

- Adjust the teaching program to provide for the needs of the student with a disability

- Adjust learning activities, teaching strategies, assessment & reporting as necessary

- Ensure all students are treated on the same basis

- Be informed & seek support when necessary

- Consult with the principal, parents and experts

Teachers need to consider the following:

- Adjustments made to programs meet the learning needs of the student with disabilities

- Adjustments do not detrimentally affect the learning needs of other students

- Individual attention and teacher time is equitable shared among all students

- The physical environment is appropriate

- Adequate resources are provided

School Checklist:

When a student with a disability applies to enrol at our school, certain steps should be taken to address the enrolment and schooling needs of the student. The following questions and areas should be covered:

BEFORE ENROLMENT:	
Interview parents and contact the previous school/s or systems for relevant reports and professional observations. What is the student's background information?	☐
What medical information is available? Where is it held? How can it be obtained? Which staff should be provided with the information?	☐
Are there any safety issues involved for the student, other students, staff? What risk assessments should be conducted?	☐
What resources are required? How will they be provided? How will they be funded?	☐
TEACHING & LEARNING: Principal, classroom teachers, classroom assistants, special education teacher should consider:	
Staff development – PD and skills training, seminars, workshops, visits to specialists and specialist facilities.	☐
Curriculum – teaching strategies, specialist assistance, implications of conditions in relation to learning, content design, program design, implementation needs.	☐
Communication and language needs	☐
Behaviour management & socialisation issues	☐
Personal health care needs of student	☐
Physical needs of student	☐
AFTER ENROLMENT: Program Support Group meetings will be held at least once a term. There will be ongoing review and evaluation of progress regarding:	
Curriculum	☐
The Individual Program	☐
Physical access and accommodation	☐
Behaviour/social skills	☐
Communication	☐
Parent feedback	☐
Personal & professional development of staff	☐
Budget	☐
Leadership advocacy	☐
Continuity	☐