

 CREST EDUCATION POLICY	TITLE	<b>STUDENT ENROLMENT</b>		
	VERSION	2/2021		
	LOCATION	STUDENT		
	ISSUE DATE	MARCH 2021		
	REVIEW DATE	MARCH 2024		
	REVIEWED BY	EXECUTIVE PRINCIPAL	RATIFIED BY	CREST BOARD
PURPOSE:	To provide policy and procedure direction to all staff, students, parents and volunteers of the Educational Precinct.			
BACKGROUND:	CREST Education seeks to establish and maintain high level professional standards in relation to all activities within the Educational Precinct. This policy is in accord with the CREST Education 'Vision', 'Mission', 'Philosophy' and 'Key Commitments' documents as published and in line with Board Policy.			
RELATED DOCUMENTS:	<i>Crest Education Policy – Student: Student Enrolment</i> <i>Disability Act 2006 (Vic), Disability Amendment Act 2017 &amp; Disability Regulations (Rev 2018)</i> <i>Disability Discrimination Act 1992 (Cth) &amp; Disability Standards for Education 2005 (DSE)</i> <i>Equal Opportunity Act 2010</i> <i>Education and Training Reform Act 2006 (Vic)</i>			

## 1. Rationale

CREST Education Ltd is a non-denominational Christian educational precinct operated in accordance with its Vision, Mission and Philosophy statements attesting to foundational beliefs which underpin its Christian basis of operation.

This policy provides guidelines for enrolment into CREST Education in line with governing state and Commonwealth legislation. Where 'CREST' or 'College' is mentioned, the application is to Hillcrest and Rivercrest Christian Colleges.

It is recognised that some situations will not be not specifically covered in this policy, in which circumstance Executive Principal will decide the appropriate actions after due consultation with relevant parties.

## 2. Definitions

For enrolment purposes, throughout this policy, unless the context requires otherwise:

**Parent/s** include guardians or other person who can demonstrate legal duty to change a child's enrolment.

**Disability**, as defined by the DSE (2005), means:

- total or partial loss of the student'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 a part of the student's body; or
- a disorder or malfunction that results in the student learning differently from a student without the disorder or malfunction; or
- a disorder, illness or disease that affects a student's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour.

**Adjustment**, in relation to a student with a disability, has the meaning:

- a measure or action (or a group of measures or actions) taken by an education provider that has the effect of assisting a student with a disability:

- i. in relation to an admission or enrolment — to apply for the admission or enrolment; and
- ii. in relation to a course or program — to participate in the course or program; and
- iii. in relation to facilities or services — to use the facilities or services;

on the same basis as a student without a disability, and includes an aid, a facility, or a service that the student requires because of his or her disability

**Reasonable adjustment**, in relation to a student with a disability:

- Is considered reasonable if it balances the interests of all parties affected.
- The Standards generally require providers to make reasonable adjustments where necessary.

Note: Judgements about what is reasonable for a student, a group, or a particular disability may change over time.

• In assessing whether a particular adjustment for a student is reasonable, regard should be had to all the relevant circumstances and interests, including:

- a) the student's disability;
- b) the views of the student or the student's associate (parent/ guardian);
- c) the effect of the adjustment on the student, including the effect on the student's:
  - i. ability to achieve learning outcomes; and
  - ii. ability to participate in courses or programs; and
  - iii. independence;
- d) the effect of the proposed adjustment on anyone else affected, including the education provider, staff and other students;
- e) the costs and benefits of making the adjustment.

- In providing for students with disabilities, a provider may continue to ensure courses or program integrity and assessment requirements and processes, so that those on whom it confers an award can present themselves as having the appropriate knowledge, experience and expertise implicit in holding the award.
- Therefore, in assessing whether an adjustment to the course or program is reasonable, the provider is entitled to maintain the academic requirements of the course or program, and other requirements or components that are inherent in or essential to its nature.
- A detailed assessment, which might include an independent expert assessment, may be required to determine what adjustments are necessary for a student. The type and extent of the adjustments may vary depending on the individual requirements of the student and other relevant circumstances.

**Unreasonable adjustment**, in relation to a student with a disability:

- Can be determined after consideration of the factors as to whether an adjustment is reasonable including any effect of the proposed adjustment on anyone else affected such as the education provider, staff and other students, and the costs and benefits of making the adjustment.
- There will be possible adjustments which are not reasonable.
- There is no requirement to make unreasonable adjustments.

**Unjustifiable hardship**, in relation to a student with a disability, has the meaning:

- The concepts of reasonable adjustment and unjustifiable hardship seek to provide a balance between the interests of providers and others, and the interests of students with disabilities.
- It is only when it has been determined that the adjustment is *reasonable* that it is necessary to go on and consider, if relevant, whether this would *none-the-less* impose the specific concept of unjustifiable hardship on the provider.
- In determining what constitutes unjustifiable hardship, all relevant circumstances of the particular case are to be taken into account including:
  - a) the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned; and
  - b) the effect of the disability of a person concerned; and
  - c) the financial circumstances and the estimated amount of expenditure required to be made by the person claiming unjustifiable hardship; and
  - d) in the case of the provision of services, or the making available of facilities — an action plan given to the Commission under section 64 of the Act.
- The application of unjustifiable hardship should take account of the scope and objects of the Act and the

Standards, particularly the object of removing discrimination as far as possible, and of the rights and interests of all relevant parties.

- In determining whether the exception of unjustifiable hardship can be relied on, all relevant circumstances of the particular case are to be taken into account.

It is not unlawful for an education provider to fail to comply with a requirement of the DSE 2005 Standards if, and to the extent that, compliance would impose unjustifiable hardship on the provider.

### **3. General Principles**

1. Not all enrolment applications will be successful.
2. All families, parents and students, are expected to support and abide by the ethos, culture, and policies of CREST, as reflected in the Parent Handbook, CREST Connect and the College website.
3. Enrolment will reflect the socio-demographics of the local community.
4. Enrolment decisions shall be assessed on a case-by case- basis, judged on the merits of the application taking individual circumstances into account.
5. The ability to enrol new students in particular classes and/or year levels may be declined based upon, but not limited to, the following:
  - Limits to the physical numbers of currently enrolled students
  - Previously established offers of enrolment at higher year levels
  - Indications that parents are not committed to partnering with the College, or supporting CREST's purposes, ethos, values, principles, and Christian foundations
  - Relevant information is not provided, withheld or found to be falsified
  - Other unanticipated factors
6. In exceptional circumstances, for example, where places are limited and/or two or more applications are received from families meeting identical criteria, the Head of College will decide whether a student is enrolled.
7. The entry points for enrolments are 3-Year-Old ELC, Prep and Year 7 for Rivercrest; 3-Year-Old ELC, Prep and Year 7 for Hillcrest, or on an ad-hoc basis if spaces become available.
8. When assessing whether an ad-hoc enrolment can be offered, the need to accommodate future enrolments at the next main entry point will be considered.
9. The College may elect to defer students seeking enrolment to a start date at the beginning of a term, semester or year, to minimise disruption and allow for class structure change.
10. The College collects personal information, including sensitive information regarding parents, guardians and students during and subsequent to the enrolment process. The purpose of collecting such information is to enable the completion of the enrolment process, best understand and provide the needs of students.

### **4. Interview and Assessment Process**

1. An enrolment application form is completed by parent/s to gather relevant information, which can be obtained from the Registrar. The minimum required documents include:
  - A copy of the child's birth certificate
  - A copy of the child's VISA or Australian citizenship documents
  - A copy of court documents and custody arrangements
  - A copy of the child's Immunisation History Statement
  - Previous school reports, copies of NAPLAN results, etc (if applicable).
2. Once all requested supporting documents are provided, an interview will be arranged with the relevant Head of College or delegate.
3. Interviews will not be undertaken if:
  - a. If parent/s have not provided the information initially requested
  - b. Applications are received for year levels already at capacity and with a lengthy waiting list. In this instance we would request the family seeking enrolment re-apply for a different year level (preferably an entry point year level) or commencement year.
4. Staff performing enrolment interviews must be cognizant with the current legislation and the key definitions.
5. The interview objective is to establish whether the expectations and commitments of the parent/s are consistent with the vision, mission, values, goals, policies, and learning opportunities provided by CREST, which:

- The College's service and mission, including its philosophy, ethos and Christian values
  - The College's parent partnering model
  - The alignment between parent expectations of the College and those of their child
  - The student's attitude and behaviour
  - The student's approach to learning
6. The suitability of fit of the student and family with the culture and learning opportunities provided by the College will be assessed against these criteria, using a standard rubric for all applicants. See attachment 1.1.
  7. At times of high demand, applicants will be ranked to determine the priority order in which students obtain enrolment offers.
  8. Those deemed not suitable will be notified and the family file will be closed.
  9. Those deemed suitable may be invited to enrol or waitlisted if places are limited.
  10. Offers of enrolment are not made until the full interview and assessment process has been completed.
  11. Where parent/s are seeking a transfer of enrolment between Hillcrest and Rivercrest, this will be determined though consultation between the relevant Heads of College or appropriate delegates.

## **5. Acceptance of Enrolment**

1. To accept the offer, the parents must within fourteen days of receiving it, deliver to the College the:
  - Acceptance of Offer of Enrolment Form, signed by both parents/guardian
  - Probationary Enrolment form, signed by both parents/guardian
  - Enrolment Fee as specified in the letter of offer
2. Failure to reply within the required time may result in the position being re-offered where other students are waiting for entry to the College.
3. CREST may grant a deferment for compassionate and compelling circumstances following receipt of a written request by the parent or guardian.

## **6. Needs analysis and Requests for Further Information**

1. The College will review all documentation and may request further information to assess the level of educational support or adjustment required by the student. This may occur particularly in the case of students with diverse developmental, social, emotional, physical or learning needs, or a disability as defined under the *Disability Act 2006* and may include:
  - Medical, psychological or other reports from external specialists
  - Consent to liaise with medical or other personnel for providing information pertaining to the needs of the student, such as Principal of the child's previous school
  - A request by the College for independent assessments of the student's needs (at the parents' expense)

## **7. Probationary Enrolment, Termination and Completion of Enrolment**

1. All new students enrolled are subject to the mandatory one term probationary period.
2. This may be extended in situations where concerns exist regarding:
  - a) the psychological or physical safety of the child, staff or other students
  - b) the child's ability to adapt to a new educational environment
  - c) parent support for the College's ethos and Christian values or their preparedness to engage with the College's parent partnering model, or
  - d) more information is required, or requested information has not been provided, to support the provision of adjustments that are effective in enabling the learning of the child
3. Should concerns be unresolved within the probationary period, the Executive Principal/Head of College in consultation with the parents, or the parents themselves, can end the student's enrolment without the requirement of giving one term's notice to the College as mentioned in item 7.5.
4. At any time during enrolment, the Executive Principal/Head of College may in absolute discretion, but subject to affording a student procedural fairness, by giving written notice, end the student's enrolment if:
  - e) The mutually beneficial relationship of trust and cooperation between the parents and the College has broken down to the extent that it adversely impacts on the parties involved; or
  - f) The student has, in the Executive Principal/Head of College's opinion, failed to meet the requirements

of Victorian Registration and Qualifications Authority (VRQA) or make satisfactory progress in academic work.

- g) Parents/guardians are unable to meet their responsibilities under the *Education and Training Reform Act 2006 (Vic)* regarding student attendance.
  - h) Suspend or dismiss a student for breaches of rules or ill-discipline even if the offending conduct takes place away from College premises, online, or outside normal College hours.
  - i) The student displays wilful misconduct, illegal activities or anti-social behaviours that are likely to be detrimental to the safety of other students or staff.
  - j) information provided to the College before or after acceptance of the College's offer of a place for the student is materially incomplete, incorrect or misleading, including withholding relevant information.
  - k) It is determined that the enrolment of the student requires unreasonable adjustments or warrant unjustifiable hardship.
  - l) there are unresolved financial issues.
5. Parents who wish to withdraw an enrolled student thereby ending the student's enrolment, must give a full term's notice in writing (at least 10 school weeks excluding holidays) to the Executive Principal/Head of College and Registrar. The notice must be given no later than one week prior to the end of the preceding term. If this notice is not given, a term's fee in lieu and any associated costs will be charged, unless approved in exceptional circumstances by the Executive Principal, Business Manager or delegate.

**DIRECTION:**

That all staff, students and volunteers follow this policy.

EXECUTIVE PRINCIPAL

## Attachment 1.1 Enrolment Interview Assessment Rubric

	No Engagement Demonstrated (1)	Little to No Engagement (2)	Satisfactory Level of Engagement (3)	Good Level of Engagement (4)	Excellent Level of Engagement (5)
<b>Parent's engagement with the College's philosophy, ethos, and Christian values</b> <i>(Supportive of our culture)</i>	Parents showed no support of the College's philosophy, ethos, and Christian values and at times disagreed with them.	Parents had very little response to the aforementioned. Parents asked questions indicating little understanding or research into the College.	Parent responses were positive and supportive of the College's philosophy, ethos, and Christian values.	Parents responses indicated strong support of the College's philosophy, ethos, and Christian values. Parents provided examples of their own family values and how they aligned with the College's.	Parent responses indicated that the College's philosophy, ethos and Christian values was the reason for enrolment interest and that the family lived many of the discussed Christian values in their own lives.
<b>Parent's engagement with College's Parent Partnership model</b> <i>(Intention to be active in supporting their child's learning)</i>	Parents showed no support of the parent partnership model or demonstrated an inability to partner with the interviewer. Parents demonstrated behaviour towards their child which did not indicate active responsibility for their child's development.	Parents showed little support of the College's parent partnership model. Parent responses showed limited interest in actively supporting their child's learning, suggesting little to no reinforcement of this model would continue outside school.	Parents exhibited a positive response regarding the College's Parent Partnership model. Parents asked questions that indicated understanding and responsibility in engaging with their child's learning.	Parent responses indicated a commitment to partnering with the College if enrolment is offered. Parents provided examples of how they have partnered with previous carers/kindergartens/schools.	Parents were highly supportive of the College's Parent Partnership model sought to actively contribute to their child's learning. Parents showed interest in opportunities within the College community and exhibited how they could assist.
<b>Alignment between Parent's expectations of the College and of their child</b> <i>(Expectations of the college and their child align)</i>	Parents conveyed a limited or uni-dimensional appraisal of the College and/or of their child's needs. And/or the premise aligning both was restricted to limited dimensions or not clear.	Parents conveyed some understanding of the College across a number of domains and demonstrated some alignment with their goals for their child in light of their needs.	Parents conveyed some complex understanding about the multi-disciplinary facets of the College and conveyed a sense of alignment with their child's needs across more than one of these areas.	Parents conveyed a detailed understanding of the College across a number of domains and demonstrated alignment with their goals for their child in light of their needs.	Parents conveyed a multi-dimensional appraisal of the College and of their child's needs, with a clear premise aligning both
<b>Child's attitude and behaviour during the enrolment interview</b> <i>(where applicable)</i>	Child did not engage with the interviewer when asked questions and child was unable to follow instructions given by the parent or interviewer.	Child exhibited behaviour and attitude throughout the interview that indicated a willingness to be there, and responded to questions when prompted.	Child responded to questions readily when asked and needed some prompting by the parents to engage with the interviewer.	Child exhibited positive behaviour and attitude throughout the interview and responded to questions without prompting. Child discussed strengths and interests.	Child was highly engaged in answering questions and asked the interviewer well-considered questions about the College offerings. Child demonstrated excitement at the prospect of attending the College.
<b>Child's approach to learning</b> <i>(where applicable)</i>	Child indicated no interest in attending school and did not indicate areas of interest.	Child showed little engagement with the interviewer and provided the interviewer 1-2 word answers regarding their learning. Child did not share further when prompted.	Child indicated some interest in attending school and indicated areas of interest. Child responses were positive regarding schoolwork, learning and experiences of teachers.	Child shares that they enjoy attending school. Child indicates that they have several areas of enthusiasm at school and/ or approach tasks with solid effort.	Child indicated they were a highly motivated learner who enjoys attending school. Child discussed ways they could further grow in their studies and learning.
<b>TOTAL</b>					

- Enrolment not offered: 5 – 10
- Enrolment considered: 11 – 19
- Enrolment offer highly likely: 20 - 25