

Compulsory Education Student Enrolment and Attendance Policy

1. What is this policy about?

- 1.1. The objective of this policy is to outline the compulsory education requirements in the [Education Act 2004 \(ACT\)](https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF) (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF>) (the Act), including the responsibilities of parents/carers, home educators and ACT public schools relating to enrolment and attendance.
- 1.2. It sets out the legislative requirements for ACT public schools in relation to enrolment, attendance and the transfer of students between schools in the ACT.

2. Policy Statement


Compulsory Education


- 2.1. Compulsory education requires children living in the ACT to be enrolled in and attend an education provider (i.e. a school) and/or registered training organisation under the [National Vocational Education and Training Regulator Act 2011 \(Cwlth\)](https://www.legislation.gov.au/Details/C2017C00245) (<https://www.legislation.gov.au/Details/C2017C00245>), (s 3) and/or be registered for home education.
- 2.2. Section 9 of the Act stipulates compulsory education age as at least six (6) years old until the child completes year 12 or turns 17, whichever happens first.
- 2.3. Parents/carers have responsibilities under Section 10 of the Act to ensure that their child/ren of compulsory education age are enrolled in an education provider and attending on a full-time basis. Or if they are enrolled in an education course other than a school, they must meet the fulltime participation requirements of the course.
- 2.4. In accordance with Division 2.2.3 and Part 2.5 of the Act, an Information Notice and/or a Compliance Notice may be issued by the ACT Education Directorate (the Directorate) if a parent/carer has contravened or are contravening requirements relating to enrolment and attendance.
- 2.5. Once a child has completed year 10, parents/carers can enrol their child with an approved education provider (see definitions in [Education Act 2004 \(ACT\)](https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF) (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF>) s9A) other than a school and/or their child can participate in work related training and/or employment until they turn 17 or complete their ACT Senior Secondary Certificate (year 12), whichever happens first (Refer to the [Post Year 10 Alternatives \(Work-related Training and Employment\) procedure](https://www.education.act.gov.au/_data/assets/word_doc/0013/810121/Post-Year-10-Alternatives-Work-Related-Training-and-Employment-Procedure.docx) (https://www.education.act.gov.au/_data/assets/word_doc/0013/810121/Post-Year-10-Alternatives-Work-Related-Training-and-Employment-Procedure.docx)).
- 2.6. Parents/carers will meet the school attendance requirements of the Act, where a child's absence is approved by the school. This may include excursions, workplace learning, structured learning, suspensions, or any absence that is required under a territory law or law of the Commonwealth. This includes s12-20 and Schedule 1 of the [Public Health Regulation 2000 \(ACT\)](https://www.legislation.act.gov.au/sl/2000-1) (<https://www.legislation.act.gov.au/sl/2000-1>) which requires that children with certain conditions are excluded for specified periods from school.
- 2.7. The enrolment and school attendance requirements do not apply to students registered for full-time home education or where an enrolment or full-time attendance exemption certificate or approval statement has been issued.
- 2.8. Where a child is enrolled with an education provider to participate in distance education, the parents/carers must ensure the child fulfils the education provider's requirements for distance education including completing the course, maintaining contact with the provider and attending when required.


Policy Identifier: 00047


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Implementation Documents:

[ACT-Public-School-Student-Attendance-and-Roll-Marking-Procedures.pdf](https://www.education.act.gov.au/data/assets/pdf_file/0007/2314393/ACT-Public-School-Student-Attendance-and-Roll-Marking-Procedures.pdf) ( 1.0 MB) (https://www.education.act.gov.au/data/assets/pdf_file/0007/2314393/ACT-Public-School-Student-Attendance-and-Roll-Marking-Procedures.pdf)

[ACT Public Schools Early Childhood School Procedure](https://www.education.act.gov.au/data/assets/word_doc/0008/2211389/ACT-Public-Schools-Early-Childhood-School-Procedure_UPDATE-2022_23.DOCX) ( 303.7 KB) (https://www.education.act.gov.au/data/assets/word_doc/0008/2211389/ACT-Public-Schools-Early-Childhood-School-Procedure_UPDATE-2022_23.DOCX)

[ACT Public Schools Kindergarten to Year 12 Enrolment Procedure](https://www.education.act.gov.au/data/assets/word_doc/0018/2211390/ACT-Public-Schools-Kindergarten-to-Year-12-Enrolment-Procedure_UPDATE-2022_23.DOCX) ( 305.7 KB) (https://www.education.act.gov.au/data/assets/word_doc/0018/2211390/ACT-Public-Schools-Kindergarten-to-Year-12-Enrolment-Procedure_UPDATE-2022_23.DOCX)

[ACT Public Schools Preschool Enrolment Procedure](https://www.education.act.gov.au/data/assets/word_doc/0019/2211391/ACT-Public-Schools-Preschool-Enrolment-Procedure_UPDATE-2022_23.DOCX) ( 310.3 KB) (https://www.education.act.gov.au/data/assets/word_doc/0019/2211391/ACT-Public-Schools-Preschool-Enrolment-Procedure_UPDATE-2022_23.DOCX)

Related Policies and Information:

- [ACT Public School Enrolment Procedure – Early Childhood](https://www.education.act.gov.au/_data/assets/word_doc/0008/2211389/ACT-Public-Schools-Early-Childhood-School-Procedure_UPDATE-2022_23.DOCX) (https://www.education.act.gov.au/_data/assets/word_doc/0008/2211389/ACT-Public-Schools-Early-Childhood-School-Procedure_UPDATE-2022_23.DOCX)
- [ACT Public School Preschool Enrolment Procedure](https://www.education.act.gov.au/_data/assets/word_doc/0019/2211391/ACT-Public-Schools-Preschool-Enrolment-Procedure_UPDATE-2022_23.DOCX) (https://www.education.act.gov.au/_data/assets/word_doc/0019/2211391/ACT-Public-Schools-Preschool-Enrolment-Procedure_UPDATE-2022_23.DOCX)



2.9. Compulsory school aged dependants of temporary visitor visa holders are eligible for enrolment in an ACT public school for a minimum of five weeks and a maximum of 10 weeks. While enrolled they must fulfil the requirements of this policy and the associated procedures

Register of Enrolments and Attendance

2.10 Principals are required to maintain enrolment and attendance registers in accordance with the *Education Act 2004 (ACT)* (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17-PDF>) s33 (1) b s33 (1) b

2.11 The system for recording attendance must meet the legislative requirements as described in Part 3.3 of the Act.

2.12. All enrolment and attendance records must be recorded in the School Administration System (SAS).

3 Who does this policy apply to?

3.1. This policy applies to parents/carers of children seeking to enrol or are enrolled in an ACT public school.

3.2. This policy applies to parents/carers of children of temporary residents living in the ACT, seeking to enrol and/or are enrolled in an ACT public school

3.3 Non compulsory education settings such as preschool are required to keep attendance and roll marking records in compliance with the Education Act 2004 as required in line with Regulation 158(2) *Education and Care Services National Regulations 2011 (National Regulations)* (<https://legislation.nsw.gov.au/view/html/inforce/current/sl-2011-0653#sec.158>). The ACT Public Schools Enrolment Procedures for Preschool and Early Childhood settings (see links 2 and 3 under 9.3 Related Policies and Information, below) provide guidance on the process for prioritising the enrolment of children in their Priority Enrolment Area (PEA) school and determining eligibility criteria. ACT Public Preschools must adhere to the requirements outlined under the ACT Public School Student Attendance and Roll Marking Procedure (link 1 under 9.3 related policies and information).

3.4. Parents/carers residing in NSW with compulsory education aged children are bound by the *Education Act 1990 (NSW)* (<https://www.legislation.nsw.gov.au/whole/html/inforce/current/act-1990-008>) in relation to compulsory education and enrolment

3.5 Parents/carers residing in NSW with compulsory education aged children enrolled in an ACT public school are bound by the *Education Act 2004 (ACT)* (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF>) in relation to school attendance.

4. Context

4.1 Chapter 2 of the *Education Act 2004 (ACT)* (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17-PDF>) sets out the compulsory education age and enrolment requirements for children residing in the ACT and school attendance requirements of children enrolled in ACT schools.

4.2. This policy is consistent with ACT and Commonwealth human rights and anti-discrimination laws including the *Human Rights Act 2004 (ACT)* (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF>) which protect individuals from unfavourable treatment on grounds including disability, race, sex, sexuality, and gender identity and supports every child's right to education, equality, protection, and non-discrimination.

4.3. The Directorate seeks to ensure that all students can access and participate in education on the same basis as their peers as described in the *Disability Discrimination Act 1992(Cwlth)* (<https://www.legislation.gov.au/Details/C2016C00763>) and the *Disability Standards for Education 2005 (Cwlth)* (<https://www.legislation.gov.au/Details/F2005L00767#:~:text=The%20primary%20purpose%20of%20the,r>

4.4. The Directorate utilises the *National Principles for Child Safe Organisations* (<https://humanrights.gov.au/sites/default/files/National%20Principles%20for%20Child%20Safe%20Organisations>) (the Principles) to ensure school staff understand their roles and meet their responsibilities to ensure the safety and wellbeing of all children attending ACT government schools.

4.5. Information gathered under this policy and associated implementation procedures will be kept in accordance with the *Privacy Act 1988 (Cwlth)* (<https://www.legislation.gov.au/Details/C2014C00076>), *Information Privacy Act 2014 (ACT)* (<https://www.legislation.act.gov.au/a/2014-24/>) and the *Health Records (Privacy and Access) Act 1997 (ACT)* (<https://www.legislation.act.gov.au/a/1997-125/>). These

- RECORD 18**
- [ACT Public School Enrolment Procedure - Kindergarten to Year 12 \(https://www.education.act.gov.au/Public-Schools-Kindergarten-to-Year-12-Enrolment-Procedure-UPDATE-2022-23-DOCX\)](https://www.education.act.gov.au/Public-Schools-Kindergarten-to-Year-12-Enrolment-Procedure-UPDATE-2022-23-DOCX)
 - [Child Protection and Reporting Abuse Policy \(https://www.education.act.gov.au/and-Corporate-Policies/wellbeing/child-protection/child-protection-and-reporting-child-abuse-and-neglect-policy\)](https://www.education.act.gov.au/and-Corporate-Policies/wellbeing/child-protection/child-protection-and-reporting-child-abuse-and-neglect-policy) and [Procedure \(https://www.education.act.gov.au/Protection-Reporting-Abuse-Neglect-Procedure.docx\)](https://www.education.act.gov.au/Protection-Reporting-Abuse-Neglect-Procedure.docx)
 - [Education Options \(other than school\) Procedure \(https://www.education.act.gov.au/Options-Other-than-School-Procedure.docx\)](https://www.education.act.gov.au/Options-Other-than-School-Procedure.docx)
 - [Exemption Certificate Procedure \(https://www.education.act.gov.au/Certificates-Procedure-2016-Amendment-18-August-2020.docx\)](https://www.education.act.gov.au/Certificates-Procedure-2016-Amendment-18-August-2020.docx)
 - [Infectious Diseases Outbreak and Exclusions Period Policy \(https://www.education.act.gov.au/and-Corporate-Policies/wellbeing/health/infectious-diseases-policy/infectious-diseases-outbreak-procedures-and-exclusion-periods-policy\)](https://www.education.act.gov.au/and-Corporate-Policies/wellbeing/health/infectious-diseases-policy/infectious-diseases-outbreak-procedures-and-exclusion-periods-policy)
 - [Non-compliance Procedure \(https://www.education.act.gov.au/Compliance-Procedure.docx\)](https://www.education.act.gov.au/Compliance-Procedure.docx)
 - [Post Year 10 Alternatives \(Work-related Training and Employment\) Procedure \(https://www.education.act.gov.au/Year-10-Alternatives-Work-Related-Training-and-Employment-Procedure.docx\)](https://www.education.act.gov.au/Year-10-Alternatives-Work-Related-Training-and-Employment-Procedure.docx)
 - [Students with a Disability Meeting their Educational Needs \(https://www.education.act.gov.au/and-Corporate-Policies/wellbeing/health/infectious-diseases-policy/infectious-diseases-outbreak-procedures-and-exclusion-periods-policy\)](https://www.education.act.gov.au/and-Corporate-Policies/wellbeing/health/infectious-diseases-policy/infectious-diseases-outbreak-procedures-and-exclusion-periods-policy)

Acts protect individuals' rights relating to the collection, use, storage and disclosure of personal information and personal health information held by government agencies.

5. Responsibilities

5.1. Parents/carers who reside in the ACT are responsible for:

- enrolling their child at an education provider no later than 10 school term days after the child turns six years old (*Education Act 2004 (ACT)* (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF>) s10 (3)); and/or
- enrolling their child of compulsory education age at an education provider not later than 10 school term days after the child begins to live in the ACT (*Education Act 2004 (ACT)* (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF>) s10 (3)); and/or
- enrolling their child of compulsory education age at an education provider providing a course no later than 14 days after the course starts (*Education Act 2004 (ACT)* (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF>) s10 (2)); and/or
- applying to register their child of compulsory education age for home education no later than 10 school term days after the start of the school year or the day the child begins to live in the ACT (*Education Act 2004 (ACT)* (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF>) s10 (2)).
- if a child's enrolment at an education provider is cancelled by the child's parents/carers, they must do either or both of the following within 14 days (*Education Act 2004 (ACT)* (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF>) s10 (4))>
 - enrol their child with another education provider; and/or
 - apply to register their child for home education
- if a child's enrolment for home education has been cancelled by the Director-General under s135 of the *Education Act 2004 (ACT)* (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF>), the child's parents/carers must enrol their child with an education provider no later than 14 days after the cancellation takes effect (*Education Act 2004 (ACT)* s10 (5)).
- under s10 (6) of *Education Act 2004 (ACT)* (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF>), the requirements under Part 5.1.1-6 of this policy do not apply if:
 - an exemption has been granted for the child; or
 - the young person has completed year 10 and is participating in work-related training and/or employment (having sought an approval statement - refer to the *Post Year 10 Alternatives (Work-related Training and Employment) procedure*) (https://www.education.act.gov.au/_data/assets/word_doc/0013/810121/Post-Year-10-Alternatives-Work-Related-Training-and-Employment-Procedure.docx); or
 - the Director-General is satisfied that the parents have a reasonable excuse for not complying with.

5.2. Parents/carers who have a child enrolled in an ACT school are responsible for:

- providing accurate information/documentation supporting their child's enrolment and confirming with the school/education provider any changes to their child's identity and contact details to ensure their enrolment details remain up to date;
- ensuring their child attends their school and/or education provider on every day, and during the times on every day, when the school is open for attendance (including attendance at activities organised at other specified locations) (*Education Act 2004 (ACT)* (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF>) s10A (2));
- providing a timely explanation/reasonable excuse for any absences to ensure compliance with the Act in relation to attendance (*Education Act 2004 (ACT)* (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF>) s10A (3));
- working in partnership with the school and/or education provider to support their child's enrolment and attendance. This includes raising concerns about their child's education, engagement, health and wellbeing and discussing barriers to attendance early with the school/education provider);
- applying to the Education Directorate for an exemption certificate where the parent/carer of a child is unable to meet the enrolment or full or part time school attendance requirements of the Act (*Education Act 2004 (ACT)* (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF>) s12A);

RECORD 18

[Policies/access-and-equity/disabilities/students-with-a-disability-meeting-their-educational-needs-policy](#)

- [Safe and Supportive Schools Policy](#) (<https://www.education.act.gov.au/p-and-Corporate-Policies/wellbeing/safety/safe-and-supportive-schools-policy2/safe-and-supportive-schools-policy>)

[Policy A - Z](#) (https://www.education.act.gov.au/publications_and_policies/policies/A-Z)

[Search all ACT Education Directorate policies](#) (https://www.education.act.gov.au/publications_and_policies/policies)

- applying to the Education Directorate for an exemption certificate where the parent/carer of a child believes it is in the child's best interests to do so (*Education Act 2004 (ACT)* (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF>) s12A);
- applying to the Education Directorate for an approval statement for a young person who wishes to participate in workplace related training and/or employment alternatives after the completion of year 10 (*Education Act 2004 (ACT)* (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF>) s13D); and
- complying with Information and/or a Compliance Notices to fulfil their legal responsibilities under the Act (*Education Act 2004 (ACT)* (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF>) s11C-11F and s16B-17).

5.3. ACT Public Schools and Approved Education Providers are responsible for:

- ensuring all eligible children are prioritised for enrolment at the public school in their neighbourhood as required under the *Education Act 2004 (ACT)* (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF>) s21(4). For enrolment purposes the Director-General has defined a neighbourhood as the Priority Enrolment Area (PEA) for each school;
- ensuring that no child is disadvantaged or denied access to education, where individual circumstances prevent the applicant from meeting documentation requirements including proof of identity and place of residence requirements;
- ensuring children with disability are able to enrol and apply for placement on the same basis as other prospective students, in accordance with the *Disability Standards for Education 2005 (Cwlth)* (<https://www.legislation.gov.au/Details/F2005L00767>);
- maintaining an accurate enrolment register (*Education Act 2004 (ACT)* (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF>) s32) where enrolled students are recorded under their full name contained in the documents supporting their enrolment and, copies of sighted documents are kept confidential and managed in accordance with the *Information Privacy Act 2014 (ACT)* (<https://www.legislation.act.gov.au/a/2014-24/>);
- maintaining a register and accurate record of attendance or non-attendance of each enrolled student on every day when the school is open for attendance *Education Act 2004 (ACT)* (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF>) s32 and 33 (1) b);
- complying with requirements of Sections 32, 33 of the *Education Act 2004 (ACT)* (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF>), whereby a principal of a school commits an offence if they fail to keep a register of enrolments and attendance and/or if they make an entry in the register of enrolments or attendance and they are reckless about whether the entry is correct;
- complying with requirements of Sections 34 of the *Education Act 2004 (ACT)* (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF>) whereby a principal commits an offence if they fail to make an enrolment or attendance record available to an authorised person;
- developing and maintaining local school attendance procedures that
 - encourage students to attend school regularly; and
 - help parents/carers to encourage their children to attend school regularly (*Education Act 2004 (ACT)* (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF>) s35); and
 - referring parents/carers and children to support services that encourage children to attend school regularly when the procedures implemented are not successful;
- providing written notice to a student's parents/carers requiring them to meet with an authorised person at a stated place and time, if the student has not been attending school regularly (*Education Act 2004 (ACT)* (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF>) s35(3); and
- complying with the requirements for recording student movement to and from an ACT school set out in section 10AA of the *Education Act 2004 (ACT)* (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF>), section 2AA of the Education Regulation 2005 (ACT) and the Student Movement Register Procedures.

5.4. Education Support Office is responsible for:

- registering and maintaining an accurate register of children registered for Home Education on a full time or part time basis in accordance with the Act ([Education Act 2004 \(ACT\)](https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF) (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF>) s139);
- issuing exemption certificates for children of compulsory education age deemed eligible ([Education Act 2004 \(ACT\)](https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF) (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF>) s12A);
- issuing approval statements to students who have completed year 10 and are deemed eligible to participate in work-related training and/or employment alternatives ([Education Act 2004 \(ACT\)](https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF) (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF>) s14A);
- issuing information and/or a compliance notices to parents/carers of compulsory education aged children when parents/carers do not fulfil their legal responsibilities under the Act ([Education Act 2004 \(ACT\)](https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF) (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF>) s11C and s16B) ([Non-Compliance Procedures](https://www.education.act.gov.au/___data/assets/word_doc/0020/810119/Non-Compliance-Procedure.docx) (https://www.education.act.gov.au/___data/assets/word_doc/0020/810119/Non-Compliance-Procedure.docx)).
- complying with the requirements for recording student movement for Home Education students set out in section 10AA of the [Education Act 2004 \(ACT\)](https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF) (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF>), section 2AA of the Education Regulation 2005 (ACT) and the Student Movement Register Procedures.
- establishing Student Movement Register Procedures for ACT schools to record the movement of students between schools and Home Education [Education Act 2004 \(ACT\)](https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF) (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF>) s10AB); and
- determining the administrative and governance procedures related to enrolment for ACT public schools under the delegated authority of the Director-General through the provision of:
 - ACT Public School Enrolment Procedure – Early Childhood
 - ACT Public School Enrolment Procedure – Preschool
 - ACT Public Enrolment Procedure - Kindergarten to Year 12

5.5. Determining the administrative procedures relating to roll marking and attendance through the provision of:

- ACT Public School Student Attendance and Roll Marking Procedure
- ACT Public School Student Attendance and Roll Marking Procedure

6. Monitoring and Review

6.1. The policy is co-owned by Enrolments and Planning Branch (enrolments) and the Student Engagement Branch (attendance).

7. Contact

7.1. Queries regarding compulsory education, enrolment and attendance and non-compliance procedures should be raised with the relevant school principal in the first instance.

7.2. For further information regarding:

7.2.1. Enrolments contact Enrolments and Planning Branch at EDUEnrolments@act.gov.au (<mailto:EDUEnrolments@act.gov.au>) or (02) 6205 5429 (tel:0262055429).

7.2.2. Compulsory education, attendance and non-compliance contact Student Engagement Branch at EDUDSEOffice@act.gov.au (<mailto:EDUDSEOffice@act.gov.au>) or by phone (02) 6205 7029 (tel:0262057029).

7.2.3. If your query is unresolved, please contact the Directorate via the online form which is available at https://www.education.act.gov.au/about-us/contact_us (https://www.education.act.gov.au/about-us/contact_us).

8. Feedback

8.1. Any concerns about the application of this policy or the policy itself, should be raised with:

- 8.1.1. the school principal in the first instance; or
- 8.1.2. to make a complaint via the online form at [Feedback and Complaints \(act.gov.au\)](https://www.education.act.gov.au/support-for-our-students/complaints-feedback-and-enquiries) (<https://www.education.act.gov.au/support-for-our-students/complaints-feedback-and-enquiries>)

9. References

9.1. Definitions

- **ACT Education Directorate refers** to ACT public schools and the Education Support Office (ESO), which includes educational support services that do not reside in ACT public schools (e.g., system level/corporate support).
- **ACT public schools** refers to all ACT government schools established under the *Education Act 2004 (ACT)* (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF>).
- **Approval Statement** is a statement granted to parents/carers of a child, who has completed year 10, is under 17 years of age, and plans to undertake work-related training such as an apprenticeship or traineeship, employment or a combination of training and employment and no longer be enrolled and attend school.
- **Approved education course/provider** includes a course of study provided by an ACT school or a school under a law of a State or another territory including distance education; a course of study leading to the completion of year 10 or year 12 delivered by a registered training organisation under the National Vocational Education and Training Regulator Act 2011 (Cwlth); a VET course under the National Vocational Education and Training Regulator Act 2011 (Cwlth); or an accredited course under the Tertiary Education Quality and Standards Agency Act 2011 (Cwlth).
- **Attendance** for the purposes of this policy, requires enrolled children to attend school on every day, and during the times on every day, when the school is open for attendance. This includes activities such as excursions. This also refers to attendance at approved education courses where a child must attend and participate in an approved education course provider's requirement about physically attending at particular times at the provider's premises or another specified place.
- **Authorised person** is a person appointed by the Director-General under the Act to exercise inspection powers for ACT schools.
- **Child or children** in the context of this policy, refers to a person who is under 18 years of age.
- **Compliance Notice** is a written notice issued to a child's parents/carers under section 16B of the Act, requiring the parent/carer to ensure that their child's enrolment, registration for Home Education, attendance and participation in education, training and/or employment is in accordance with the Act.
- **Compulsory education age** in the ACT and for the purpose of this policy refers to a child who is aged from six years until the child completes year 12 or turns 17, whichever happens first.
- **Distance education** refers to the provision of an education course to a child by an approved education provider, whereby the education provider does not always require the child to be physically present.
- **Education provider** refers to a school under a law of the state or territory and as well as (a) Registered Training Organisations (RTO) who provide a course of study that leads to the completion of year 10 or year 12 or the completion of a vocational education and training course; (b) a higher education provider; and (c) a university (*Education Act 2004 (ACT)* (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF>) s9A).
- **Enrolment** is the process by which a parent/carer applies for a child to become a student of an education provider and is determined eligible for enrolment in a school. A student is officially enrolled in a school once an assessment against the eligibility criteria has been completed and the enrolment is accepted by the principal and/or director of an approved education provider.
- **Employment** for purposes of an Approval Statement refers to paid work under a contract of service or for a contract of service (whether written or unwritten).
- **Exemption Certificates** are an authorisation for parent/carers of children of compulsory school age exempting them from the enrolment and/or attendance in a school or approved education provider and/or registration for Home Education. A full-time or part-time certificate may be granted where a child is unable to participate in education due to their health and wellbeing and/or expectational circumstances and where evidence confirms that it will be in the best interests of the child.
- **Full-time attendance requirement** for the purposes of this policy refers to enrolled children attending school every day, and during the times on every day, when the school is open for attendance. This includes activities e.g., excursions.

- **Full-time participation requirement** refers to a child attending and participating in an approved education course provider's requirement at a level that is full-time under the requirements of the course (or for at least 25 hours each week). Full-time participation includes part-time participation in two or more education courses to an extent that it is equivalent to full-time participation in one education course. Full-time participation is also defined by any combination of the following (that is equivalent to full-time participation in one education course): an education course, a training alternative, or an employment alternative.
- **Home Education** refers to education conducted by one or both of a child's parents/carers from a home base. A child must be registered with the ACT Education Directorate to be eligible for Home Education.
- **Information Notice** is a written notice, issued to the parents/carers of a child, seeking further information about a child's enrolment and/or attendance; registration for Home Education or participation in education, training and employment to determine if they are meeting the requirements of compulsory education (*Education Act 2004 (ACT)*) (<https://www.legislation.act.gov.au/View/a/2004-17/current/PDF/2004-17.PDF>) s11c).
- **Parent/Carer** for the purpose of this policy, is the person who has parental responsibility for the child under the *Children and Young People Act 2008 (ACT)* (<https://www.legislation.act.gov.au/a/2008-19/>).
- **Participation** in accordance with the Act refers to a child taking part and engaging in an approved education course by complying with:
 - the provider's requirements about physically attending, at particular times, the provider's premises or another place; or
 - for an education course that is completed by Distance Education, complying with the provider's requirements in relation to completing the course work, maintaining contact with the provider and attending as required.
- **Priority Enrolment Area (PEA)** refers to the designated area surrounding the ACT public school from which the school accepts its core intake of students. The permanent residential address of the student determines the PEA school for any child enrolling in an ACT public school.
- **Reasonable excuse** refers to an absence explanation provided by a parent/carer and the authority of a principal to determine if the explanation is deemed a reasonable explanation for the purposes of the parent/carer meeting their responsibilities under the Act.
- **Resides in the ACT** refers to a person who lives at a physical street address located within the Australian Capital Territory (ACT). This includes temporary residents who, for the duration of their visa, are living in ACT and have compulsory education aged dependents eligible to enrol in a school.
- **School Administration System (SAS)** is the ACT public schools database, used to record details of student enrolments, attendance and other related matters
- **School attendance requirement** applies to children who are enrolled at a school and requires the child's parents/carers to ensure that the child attends the school on every day and during the times on every day when the school is open for attendance and attends every activity of the school that the school requires the child to attend.
- **Senior Secondary Certificate (Year 12)** is achieved when a student is awarded or completes the requirements for a year 12 certificate when they are issued a certificate equivalent to a year 12 Senior Secondary Certificate that shows completion of a higher education pre-entry course or one issued under the Australian Qualification Framework (AQF); a certificate approved by the Director-General or delegate; the Director-General or delegate is satisfied on reasonable grounds that the student has completed the year 12 Senior Secondary Certificate or its equivalent.
- **Student** refers to a person who is enrolled in an ACT school or other approved education provider.
- **Student Movement Register (STR)** is a web application managed by the ACT Education Directorate, used by ACT schools for tracking the movement of students between schools and Home Education within the ACT.
- **Work-related training** refers to nationally recognised, accredited training such as an apprenticeship or traineeship.
- **Year 10** is achieved when a student is awarded or completes the requirements for being awarded a year 10 certificate or the Director-General or delegate is satisfied on reasonable

grounds that the child has completed year 10 or its equivalent.

9.2. Legislation

The policy is informed by the following legislation:

- [Children and Young People Act 2008 \(ACT\) \(http://www.legislation.act.gov.au/a/2008-19/current/pdf/2008-19.pdf\)](http://www.legislation.act.gov.au/a/2008-19/current/pdf/2008-19.pdf)
- [Discrimination Act 1991 \(ACT\) \(http://www.legislation.act.gov.au/a/1991-81/current/pdf/1991-81.pdf\)](http://www.legislation.act.gov.au/a/1991-81/current/pdf/1991-81.pdf)
- [Disability Discrimination Act 1992 \(Cth\) \(https://www.comlaw.gov.au/Series/C2004A04426\)](https://www.comlaw.gov.au/Series/C2004A04426)
- [Disability Standards for Education 2005 \(https://www.comlaw.gov.au/Details/F2005L00767\)](https://www.comlaw.gov.au/Details/F2005L00767)
- [Education Act 2004 \(ACT\) \(http://www.legislation.act.gov.au/a/2004-17/default.asp\)](http://www.legislation.act.gov.au/a/2004-17/default.asp)
- [Education Regulation 2005 \(ACT\) \(https://www.legislation.act.gov.au/sl/2005-1/\)](https://www.legislation.act.gov.au/sl/2005-1/)
- [Education and Care Services National Law 2010 \(https://www.legislation.act.gov.au/a/2011-42/default.asp\)](https://www.legislation.act.gov.au/a/2011-42/default.asp)
- [Human Rights Act 2004 \(ACT\) \(http://www.legislation.act.gov.au/a/2004-5/current/pdf/2004-5.pdf\)](http://www.legislation.act.gov.au/a/2004-5/current/pdf/2004-5.pdf)
- [Health Records \(Privacy and Access\) Act 1997 \(https://www.legislation.act.gov.au/a/1997-125/\)](https://www.legislation.act.gov.au/a/1997-125/)
- [Information Privacy Act 2014 \(ACT\) \(http://www.legislation.act.gov.au/a/2014-24/default.asp\)](http://www.legislation.act.gov.au/a/2014-24/default.asp)
- [National Vocational Education and Training Regulator Act 2011 \(https://www.legislation.gov.au/Details/C2011A00012\)](https://www.legislation.gov.au/Details/C2011A00012)
- [Public Health Act 1997 \(ACT\) \(https://www.legislation.act.gov.au/a/1997-69/\)](https://www.legislation.act.gov.au/a/1997-69/)
- [Public Health Regulation 2000 \(ACT\) \(https://www.legislation.act.gov.au/sl/2000-1/\)](https://www.legislation.act.gov.au/sl/2000-1/)
- [Racial Discrimination Act 1975 \(Cth\) \(https://www.legislation.gov.au/Details/C2014C00014\)](https://www.legislation.gov.au/Details/C2014C00014)
- [Sex Discrimination Act 1984 \(Cth\) \(https://www.legislation.gov.au/Details/C2014C00002\)](https://www.legislation.gov.au/Details/C2014C00002)

1. Implementation Documents

- [ACT Public School Student Attendance and Roll Marking Procedures !\[\]\(750841ae7100dc832cb0a4b3af4492f3_img.jpg\) \(1Mb\) \(https://www.education.act.gov.au/publications_and_policies/archived/ACT-Public-School-Student-Attendance-and-Roll-Marking-Procedures.docx\)](https://www.education.act.gov.au/publications_and_policies/archived/ACT-Public-School-Student-Attendance-and-Roll-Marking-Procedures.docx)
- [ACT Public Schools Early Childhood School Procedure !\[\]\(78e449f8a1164b81ecbd00cd97498e27_img.jpg\) \(316kb\) \(https://www.education.act.gov.au/___data/assets/word_doc/0008/2211389/ACT-Public-Schools-Early-Childhood-School-Procedure_UPDATE-2022_23.DOCX\)](https://www.education.act.gov.au/___data/assets/word_doc/0008/2211389/ACT-Public-Schools-Early-Childhood-School-Procedure_UPDATE-2022_23.DOCX)
- [ACT Public Schools Kindergarten to Year 12 Enrolment Procedure !\[\]\(9931ff4a747d4e6edc8cfe9a6d936949_img.jpg\) \(312kb\) \(https://www.education.act.gov.au/___data/assets/word_doc/0018/2211390/ACT-Public-Schools-Kindergarten-to-Year-12-Enrolment-Procedure_UPDATE-2022_23.DOCX\)](https://www.education.act.gov.au/___data/assets/word_doc/0018/2211390/ACT-Public-Schools-Kindergarten-to-Year-12-Enrolment-Procedure_UPDATE-2022_23.DOCX)
- [ACT Public Schools Preschool Enrolment Procedure !\[\]\(d06bd4b5386b5ebdee91452b0403e593_img.jpg\) \(310kb\) \(https://www.education.act.gov.au/___data/assets/word_doc/0019/2211391/ACT-Public-Schools-Preschool-Enrolment-Procedure_UPDATE-2022_23.DOCX\)](https://www.education.act.gov.au/___data/assets/word_doc/0019/2211391/ACT-Public-Schools-Preschool-Enrolment-Procedure_UPDATE-2022_23.DOCX)

9.3. Related Policies and Information

- This policy should be read in conjunction with the following compulsory education, enrolment, and attendance related procedures.
 - [ACT Public School Student Attendance and Roll Marking Procedure \(https://www.education.act.gov.au/___data/assets/pdf_file/0007/2314393/ACT-Public-School-Student-Attendance-and-Roll-Marking-Procedures.pdf\)](https://www.education.act.gov.au/___data/assets/pdf_file/0007/2314393/ACT-Public-School-Student-Attendance-and-Roll-Marking-Procedures.pdf) outlines the responsibilities of parents and ACT public schools in encouraging attendance, reporting and managing absenteeism. It also provides schools with school attendance record keeping procedures to ensure accurate attendance data.
 - [ACT Public School Enrolment Procedure \(https://www.education.act.gov.au/___data/assets/word_doc/0008/2211389/ACT-Public-Schools-Early-Childhood-School-Procedure_UPDATE-2022_23.DOCX\)](https://www.education.act.gov.au/___data/assets/word_doc/0008/2211389/ACT-Public-Schools-Early-Childhood-School-Procedure_UPDATE-2022_23.DOCX) - Early Childhood outlines procedures for prioritising the enrolment of children in their Priority Enrolment Area (PEA) school and determining eligibility criteria for enrolment applications for early childhood settings.
 - [ACT Public School Enrolment Procedure \(https://www.education.act.gov.au/___data/assets/word_doc/0019/2211391/ACT-Public-Schools-Preschool-Enrolment-Procedure_UPDATE-2022_23.DOCX\)](https://www.education.act.gov.au/___data/assets/word_doc/0019/2211391/ACT-Public-Schools-Preschool-Enrolment-Procedure_UPDATE-2022_23.DOCX) - Preschool outlines

procedures for prioritising the enrolment of children in their Priority Enrolment Area (PEA) school and determining eligibility criteria for enrolment applications for preschool settings.

- **ACT Public Enrolment Procedure**
 (https://www.education.act.gov.au/__data/assets/word_doc/0018/2211390/ACT-Public-Schools-Kindergarten-to-Year-12-Enrolment-Procedure-UPDATE-2022_23.DOCX) - Kindergarten to Year 12 outlines procedures for prioritising the enrolment of children in their Priority Enrolment Area (PEA) school and determining eligibility criteria for enrolment applications for kindergarten to year 12 settings.
- **Child Protection and Reporting Abuse Policy**
 (https://www.education.act.gov.au/publications_and_policies/School-and-Corporate-Policies/wellbeing/child-protection/child-protection-and-reporting-child-abuse-and-neglect-policy) and Procedure
 (https://www.education.act.gov.au/__data/assets/word_doc/0020/803045/Child-Protection-Reporting-Abuse-Neglect-Procedure.docx) outline the responsibilities of school staff to act to protect students from child abuse and neglect in addition to mandatory statutory reporting obligation and provide guidance on the behavioural and physical indicators of abuse, neglect and grooming.
- **Education Options (other than school) Procedure**
 (https://www.education.act.gov.au/__data/assets/word_doc/0018/810108/Education-Options-Other-than-School-Procedure.docx) outlines education providers (other than schools) that are approved for children to enrol in. These include universities, registered training organisations and higher education providers.
- **Exemption Certificate Procedure**
 (https://www.education.act.gov.au/__data/assets/word_doc/0012/810111/Exemption-Certificates-Procedure-2016-Amendment-18-August-2020.docx) outlines the responsibilities of parents/carers to seek approval with the support of their school and the provision of medical documentation to the Education Support Office to be exempt from one or more: enrolment, attendance, registration for Home Education and/or the participation (attendance) requirements of the Act.
- **Infectious Diseases - Outbreak and Exclusions Period Policy**
 (https://www.education.act.gov.au/publications_and_policies/School-and-Corporate-Policies/wellbeing/health/infectious-diseases-policy/infectious-diseases-outbreak-procedures-and-exclusion-periods-policy) outlines outbreak procedures and exclusion periods for infectious diseases in ACT public schools.
- **Non-compliance Procedure**
 (https://www.education.act.gov.au/__data/assets/word_doc/0020/810119/Non-Compliance-Procedure.docx) outlines the compulsory education requirements of the Act and details the roles and responsibilities of parents/carers, schools and the Directorate in ensuring that a child living in the ACT of compulsory education age is meeting the attendance (participation requirements) of the Act.
- **Post Year 10 Alternatives (Work-related Training and Employment) Procedure**
 (https://www.education.act.gov.au/__data/assets/word_doc/0013/810121/Post-Year-10-Alternatives-Work-Related-Training-and-Employment-Procedure.docx) outlines the provisions of the Act which permit a child who has completed year 10 to engage in work-related training or employment rather than attend school. Parents/carers can apply for an Approval Statement from the Education Support Office.
- **Students with a Disability Meeting their Educational Needs**
 (https://www.education.act.gov.au/publications_and_policies/School-and-Corporate-Policies/access-and-equity/disabilities/students-with-a-disability-meeting-their-educational-needs-policy) confirms the Education Directorate's commitment to supporting students with disability in ACT public schools and associated roles and responsibilities.
- **Safe and Supportive Schools Policy**
 (https://www.education.act.gov.au/publications_and_policies/School-and-Corporate-Policies/wellbeing/safety/safe-and-supportive-schools-policy2/safe-and-supportive-schools-policy) outlines the Directorate's commitment to providing positive and engaging ACT public school environments where students feel connected and respected, achieve success, and are fully engaged in education. Student wellbeing impacts on student learning and is fundamental to a student's enrolment, attendance, and successful engagement with education.



Acknowledgement of Country (<https://www.communityservices.act.gov.au/atsia/indigenous-protocols>)

We acknowledge the Ngunnawal people as traditional custodians of the ACT and recognise any other people or families with connection to the lands of the ACT and region. We acknowledge and respect their continuing culture and the contribution they make to the life of this city and this region.

[Feedback \(https://www.accesscanberra.act.gov.au/s/feedback-and-complaints\)](https://www.accesscanberra.act.gov.au/s/feedback-and-complaints) [Contact us \(https://www.education.act.gov.au/about-us/contact_us\)](https://www.education.act.gov.au/about-us/contact_us)

CRICOS Registration Number:00643J [Jobs \(http://www.jobs.act.gov.au\)](http://www.jobs.act.gov.au) [Emergency Services \(http://www.esa.act.gov.au\)](http://www.esa.act.gov.au)



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[Accessibility \(https://www.education.act.gov.au/functions/accessibility\)](https://www.education.act.gov.au/functions/accessibility) [Sitemap \(https://www.education.act.gov.au/functions/sitemap\)](https://www.education.act.gov.au/functions/sitemap)

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[\(https://www.yoursay.act.gov.au/\)](https://www.yoursay.act.gov.au/)

<https://www.accesscanberra.act.gov.au>

<https://www.act.gov.au>

Enrolment Review Request PROCEDURE

SUMMARY

Purpose

The objective of this procedure is to specify critical workflow for the timely completion of Enrolment Reviews. This should be a document that is altered as changes in the process occur.

Background

This procedure relates to Enrolment Review Requests in ACT Public Schools. When a decision is made families/ carers have the right for the decision to be reviewed. This procedure is to assist persons whose interests may be affected by a reviewable decision and to support Directorate decision-makers who are responsible for making these decisions. As an enrolment review request is received, an acknowledgement email needs to be sent, the investigation into the decision needs to be commenced as soon as practical. Ensure to follow the enrolment review request calendar as this indicates important timelines and critical workflow.

Outcomes

To ensure that both applicants and school staff feel supported, and processes were accurately followed so that a fair and just outcome is reached. An enrolment review panel convenes once a fortnight with various stakeholders present; clinical psychologists, principals, inclusion support, enrolment officers, which enable the process to be conducted holistically and equitably.

PROCEDURE STEPS

Step 1: Receiving an enrolment review request.

- Check the family have had a review with their first-choice school and this has been finalised on the Student Admission System <https://actedu.azurewebsites.net/applications>.
- If the family have not had a review meeting with the school, [Redirect to seek REVIEW.docx](#)

If review process has been completed;

Setting about the Enrolment Review Request:

- Create a folder in [G:\School Operations\Student Management\ENROLMENTS\Year](#)
- Title folder as follows; YYYYMMDD\SURNAME, Initial EG: STUDENT, I
- Add [Enrolment Appeal Coversheet 2023](#) to the folder.
- Create folder '1 Originals and Admin'
- Download all documentation including the initial Review information and original enrolment form <https://actedu.azurewebsites.net/applications>.
- Save attachments as a PDF in the student's folder as - YYYYMMDD 24HR time – Subject.
- Put original email and all original word or jpeg attachments in [G:\School Operations\Student Management\ENROLMENTS\Year\Student Name\1 Originals and Admin](#)
- All attachments and emails to be labelled individually as follows – SURNAME, Initial, YYYYMMDD 24HR Att A email - subject EG:
 - STUDENT, I - Att B –20230118 2237- Email - Enrolment Appeal Request

- STUDENT, I - Att B1 –20230118 2237- Request for Enrolment Appeal

Acknowledging appeal request and documenting appeal:

- Acknowledge the enrolment appeal by Forwarding the Smart Form to the family and copying the applicable acknowledgement letter or save the letter templates under signatures for a more time effective turn around
 - [Acknowledgment of Enrolment Appeal- Evidence Provided 2023](#)
 - [Acknowledgment of Enrolment Appeal- No Evidence Provided 2023](#)
- Save email in student file [G:\School Operations\Student Management\ENROLMENTS\Year\Student Name\1 Originals and Admin](#) STUDENT, I - Att C# –20230118 2237- Email - Enrolment Appeal Acknowledgement
- Add to the Enrolment Register- SharePoint;
 - <https://actgovernment.sharepoint.com/teams/ETD-SchoolImprovement-SchoolImprovement/Lists/EnrolmentAppeals/AllItems.aspx>
 - Add name and information to the table [Enrolment Appeal Table](#) and save in the [G:\School Operations\Student Management\ENROLMENTS\Year\YYYYMMDD](#)

Ensuring all documentation is saved accurately in G Drive:

- Convert all email correspondence and documents to PDF and add the Student File on G drive using the above naming conventions. Each email with attachments will have the initial email labelled Att A AttA1, AttB2 etc EG:
 - STUDENT, I - Att C –20230118 1237- Email - Enrolment Appeal Request
 - STUDENT, I - Att C1 –20230118 1237- Request for Enrolment Appeal
 - STUDENT, I - Att C2 –20230118 2237- Email – Additional Information
 - STUDENT, I - Att E1 –20230118 2237- Psychologist Report
 - STUDENT, I - Att E2 –20230118 2237- Speech Therapist Report
- Ensure you save the initial enrolment application and the enrolment review summary conducted by the school, these can be found on the School Admission System
 - STUDENT, I – Att A –YYYYMMDD ####- Initial Enrolment Application
 - STUDENT, I – Att B – YYYYMMDD ####- - Enrolment Review Summary
- Appeal Request;
 - STUDENT, I – Att C –20230118 1237- Email - Enrolment Appeal Request - #####
 - STUDENT, I – Att C1 –20230118 1237- Enrolment Appeal Request - #####
 - Find the students PEA using [ACTmapi](#) – and save as PDF
 - STUDENT, I – Att D – YYYYMMDD ####- ACTmapi
- Save Student Attendance from SAS
 - STUDENT, I – Att D – YYYYMMDD ####- Attendance Record Summary
 - Inactive students on Sentral:
 - If student is inactive go to Sentral logo (top left corner)
 - Sub-heading- Insights and click profile
 - Search student, click arrow and check inactive student
 - Search the student you are needing information
- Triage meeting with SO regarding Criteria to discuss current appeals

Making contact with schools:

- Use Sentral (search for any relevant information; ILP, meetings, published reports, etc), the Original Enrolment Application, the Review Summary, and information sent in from families to populate the [Enrolment Appeal Coversheet 2023](#) with as much information as possible before contacting schools.
- Using the [Enrolment Appeal Coversheet 2023](#) as a guide, engage in a conversation with the current school. Verify claims, what has been put in place? What worked? What didn't? – Follow the questions on the cover sheet and add any additional relevant information relating to the student.
- Using the questions on the [Enrolment Appeal Coversheet 2023](#) as a guide, engage in a conversation with the school who declined enrolment. Reasons?
 - Add any points they would like the panel to consider.

Putting it all together:

- If the appeal is for an inclusion student – liaise with the Inclusion team. Organise for a panel representative on the day of the panel.
- Record all information in the coversheet, including supporting evidence and reasons for appeal from family.
- Label all converted PDF correspondence and supporting documentation with the correct naming conventions and ensure these matches up with the coversheet; attachments sub-heading.
- Send the completed table of names to the Feedback and Complaints team to notify them know who is appealing
- Update the placeholder with the appropriate appeal panel on the Monday (the Monday before the panel convenes):
 - DSI from network that has no current appeals
 - Senior Director of Inclusion (for Inclusion appeals)
 - Director of Clinical Practice
 - Enrolments Team
 - Principal from network that has no current appeals
 - A representative from the School Operations Team will also be present to take notes and clarify any information/ answer any questions
- Use principals on panel schedule [G Drive:\act.gov.au\education\decs\School Operations\Student Management\ENROLMENTS\Appeals Administration](#)
- Zip the Completed folders and send to Director School Operations for clearance.
- Add Cleared Zip folder to the calendar invite along with a copy of the table outlining the student information for the appeal. Follow the Appeal Calendar timeframes;
- [Appeals Calendar 2023 - Semester 1.docx](#)
- During the appeal panel meeting ensure a School Operations representative is taking notes.
- After panel meets, draft Enrolment Appeal Outcomes to be approved/edited by panel members. A [Bank of Enrolment Appeal Letter Responses](#) is available on G drive for inspiration and ideas. Cut and paste the table so each student has their own table and place the draft response below each mini table.

- When the panel approves the draft responses, write the appropriate outcome letter [UPHELD](#) [2023](#) [OVERTURNED](#) and send to Director for clearance
- Send cleared letters to Rose for Distribution to DSI
- Rose will return signed letters for distribution to the families

Suspension Appeal closed

RESPONSIBILITIES

Process Expert: Elizabeth Lipscombe

Process Owner: ESO6

RELATED PROCEDURES AND SUPPORTING DOCUMENTS

1. TRIM Container: FILE2023/402

EDUCATION STRATEGY- Advice- S/G-School Improvement- School Operations- Suspension Reviews - 2023

2. [Suspension Policies and Procedures](#)
3. [Suspension Admin, Information and Templates](#)

VERSION CONTROL

Version	Date	Author	Approved
1.0	24 March 2023	Tegan Bennett	



ACT
Government

Education

ACT PUBLIC SCHOOLS ENROLMENT PROCEDURE KINDERGARTEN – YEAR 12



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ACT PUBLIC SCHOOLS ENROLMENT PROCEDURE - KINDERGARTEN (00047/04)

These procedures should be read in conjunction with *Compulsory Education: Student Enrolment and Attendance Policy*.

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1. OVERVIEW

- 1.1 The *ACT Education Act, 2004* (the Act) requires all children of compulsory education age living in the ACT to be enrolled with an education provider or registered for home education. Public schools are a key education provider in the ACT.
- 1.2 This procedure makes provision for enrolment of Kindergarten to Year 12 students in ACT public schools, and includes students of compulsory education age, students who are younger than compulsory education age, and students over the compulsory education age where they are placed in an ACT public school.
- 1.3 Enrolment is the statutory responsibility of the parents of the child of compulsory education age.
- 1.4 ACT residents are guaranteed enrolment from Kindergarten to Year 12 at the ACT public school in their Priority Enrolment Area.

2. RATIONALE

- 2.1 Under the Act Section 2.1 (9) and 2.2.1, it is compulsory for every child living in the ACT between the ages of six and 17 years to be enrolled in and attending a school, or registered for home education until they complete Year 10.
- 2.2 The ACT Education Directorate (the Directorate) recognises the importance of fair and transparent enrolment procedures which enable eligible children to become students at an ACT public school.
- 2.3 The Directorate also recognises that ACT families live in a diverse range of economic and social circumstances, including homelessness and temporary short-term accommodation, and that these should not be a barrier to enrolling in an ACT public school.
- 2.4 The purpose of this procedure is to provide clarity and transparency in the ACT public school Kindergarten to Year 12 enrolment process by clearly setting out roles, responsibilities, and requirements for both applicants and the Directorate.

3. ENROLMENT PROCEDURE

- 3.1 Applicants must complete an [Online Enrolment Form](#) on the Directorate website to enrol in an ACT public school.

- 3.2 The Act guarantees a place for all ACT Kindergarten to Year 12 students at their neighbourhood school. The Director-General established Priority Enrolment Areas (PEAs) to give practical effect to 'neighbourhood school'.

4. PRIORITY ENROLMENT AREA SHARED ZONES

- 4.1 The Kindergarten to Year 12 [Priority Enrolment Area \(PEA\) Shared Zone Management Plan](#) provides transparency for the community on how enrolment applications from Shared Zone residents will be managed, and supports schools to make consistent, transparent and fair enrolment decisions.
- 4.2 Kindergarten to Year 12 residents of Shared Zones are guaranteed a place at one of their Shared Zone Schools, though not necessarily their preferred school.
- 4.3 Schools will accept first preference applications from residents of the Shared Zone, subject to capacity at the time the application is received.
- 4.4 Should the number of applications exceed places available, applications to that school will be prioritised by proximity, with applicants who live closer prioritised over those who live further away (methodology: measuring the distance from the applicant's residential address to the school 'as the crow flies').
- 4.5 Should capacity be reached at one of the Shared Zone schools, applications will be directed to the Shared Zone school with greater available capacity.
- 4.6 Where there are legal considerations or individual circumstances based on wellbeing, a child may be placed at a school regardless of the school's capacity or the Shared Zone Management Plan.
- 4.7 Applicants from Shared Zones who have an ACT-resident sibling concurrently enrolled in Kindergarten to Year 12 at that school will be prioritised, subject to capacity.
- 4.8 Residents of one-way Shared Zones are guaranteed enrolment at their PEA School, and also have the option to enrol at the one-way Shared Zone School, subject to capacity.

5. OUT OF AREA ENROLMENTS

- 5.1 In some circumstances students may be enrolled at an out of area school (i.e. a school other than their PEA school). Eligibility is determined by two factors: the capacity of the school to enrol students from outside its PEA; and out of area enrolment criteria.
- 5.2 For enrolment purposes, ACT public schools are categorised as either A or B. Category A schools are generally not able to accept students from out of their area primarily due to

their capacity for students both now and in the near future. Category B schools have some capacity to accept out of area enrolments.

- 5.3 ACT residents may apply to a school outside their PEA (referred to as an out of area enrolment application), but there is no guarantee that the application will be successful. Both Category A and Category B schools must consider such enrolment applications against the following criteria:
- 5.3.1 **Legal considerations**, where a court order identifies that a student needs to attend a specific school.
- 5.3.2 If there are **individual circumstances, based on student wellbeing**, that mean that a child cannot attend their local school and must attend the school they have applied for. (Where there are reasons a child cannot attend their local school, but they could attend another school with more room to take out of area enrolments, the Directorate will help applicants find an alternative school.
- 5.3.3 Subject to capacity, the school will enrol a child if they have an **ACT-resident sibling concurrently enrolled at that school**¹. This includes step/half and cultural siblings (recognition of Aboriginal and Torres Strait Islander kinship relationships).
- 5.4 Subject to capacity, Category B schools will also consider out of area applications under the following criteria:
- 5.4.1 Student is an ACT resident seeking to **access a curriculum choice(s) not available at their PEA school** (not applicable to Primary School; For High School language courses only; for College BSSS-approved courses only)
- 5.4.2 Student is an ACT resident **from a designated high-demand PEA**. This applies to all Gungahlin-region resident Kindergarten to Year 12 students (please note: Gungahlin

¹(a) *due to continuing high demand for places from in-area applicants in Gungahlin, this criterion does not apply for out of area junior school students (P-6) who have concurrent siblings at senior school (7-10) at Harrison, Gold Creek or Amaroo Schools.*

(b) does not apply to kindergarten applicants at Telopea Park School. These applicants must meet the school-specific eligibility requirements.

(c) The sibling criterion does not apply for Kindergarten to Year 12 students who have a younger sibling enrolled in Preschool at an out of area school.

resident students are guaranteed a place in their local school if that is their school of choice.)

- 5.4.3 The child **lives in NSW and has a sibling** who will be attending the non-NSW Pathway School at the same time² (Category B schools only, subject to capacity).
- 5.5 Schools with high Out of Area enrolments and low capacity may have in place an intake cap. Schools who exceed their cap must still consider applications under the enrolment criteria at 5.3.1 – 5.3.2.
- 5.6 Telopea Park School operates as a French bilingual school. In the Primary School, instead of a Priority Enrolment Area, this school assesses enrolment applications against specific criteria. There is no obligation for Telopea Park K-6 to accept siblings that do not meet the program specific criteria to a high standard. Sibling applicants who do meet the criteria to a high standard are subject to the school's Waiting List process if the program is at capacity at the time of application.
- 5.7 Where two or more applications are equally ranked but there is not sufficient capacity, these applications will be prioritised as follows and in this order:
- 5.7.1 applicant is a sibling of a concurrent student in the K-6 program;
- 5.7.2 applicant lives closest to the school.
- 5.8 Telopea Park School (High School) is a category A school. Subject to capacity, the school will enrol an applicant if they have an ACT-resident sibling attending the high school non-bilingual section of the school. This includes step/half and cultural siblings (recognition of Aboriginal and Torres Strait Islander kinship relationships).
- 5.9 Siblings of Telopea Park School students will not be admitted to the French Stream (7-10) unless they independently meet the program criteria to a high standard and there is available capacity.

² (a) *due to continuing high demand for places from in-area applicants in Gungahlin, this criterion does not apply for out of area junior school students (P-6) who have concurrent siblings at senior school (7-10) at Harrison, Gold Creek or Amaroo Schools.*

(b) does not apply to kindergarten applicants at Telopea Park School. These applicants must meet the school-specific eligibility requirements.

(c) The sibling criterion does not apply for Kindergarten to Year 12 students who have a younger sibling enrolled in Preschool at an out of area school.

6 LEGAL CONSIDERATIONS AND INDIVIDUAL CIRCUMSTANCES RELATED TO STUDENT WELLBEING

- 6.1 An applicant who has demonstrated there are legal considerations or individual circumstances related to student wellbeing which require they be enrolled at a specific school will be prioritised at that school.
- 6.1.1 In most cases the Principal of the applicant's preferred school is responsible for assessing student applications on legal and wellbeing grounds. Where the Principal decides the applicant does not meet the criteria the application will be allocated to their PEA school.
- 6.1.2 NSW-based applicants seeking to enrol in a non-NSW Pathway School on legal and wellbeing grounds will be assessed at Review by the applicant's preferred non-NSW Pathway School Principal after recommendation from Enrolment Policy. Where the Principal assesses the applicant does not meet the legal and wellbeing criteria the applicant will be offered a place at a NSW Pathway School.
- 6.2 Applicants whose wellbeing applications are declined may seek a Review and Appeal of the decision.

7 DISABILITY EDUCATION PROGRAMS

- 7.1 Students with disability are welcomed in ACT Public Schools and must apply for enrolment using the [Online Enrolment Form](#) in line with sections 3 and 5.
- 7.2 All ACT public schools make reasonable adjustments to meet the needs of students with disability, developmental delay, or diverse learning needs.
- 7.3 A range of disability programs and supports are available for students who meet the [ACT Student Disability Criteria](#). These include:
- 7.3.1 the **Inclusion Support Program**, which provides additional resourcing to schools to facilitate reasonable adjustments; and
- 7.3.2 **Disability education programs**, which offer smaller class size ratios (previously known as small group programs or learning support units).
- 7.4 Access to disability education programs requires the school psychologist, with parental consent, to complete a disability education program application to confirm eligibility.
- 7.5 The disability education program application provides information about the student, their diagnoses, and eligibility for specific disability programs.

- 7.6 The disability education program application can occur at any time during the school year.
- 7.7 If the student is currently enrolled in an ACT public preschool the school psychologist can assist with the application process for Kindergarten at an ACT public school.
- 7.8 Applicants are encouraged to discuss their options with schools directly or contact Inclusive Education.

8 SPECIALIST SCHOOLS

- 8.1 Specialist schools are an available option for eligible students with high and complex needs who have a moderate to profound intellectual disability or moderate to profound intellectual disability with a comorbid diagnosis of autism spectrum disorder.
- 8.2 ACT resident students who have completed the disability education program application process, and have been determined eligible for a specialist school, may apply directly to the specialist school using the Online Enrolment Form. Specialist Schools do not have a PEA. To ensure the student's needs can be met, where capacity has been reached at the preferred specialist school, the applicant will have the opportunity to be accommodated at another ACT specialist school.
- 8.3 NSW resident students who have been determined eligible for specialist schools will be provided with an enrolment pathway for their child, in line with section 9, where there is available capacity after enrolling all eligible ACT applicants.
- 8.4 If the student is currently enrolled in an ACT public school and the family is interested in a specialist school, and the student has not yet had their eligibility assessed, they should contact their school psychologist.

9 NSW PATHWAY SCHOOLS

- 9.1 Students from NSW living in the region surrounding the ACT are eligible to be enrolled at designated NSW Pathway Schools. These students are guaranteed a pathway through the ACT public schooling system. Application to NSW Pathway School is via the [Online Enrolment Form](#).
- 9.2 An applicant's designated NSW pathway school is determined by their place of residence. Applicants may apply to any NSW Pathway School, however are only guaranteed a place at their designated NSW Pathway School. NSW Pathway Schools are listed on the Directorate website.

- 9.1. In limited circumstances only, ACT schools that are not designated as pathway schools can consider NSW student enrolments. These circumstances are:
- 9.1.1. Where there are individual circumstances based on student wellbeing that mean the student cannot attend a pathway school;
- 9.1.2. Where the student lives in NSW and has a sibling concurrently enrolled in Kindergarten to Year 12 at the school (at 'Category B' schools only, and subject to capacity after meeting the needs of ACT residents).
- 9.3 NSW-based applicants seeking to enrol at a non-NSW Pathway school, can do so via the Enrolment Review Process. They should:
- 9.3.1 apply to their NSW Pathway school and receive an offer of a place; and
- 9.3.2 submit an Enrolment Review request via the online [Enrolment Review Request Form](#) setting out their individual circumstances related to student wellbeing.
- 9.4 Non-NSW Pathway School Reviews will be assessed by Education Support Office, who will make a recommendation to the non-NSW Pathway School Principal. The Principal will decide the Review outcome (accept or decline) and send a written Review outcome to the applicant.
- 9.5 The offer of place at the NSW Pathway school will remain valid, until or unless the applicant is enrolled at the preferred non-NSW pathway school, submits a new application, or declines the offer.
- 9.6 Non-NSW pathway school enrolment decisions are subject to the Appeal process.

10 EARLY ENTRY TO KINDERGARTEN

- 10.1 All ACT public schools offer Early Entry programs, subject to enrolment criteria and capacity requirements being met.
- 10.2 Applicants seeking to enrol their children in an Early Entry program should refer to the [Early Entry for Aboriginal and Torres Strait Islander Procedure](#), the [Early Entry for Children with English as an Additional Language or Dialect Procedure](#), the [Early Entry for Gifted and Talented Children Procedure](#) or the [Early Entry for Mobility Procedure](#).

11 INTERNATIONAL STUDENTS

- 11.1 Applicants seeking to enrol international students, including dependents of temporary residents, should refer to the [International Fee-paying Students Policy](#).

12 BILINGUAL PROGRAMS

12.1.1 Bilingual language immersion programs operate at the following schools:

12.1.2 Telopea Park School (French)

12.1.3 Mawson Primary School (Mandarin)

12.1.4 Yarralumla Primary School (Italian)

12.1.5 Detailed up to date information regarding enrolment at these schools is available through school websites, and applicants are encouraged to discuss their options with schools directly.

13 DISAGREEMENT BETWEEN PARENTS

13.1 Should there be disagreement between parents about an ACT public school application, it is a matter for the parents to resolve. If the child is already enrolled at an ACT school, then the child will be required to stay at that school until the school is directed otherwise by agreement of both parents, or through a legal document such as a court order.

13.2 In cases where a child is living in the ACT and is not enrolled in an ACT school, the child may be enrolled by one parent, even if the other parent disagrees.

14 OFFER OF PLACE

14.1 Applicants will receive via email or letter a written offer of a place from the school to which they have been allocated. As noted above this may not be the school to which they applied.

14.2 As set out in the *Compulsory Education (Enrolment and Attendance) Policy*, to accept an offer, applicants are required to provide original or certified copies of the child's proof of identification and 100 points proof of residence documentation to the school made up from the following:

(a) A current Rates notice (b) A current residential lease agreement, through a registered real estate agent, of <u>greater</u> than six months' duration (c) A current electricity or gas notice.	50 points each
(d) A current residential lease agreement, through a registered real estate agent, of fewer than six months' duration. (e) An expired lease where the tenant continues to reside at that address month-to-month after the lease fixed term has expired. (f) A current private residential lease agreement of any duration.	20 points each
(g) Electoral Roll verification. (h) Current driver's licence or other ACT Government issued ID showing home address.	10 points each

- | | |
|---|--|
| <ul style="list-style-type: none"> (i) Mobile phone statement (with current address details, not more than twelve weeks old). (j) Bank statement (showing current address details, not more than twelve weeks old; financial details are not required). (k) Current home building or home contents insurance correspondence showing the service address. (l) Most recent Tax Assessment Notice (showing current address details; financial details are not required) (m) Letter on ACT or Commonwealth Government Department letterhead (showing current address details; personal details are not required) | |
|---|--|

14.2.1 Applicants may provide these documents in digital form via email or in person at the school.

It is recommended they supply electronic documents in a secured ZIP file, with a password sent separately. An appointment should be made with the school to make a time to provide documentation in person.

14.2.2 In some cases, applicants who provide documentation electronically may also be required to present original documentation in-person at the school (if requested) before enrolment can be confirmed.

14.3 Schools will confirm that details on the child's proof of identification and residence documentation match the details on enrolment application, and record on the student file that the documentation was sighted and was correct. Copies should not be made to be retained for student files, in accordance with the *Information Privacy Act, (2014)*.

14.3.1 Where documents have been provided in digital form via email to a school enrolment inbox, the email will be deleted by the school when checking is complete. This includes deleting the email received as well as clearing it out of the deleted inbox.

14.4 No applicant will be disadvantaged if they are unable to provide the child's proof of identification. Schools will work with Education Support Office to support the applicant to confirm enrolment in these cases.

14.4.1 No applicant will be disadvantaged if they are unable to provide residence documentation due to individual circumstances. Schools will work with Education Support Office to support the applicant to confirm enrolment in these cases.

14.5 Copies of documentation may be taken with the applicant's permission for the purpose of checking details, to be destroyed when checking is complete.

15 REQUEST A REVIEW OF AN ENROLMENT DECISION

- 15.1 Where an applicant is not satisfied with the offer of a Kindergarten to year 12 place, they have the right to request a Review of the enrolment decision (Review).
- 15.2 To request a Review ACT-based applicants should write to the Principal of their preferred school via the [Review Request Form](#), and explain the reason they are requesting a Review with reference to the Kindergarten to Year 12 prioritisation criteria at 5 above. Applicants should provide any documentary evidence in support of their request.
- 15.3 Review of an enrolment decision will be undertaken by the enrolment decision maker as outlined below:
- 15.3.1 For ACT-based Kindergarten to Year 12 applications, the decision maker is the Principal of the applicant's preferred school.
- 15.3.2 For NSW-based Kindergarten to Year 12 non-NSW pathway enrolment requests, the decision maker is the Principal of the applicant's preferred non-NSW Pathway School following recommendation from Enrolment Policy.
- 15.4 ACT-based Kindergarten to Year 12 Reviews will consider the applicants claims against the kindergarten to year 12 prioritisation criteria at 5 above, as well as the process undertaken in the original enrolment decision with reference to the kindergarten – year 12 enrolment procedures.
- 15.5 Applicants will receive written advice from the decision maker on the outcome of the Review. These will be either to **Affirm** or **Overtturn** the original decision. In either case the written advice will inform the applicant of their next steps and options.
- 15.6 The Directorate aims to advise applicants of the Review outcome within ten business days of the request for Review being received, although during peak times this may be longer.

16 APPEAL AN ENROLMENT DECISION

- 16.1 Where an applicant is not satisfied with the outcome of a Review, they have the right to Appeal the decision. Enrolment decisions must be Reviewed before they can be Appealed.
- 16.2 To Appeal an enrolment decision applicants should submit an online [Appeal Request Form](#). Appeal requests should set out the reason for the Appeal with reference to the Kindergarten to Year 12 out of area criteria at 5 above (ACT applications) or the non-NSW Pathway

enrolment criteria at 6 above (NSW applications). Applicants should provide any documentary evidence in support of their request.

16.3 Enrolment Appeals will be heard by a Panel comprising:

16.3.1 A Director of School Improvement (Chair);

16.3.2 A school Principal who was not involved in the original enrolment decision and Review; and

16.3.3 A Representative from Clinical Practice, Student Engagement Branch.

16.4 The Enrolment Appeals Panel will consider appeals against the Kindergarten to Year 12 out of area criteria (ACT applications) or the Non-NSW Pathway enrolment criteria (NSW applications), in the light of any supporting information provided by the applicant, the Review outcome documentation, and any and other circumstances relevant to the applicant of which they are aware.

16.5 Applicants will receive written advice from the Chair of the Enrolment Appeals Panel on the outcome of the Appeal request. These will usually be either to **Affirm** or **Overturn** the original decision, however in some cases the panel may seek further information from the parties or attempt to broker a solution in the best interest of the applicant.

16.6 The Enrolment Appeals Panel must aim to provide a written outcome to the applicant within sixty days of an enrolment appeal being requested, although during peak times this may be longer.

17 TRANSLATING AND INTERPRETING SERVICE

17.1 Translating and Interpreting Service National (TIS) is the recommended interpreter service for ACT public schools.

17.2 Phone interpreters can be accessed immediately or by making a booking in advance.

17.3 Interpreter services should be used:

17.3.1 Any time a parent requests an interpreter service; and

17.3.2 To support enrolment processes for applicants with English as an additional language or dialect.

18 CONTACT

- 18.1 The Executive Branch Manager, Enrolment and Planning Branch, is responsible for this procedure.
- 18.2 For support with general Kindergarten to Year 12 enrolment enquiries contact Enrolment Policy on (02) 6205 5429 or at education.enrolment@act.gov.au.
- 18.3 For support with accessing Inclusion Support Programs contact Inclusive Education on (02) [6205 6925](tel:62056925) or at disabilityeducation@act.gov.au.
- 18.4 For support with international enrolment issues contact International Education Unit on (02) [6205 9178](tel:62059178) or at ieu@act.gov.au

19 REFERENCES

- 19.1 Definitions
- 19.2 In addition to the definitions detailed in the overarching Education Participation (Enrolment and Attendance) policy, the following definitions are specific to this procedure.

Appeal is the process whereby an applicant is dissatisfied with the outcome of a Review and is seeking further consideration of their claim. Appeals are heard by an Appeals Panel comprising a Director of School Improvement, a third-party Principal, and representative from Clinical Practice.

Enrolment is the term used for the administrative procedure by which a person becomes a student of an education provider. For a government school, the enrolment of a student starts on the first day they are expected to attend school after they have been put on a class roll.

Parents includes carers, as defined in the Education Act 2004 section 6 (1)

A school's **Priority Enrolment Area (PEA)** determines which students reside within a school's local enrolment catchment area according to their residential address. While preschools do not have PEA's, the PEA of the primary school to which the preschool is attached is used as a proxy reference to enable preschools to prioritise local applicants.

Placement refers to the process of allocating a student to a particular school in accordance with the Compulsory Education (Student Enrolment and Engagement) Policy and this Procedure.

Proof of identity of a child will be satisfied by presentation of a birth certificate or similar.

Proof of residence. Applicants are required to provide documentation to the school to demonstrate the child's place of residence.

Proof of immunisation status. Where available an immunisation history statement should be provided to the school.

A **Review** is the process where an applicant is dissatisfied with the outcome of their enrolment application and asks the enrolment decision-maker to review their claim, including any additional information they may provide.

A **sibling** of a child or young person includes fostered siblings, adopted siblings, step-siblings and half-siblings as well as kinship care arrangements and recognition of Aboriginal and Torres Strait Islander kinship relationships.

A **Student** is a person enrolled in an ACT public school in accordance with section 33 of the Act.

Related Policies and Documents - Link to related policies or other documents.

[Child Protection and Reporting Abuse Policy and Procedure](#)

[Compulsory Education \(Student Enrolment and Attendance\) Policy](#)

[Early Years Learning Framework](#)

[Early Entry for Aboriginal and Torres Strait Islander Children Procedure](#)

[Early Entry for Children with English as an Additional Language or Dialect Procedure](#)

[Early Entry for Gifted and Talented Children Procedure](#)

[Early Entry for Mobility Procedure](#)

[Education Options \(other than school\) Procedure](#)

[Family Law Policy](#)

[Overseas Students Fees-charging Policy](#)

[National Quality Framework | ACECQA](#)

[Koori Preschools](#)

[Engaging with families for whom English is an additional language or dialect](#)

[Students with a Disability Meeting their Educational Needs Policy](#)

ENROLMENT IN ACT PUBLIC SCHOOLS KINDERGARTEN – YEAR 12 00047/04 is the unique identifier of this document. It is the responsibility of the user to verify that this is the current and complete version of the document, available on the Directorate's website at http://www.education.act.gov.au/publications_and_policies/policy_a-z.

[Students with a Disability Meeting their Educational Needs Procedure](#)

[Safe and Supportive Schools Policy](#)



Assessment Guidelines for Out of Area Enrolment Applications

(2024)

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Related documents:	<ol style="list-style-type: none"> 1. Compulsory Education (Student Enrolment and Attendance) Policy, 2. Enrolment in ACT Public Schools Preschool to Year 12 Procedures, 3. Admission System, 4. Letter templates, 5. Proof of Residence explanatory notes and sighting template.

Assessment Guidelines for Out of Area Enrolment Applications

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Assessment Guidelines for Out of Area Enrolment Applications

Overview

These Guidelines provide support for schools to assess out of area applications.

All schools are required to enrol in-area K-12 students, consistent with the *Education Act 2004*.

Schools will enrol out of area applicants where two conditions are met:

- student fully satisfies one of the criteria below, and
- capacity remains at the school (within the school's agreed intake cap, where applicable).

If the student meets a criterion and the school has capacity, the school must enrol the student.

Should there be any individual circumstances not accounted for in the criteria below that suggest that the student should or should not be enrolled, the Principal must consult their Director of School Improvement in the first instance.

These guidelines are part of a suite of school guidance materials provided on ConnectED and which include:

- [Compulsory Education \(Student Enrolment and Attendance\) Policy](#)
- [ACT Public Schools Kindergarten to Year 12 Enrolment Procedure](#)
- [ACT Public Schools Preschool Enrolment Procedure](#)
- [ACT Public Schools Early Childhood Schools Enrolment Procedure](#)
- The online [Admission System](#)
- [Letter templates](#) for correspondence with applicants; and
- [Proof of Residence explanatory notes and sighting template](#).

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Assessment Guidelines for Out of Area Enrolment Applications

Out of Area Assessment Criteria

Lists of 2024 Category A and Category B schools are at [Attachment A](#).

Additional guidance for assessment against criterion 2: Individual circumstances based on student wellbeing is provided at [Attachment B](#).

The business process for conducting out of area assessments is provided at [Attachment C](#).

Criterion 1

There are **legal considerations**, including where a Court Order states that a child or young person must attend a specific school (all schools, not subject to capacity).

This criterion applies to cases that may occur where a court order identifies that a student cannot attend their local school and/or needs to attend a specific school.

In cases where a court order identifies that a student cannot attend their local school but does not specify a particular school that they must attend, the principal that receives the application can suggest schools from the Category B list to the family or seek assistance from the relevant DSI to help the family find a suitable school.

Dependencies: Nil. All schools will enrol students meeting this criterion, in addition to in-area students.

Evidence required: Copy of court order or other legal documentation.¹

Criterion 2

There are **individual circumstances, based on student wellbeing**, which mean a child or young person cannot attend their Priority Enrolment Area school, and must attend the Out of Area school to which they have applied.

Consideration of circumstances that exist in a student's school or broader life that impact on that student's ability to attend their local school, or which might require them to attend a particular school in the system. These circumstances cannot be readily predicted or defined and therefore definitive criteria for assessment cannot be formed. The Directorate has instead developed a set of guidance notes to help principals make a decision that the student meets this criterion. These notes are at [Attachment B](#).

Where there are individual circumstances based on student wellbeing, NSW applicants can be considered at non-NSW pathway schools. The process for managing NSW-based wellbeing applications is also set out in [Attachment B](#).

Dependencies: Nil. All schools will enrol students meeting this criterion, in addition to in-area students.

¹ Note that families in complex circumstances may need support to access necessary documentation.

Assessment Guidelines for Out of Area Enrolment Applications

Evidence required: Written application.²

Criterion 3

The child lives in the ACT and has a sibling³ who will be attending the Out of Area school at the same time (all schools, subject to capacity).

This criterion applies to students seeking to enrol at an out of area school where they have a sibling already attending. “Sibling” includes fostered siblings, adopted siblings, step-siblings and half-siblings as well as kinship care arrangements and recognition of Aboriginal and Torres Strait Islander kinship relationships.⁴

Acceptance of siblings of concurrently enrolled out of area students is subject to capacity at the school. However, as the Minister and Directorate place high priority on enabling families to stay together at a school, Category A schools should endeavour to enrol such students, unless capacity at the school is unable to accommodate this. This situation might arise if the school receives a very large number of sibling applications. In such a circumstance, the Principal should raise the issue with Enrolment Policy **before** declining any sibling applications.

Dependencies: ACT-based students only, subject to capacity after enrolling in-PEA students and any out of area applicants meeting criteria 1-2.

Evidence required: Principal must be satisfied. Statutory Declaration if there is doubt.

² Note that some families, including those experiencing trauma or disability, may require a school’s assistance to set out their reasons in writing.

³ “Sibling” includes fostered siblings, adopted siblings, step-siblings and half-siblings, as well as kinship care arrangements and recognition of Aboriginal and Torres Strait Islander kinship relationships

⁴ *In many Aboriginal and Torres Strait Islander cultures, kinship relationships do not distinguish between father/uncle or mother/aunt in the way that Western kinship relationships do. It follows that there is no distinction between cousin and sibling. Where an ACT-based applicant applies to an out of area school as a sibling, and where on investigation the relevant relationship is not a sibling in the Western cultural sense, schools should consider the following:*

- *Does the applicant identify as Aboriginal or Torres Strait Islander?*
- *After consulting with all relevant families, is the applicant in a kinship relationship with a concurrently enrolled student similar in nature to ‘sibling’ in the Western cultural sense?*

If the answer to both questions is ‘yes’ the school may enrol out of area applicants under Criterion Three as a concurrent sibling, on the grounds that the Directorate recognises the validity of Indigenous kinship relationships.

If the answer to questions one and/or two is ‘no’ the child may not be enrolled as a sibling, however the school should take care to consider whether the student meets Criterion 2.

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Assessment Guidelines for Out of Area Enrolment Applications

Criterion 4

The student is an ACT resident seeking to access a curriculum choice(s) not available at their PEA school (Category B High Schools and Colleges only. High School curriculum choice for languages only, subject to capacity).⁵

This criterion applies to years 7-12 only. Primary school language offerings outside of bilingual programs are not included.

HIGH SCHOOL

For years 7-10, the only curriculum choices applicable are language offerings. High schools in Canberra cannot claim to offer any other unique curriculum choices. Education Support Office is aware that high schools offer a range of electives under the Australian curriculum at years 9 and 10. However, as some courses are dependent on availability of teacher expertise and viable class sizes in future years, they cannot be guaranteed to a year 7 student applying for entry into a school. Consequently, elective choices other than languages at years 9 and 10 are not captured under this criterion. The following curriculum access considerations can be made for out of area students at Category B schools.

Category B high schools are able to enrol out of area students on the basis of choice to study a certain language offering *that is not available at the student's local school*. Current advice on languages offered by each school should be obtained from Universal School Support P-12 Service and Stakeholder Delivery on (02) 6207 1804. If the language course is offered at the student's local school, then the student will not meet this criterion.

If a school receives more out of area applications for a language class(es) than can be accommodated (due to resource constraints), places should be prioritised for applicants who live closer to the school. The Enrolment Policy Team can assist with ranking the applicants by proximity if required.

Dependencies: Subject to capacity and only after enrolling in-PEA students and any out of area applicants meeting criteria 1-3 and, if applicable, 4.

Evidence required: Student elects on application form to study specific language course. School checks to verify that the language is not offered at the student's PEA school.

COLLEGE

For years 11-12, criterion 4 applies to students electing to undertake studies in a Board of Secondary School Studies (BSSS) approved course(s) *not available at their PEA college*.

If a college receives more out of area applications for a course than can be accommodated (due to resource constraints), places should be prioritised for applicants who live closer to

⁵ Student demand, staff availability and other factors may affect whether an advertised course of study is actually offered. For the purpose of out of area enrolment under this criterion curriculum choices must be based on those scheduled at the time of enrolment application. Offers of enrolment may not be withdrawn if the course is not actually delivered.

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Assessment Guidelines for Out of Area Enrolment Applications
the college. The Enrolment Policy Team can assist with ranking the applicants by proximity if required.

Dependencies: Subject to capacity and only after enrolling in-PEA students and any out of area applicants meeting criteria 1-3 and, if applicable, 4.

Evidence required: Student elects on application form to study specific course(s). College checks on the PEA college website whether or not the course is available at the student's PEA college.⁶

Criterion 5

The child lives in a Priority Enrolment Area in Gungahlin⁷ (Category B schools only, subject to capacity)

In 2023-24, this applies to all Gungahlin-region resident students (please note that Gungahlin resident students are all guaranteed a place in their PEA school).

This criterion applies to residents from Gungahlin (where rapid enrolment growth is occurring) who may seek to enrol at another Category B school in the system. This is a mechanism to help spread the high level of student demand from Gungahlin into existing capacity in the school system, where it accords with a family's choice. Schools will enrol students who prove residence in Gungahlin.

Dependencies: Subject to capacity and only after enrolling in-PEA students and any out of area applicants meeting criteria 1-5.

Evidence required: Proof of residence in Gungahlin or Hall, according to the usual proof of residence documentation.

⁶ Please note that, following consultation with College principals, the College Guide produced for 2020 is no longer being produced.

⁷ please note that Gungahlin resident students are all guaranteed a place in their local school if that is their school of choice.

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Criterion 6

The child lives in NSW and has a sibling who will be attending the non-NSW Pathway School at the same time ⁸ (Category B schools only, subject to capacity).

Non-NSW Pathway Category B schools may consider applicants from NSW who have siblings concurrently enrolled at that school. Definition of sibling is as per criterion 3 above.

Dependencies/evidence required: Subject to capacity and only after enrolling in-PEA students and any out of area applicants meeting criteria 1-5.

Defined specialist bilingual programs (applicable to specified schools only)

A small number of schools provide specialist language offerings, as per the table below. These schools can enrol students from out of area on the basis of the separate criteria which apply to the bilingual language programs and subject to intake caps agreed by Education Support Office.

Telopea Park (TPS) primary facility is open to all Canberrans, that is, it has no Priority Enrolment Area. Total school capacity is capped at 580. As noted at 3 above the 'sibling rule' does not apply to Kindergarten applicants at Telopea Park School. These applicants must also meet school-specific eligibility requirements.

Telopea Park high school facility has a Priority Enrolment Area. In 2023, TPS (7-10) is a Category A school, but will accept out of area students into the senior school French Stream progressing from the year 6 French program from TPS (P-6). No new out of area applicants to the TPS (7-10) program are to be accepted.

This criterion also extends to students seeking to continue from the TPS (7-10) French Stream into the French Baccaalaureate offering at Narrabundah College.

Dependencies: Subject to agreed intake cap, after enrolling in-area, legal, wellbeing cases, and ACT siblings of concurrently enrolled out of area students.

<i>School</i>	<i>Intake⁹ year cap</i>	<i>Notes</i>
<i>Mawson Primary School (Mandarin)</i>	63*	PEA students prioritised
<i>Yarralumla Primary School (Italian)</i>	55*	PEA students prioritised

⁸ "Sibling" includes fostered siblings, adopted siblings, step-siblings and half-siblings, as well as kinship care arrangements and recognition of Aboriginal and Torres Strait Islander kinship relationships

⁹ Refers to kindergarten intake for Mawson, Yarralumla and Telopea Park primary schools.

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Assessment Guidelines for Out of Area Enrolment Applications

<i>School</i>	<i>Intake⁹ year cap</i>	<i>Notes</i>
<i>Telopea Park Primary School (French)</i>	84*	Overall total for the primary school is not to exceed 580 students.
<i>Telopea Park High School (French)</i>	n/a	Restricted to accepting continuing students from year 6 only into its bilingual program.
<i>Narrabundah College</i>	n/a	Will accept out of area students continuing into the French Bacalaureate from the bilingual French program at Telopea Park High School.

** Able to accept out of area enrolments for the bilingual program up to capacity, after all PEA students have been catered for, within a specified intake cap.*

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Categorisation of schools for enrolment purposes for 2024 Enrolment Period

Category A schools (alphabetical order)	
Alfred Deakin High School	Lyneham High School
Amaroo High School	Lyneham Primary School
Amaroo Primary School	Majura Primary School
Aranda Primary School	Margaret Hendry School
Arawang Primary School	Maribyrnong Primary School
Charles Conder Primary School	Mawson Primary School ^(b)
Curtin Primary School	Mount Rogers Primary School
Forrest Primary School	Neville Bonner Primary School ^(a)
Franklin School	Ngunnawal Primary School
Fraser Primary School	North Ainslie Primary School
Garran Primary School	Palmerston District Primary School
Giralang Primary School	Red Hill Primary School
Gold Creek High School ^(a)	Taylor Primary School
Gold Creek Primary School ^(a)	Telopea Park Primary School
Gungahlin College	Telopea Park High School ^(c)
Harrison High School	Throsby School
Harrison Primary School	Yarralumla Primary School ^(b)
Hawker Primary School	

Category B schools (alphabetical order)		
Ainslie School	Farrer Primary School	Miles Franklin Primary School
Belconnen High School	Florey Primary School	Mount Stromlo High School
Bonython Primary School	Gilmore Primary School	Monash Primary School
Calwell High School	Gordon Primary School	Namadgi High School
Calwell Primary School	Gowrie Primary School	Namadgi Primary School
Campbell High School	Hawker College	Narrabundah College
Campbell Primary School	Hughes Primary School	Narrabundah ECS
Canberra College, The	Isabella Plains ECS	O'Connor Cooperative School
Canberra High School	Kaleen Primary School	Richardson Primary School
Caroline Chisholm HS	Kingsford Smith High School	Shirley Smith High School
Caroline Chisholm PS	Kingsford Smith Primary School	Theodore Primary School
Chapman Primary School	Lake Tuggeranong College	Torrens Primary School
Charles Weston School	Lanyon High School	Turner School
Charnwood-Dunlop School	Latham Primary School	UC College Lake Ginninderra
Dickson College	Lyons ECS	UC High School Kaleen
Duffy Primary School	Macgregor Primary School	Wanniassa High School
Erindale College	Macquarie Primary School	Wanniassa Hills Primary School
Evatt Primary School	Melba Copland College	Wanniassa Primary School
Evelyn Scott School	Melba Copland Secondary	Weetangera Primary School
Fadden Primary School	Melrose High School	

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Category B Primary Schools – With Intake Caps

Category B Primary Schools (alphabetical order)	Kindergarten Intake Cap
Chapman	84
Macgregor	105
Miles Franklin Primary School	63
Monash Primary School	63
Turner	63

Category B High Schools – With Caps

Category B High Schools (alphabetical order)	Year 7 Intake Cap
Belconnen High School	135
Canberra High School	210
Melba Copland Secondary	155
Melrose High School	200
Mount Stromlo High School	240
UC High School Kaleen	140

Category B Colleges – With Caps

Category B Colleges (alphabetical order)	Year 11 Intake Cap
Canberra College, The	420 Inclusive of IEP
Narrabundah College	470
UC College Lake Ginninderra	360 Inclusive of IEP

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Special Programs – With Caps

School/Program (alphabetical order)	Intake Cap
Dickson College – Secondary Introductory English Centre	10
Erindale College Year 10 Program	55

Bilingual Immersion Programs – With Caps

Schools (alphabetical order)	Kindergarten Intake Cap	Notes
Mawson Primary School	63*	PEA students prioritised
Telopea Primary School	84	Overall total for the primary school is not to exceed 580 students.
Yarralumla Primary School	55*	PEA students prioritised
Telopea High School	N/A	Restricted to accepting continuing students from Year 6 only into its Bilingual program.

* Able to accept out of area enrolments for the bilingual program up to capacity, after all PEA students have been catered for, within a specified intake cap.

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Additional guidance for assessment against criterion 2: Individual circumstances based on student wellbeing

According to the *Education Act, 2004 (ACT)* “The Director-General must establish procedures that give priority to the enrolment of children in the government school in their neighbourhood” (3.3.21(4)). This requirement is met through the establishment of Priority Enrolment Areas (PEA) for ACT public schools, and a guarantee that children from Kindergarten to Year 12 will have a place at their PEA school.

The ACT has experienced strong population growth which has generated high demand for ACT public school places. In order to manage the Directorate’s responsibility to guarantee available school capacity for in-area families, there is limited capacity for schools to enrol applicants from outside their PEA. Schools with available capacity may enrol out of area applicants subject to standard enrolment criteria and within established enrolment Intake caps/School Category.

All schools will consider applications from ACT resident students with individual circumstances related to student wellbeing (regardless of their capacity). NSW resident applicants will have their non-NSW pathway enrolment requests with individual circumstances related to student wellbeing, considered at the Review stage.

All schools must be able to meet the needs of students in their PEA, including those with disability, and so it will only be in rare cases and individual circumstances that a student’s needs cannot be met at their PEA school and enrolment be offered at a non-PEA school. The test for meeting the individual circumstances related to student wellbeing criterion is therefore set intentionally high.

The Education Directorate recognises the rare occasions where there may be individual circumstances based on wellbeing that impact whether a child should attend their Priority Enrolment Area (PEA) school, and in some cases their wellbeing needs may be better met through attendance at a specific out of area school.

All ACT public schools can consider enrolment applications based on these rare, individual circumstances, including those that indicate eligibility for an Inclusion Support Program or a disability education program. Students with disability must be enrolled on the same basis as students without disability (per the *Disability Standards for Education 2005*). The Standards include obligations for making reasonable adjustments to a student’s learning program and/or learning environment. NSW resident families should be encouraged to discuss individual circumstances with their preferred school or NSW Pathway School.

Out of Area Enrolment Criterion two states a child may be enrolled

“If there are individual circumstances, based on student wellbeing, that mean that your child cannot attend your local school and must attend the school they have applied for.

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(Where there are reasons why your child cannot attend their local school, but they could attend another school with more room to take out of area enrolments, the Directorate will help your family find an alternative school)”.

This criterion enables enrolment decision-makers to take into consideration individual circumstances that might exist in a child’s school or broader life which impact on their health, safety, and wellbeing, and which may have a bearing on which school the child is enrolled in. Individual circumstances cannot be readily predicted or defined and therefore definitive criteria for assessment of cases cannot be formed. Consequently, the following guidance notes are provided to school Principals to assist with assessment of individual cases, enrolment applications and Enrolment Reviews.

All decisions are accountable and must be transparent and documented, making reference to the specific grounds and evidence on which the decision has been made.

Education Support Office (ESO) is available to assist when considering individual circumstances. School Principals can contact School Improvement or the Enrolment Policy team to confirm any other relevant areas of ESO to provide support to their decision making.

Assessing an applicant’s claim for consideration under the individual circumstances based on student wellbeing criteria

Principals may assess an application as having met the Criteria where one or more of the following impacts is met:

- When it has been determined that attending their PEA school may disadvantage a child due to their individual behavioural, psychological, physical and / or social needs.
- Where other factors impacting on the child’s ability to participate in learning have been identified.
 - This guidance is intended to be illustrative and not exhaustive.
 - Circumstances may arise in a child’s schooling and/or broader life that mean the child’s interests may be better served at a school other than their local school, or, in some circumstances, at a particular school.
 - The determination as to whether or not the child’s best interests will be served at their PEA school should be made by the Principal of the PEA school in consultation with the Principal of the preferred school, with the support of their DSI and specialists in ESO if required.

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Examples of Written Evidence

- A current report or letter from a treating medical practitioner, registered psychologist or relevant allied health professionals (e.g., Child & Adolescent Mental Health Service staff) which specifies the diagnosis and its impact on the child's functioning or wellbeing, including details of reasonable adjustments required in an educational setting that cannot be provided at their PEA school.
- Supporting letter from a treating medical practitioner or registered psychologist confirming they support enrolment at an education setting that cannot be adequately provided at the PEA school through reasonable adjustments.
- Medical documented evidence of ongoing medical intervention where the education setting is a contributing factor in support, treatment or diagnosis.
- Documentation from a treating practitioner or previous school that indicate a child's immediate safety or wellbeing is compromised and describes how the appropriate support or environment cannot be adequately provided at the PEA school.
- Documented history recorded through the Student Administration System (SAS) or other record system that demonstrates how enrolment at a particular school is in the best educational interests of the child/how enrolment at a particular school is not in the best educational interests of the child.
- Documented consultation with the family by the Principals of the PEA school and the preferred school, where the enrolment was agreed.

Guidance for decision-making on student wellbeing

When considering an ACT resident application for out of area enrolment on the basis of individual circumstances based on student wellbeing, the Principal should consider:

- i. Are there individual circumstances which suggest it may not be in the best interest of the child to attend their PEA school? Relevant questions to ask might include:
 - a. Is there an individual circumstance that creates risk or harm to the child's wellbeing if they attend their PEA school?
 - b. Have all possible adjustments to support the wellbeing of the student been undertaken by the PEA school?
 - c. If the student is yet to attend their PEA school, is it anticipated that with all possible adjustments and supports in place, the student would still be at risk of harm at their PEA school?
- ii. Are there compelling reasons for the child to be enrolled at their preferred non-PEA school? Relevant questions to ask might include:

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- a. Are the child's individual circumstances only able to be addressed at the applicant's preferred non-PEA school, or would the child be as well served by any other school (in particular, in the case of Category A schools, by schools with greater capacity)?

If the answer to both questions is 'yes' it is likely the child should be offered enrolment at their preferred out of area school.

If the answer to the first question (i) is 'yes' and the second question (ii) is 'no' the Principal should engage their DSI and the applicant to find an alternative school to their PEA school. This will not necessarily be the applicant's preferred school.

If the answer to question (i) is 'no', the application should be declined against Criterion Two and referred to their PEA school. The applicant may request Review and Appeal of this decision. If necessary, the DSI and ESO can coordinate provision of any additional support needed to meet the child's needs at their PEA school.

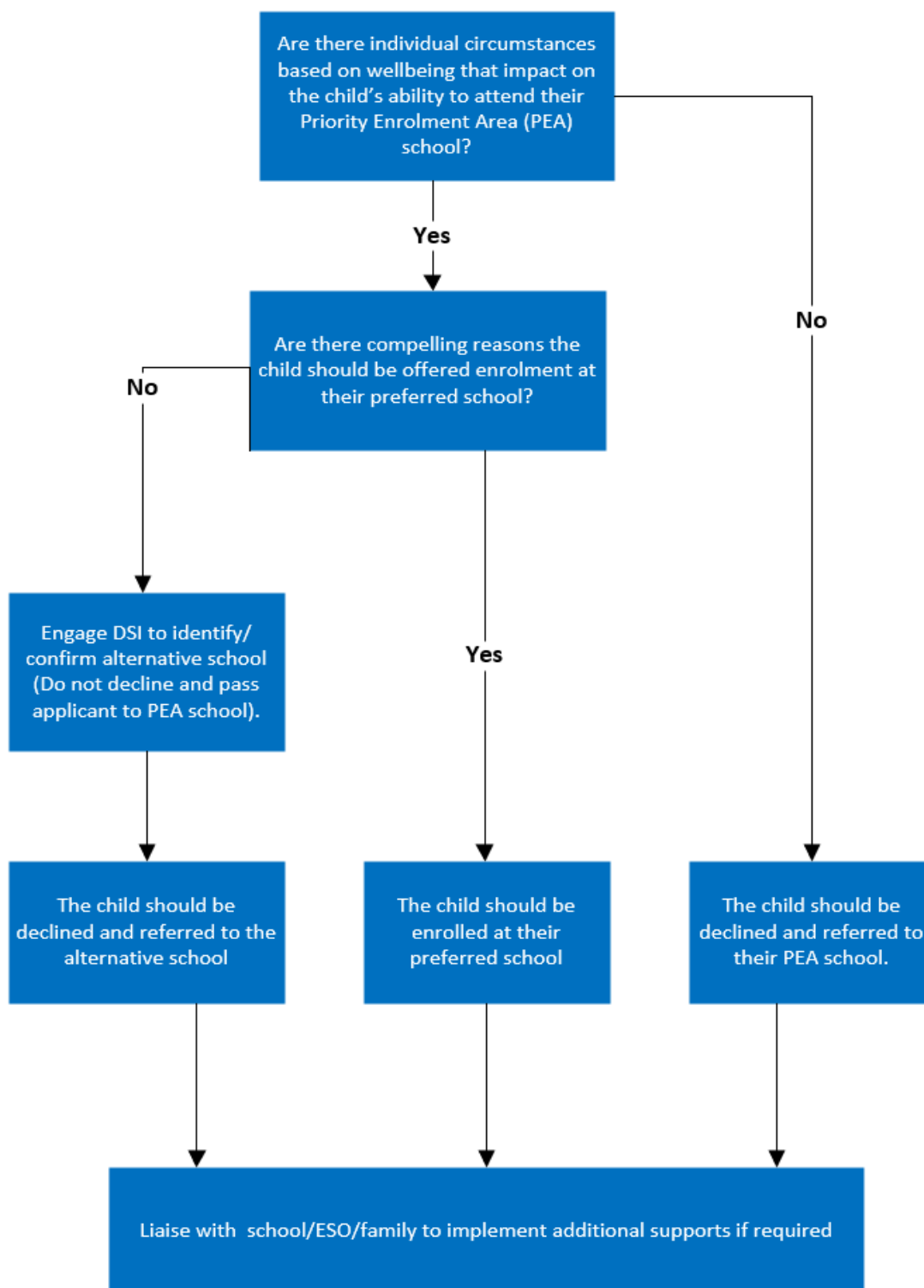
Please note:

- i) Education Support Office is available to assist when considering individual circumstances and providing advice to schools.
- ii) Enrolment decisions must be made consistent with the *Compulsory Education Student Enrolment and Attendance Policy 2022*, and otherwise consistent with what is considered to be in the best interests of the child.
- iii) Consideration should be taken for families where English is a second language or where the family may not have the ability to provide all information at the application level. All efforts should be made to connect with the family to ensure all relevant information is considered.
- iv) NSW resident enrolment applications to a non-NSW pathway school, will be considered at Review.

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Decision Tree – ACT Residents - Individual circumstances based on student wellbeing



Note: this decision tree is for Directorate use only.

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NSW PATHWAYSCHOOLS/ Non-NSW Pathway School enrolment requests

Information for NSW residents enrolling in ACT public schools is available at:

www.education.act.gov.au/public-school-life/enrolling-in-a-public-school/nsw-resident-enrolments

Schools should note that there are limited circumstances where NSW students can be enrolled in non-NSW pathway schools:

1. Where there are individual circumstances based on student wellbeing, NSW applicants can be considered at non-NSW pathway schools. They must apply to the pathway school in the first instance.
2. At 'Category B' schools only and subject to capacity after meeting the needs of ACT residents, where the student lives in NSW and has a sibling concurrently attending the school (ie: applicants who will be attending the school in the same year as a currently enrolled student).

Exceptions:

There may be a small number of instances where the normal non-NSW pathways assessment criterion will not apply:

- NSW resident students who have commenced the French International Baccalaureate program at Telopea Park School (senior school) and are continuing their studies in the French Baccalaureate program at Narrabundah College.
- 2019 NSW pathway students who enrolled at UCHSK were guaranteed a pathway to Lake Ginninderra College.
- 2019 NSW pathway students who enrolled at Calwell HS were guaranteed a pathway to Lake Tuggeranong College.

In these instances, we ask that when the Pathways schools identify these applications as an exception, they should forward the application straight to the preferred school within the Admission System without requiring the applicant to submit a Review request.

Non-NSW enrolment applications

- i. NSW-based applicants will first apply to their Pathway School and receive a letter of offer.
- ii. Applicants can then submit their non-NSW Pathway School enrolment request via the Review Request form.
- iii. The Review will be conducted by Enrolment Policy, and a recommendation provided to the preferred non-NSW pathway school, for an enrolment decision by the Principal.

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For further guidance on assessing individual circumstances related to student wellbeing, refer to the advice provided elsewhere in this document, [Attachment B: Additional guidance for assessment against criterion 2: Individual circumstances based on student wellbeing](#).

If you need any assistance with assessing the application, or with any other matter, please contact the Enrolments helpline on x52020, or by email to the Enrolments inbox:

EDUEnrolments@act.gov.au.

As the pathway school:

- When a NSW-based applicant submits an online enrolment form (OEF), provide a letter of offer using the NSW offer template.
- Non-NSW Pathway School enrolment requests will only be considered based on the criteria quoted (or exception criteria in stated circumstances).
- Where a NSW-based applicant has a concurrently attending sibling at a non-NSW Pathway School, they will be able to choose their preferred school on the enrolment application form
- If a NSW applicant is seeking to enrol at a non-NSW Pathway School, it is up to the student/family to provide documentation or information demonstrating their individual circumstances based on student wellbeing via the Review Request form.
- The Education Support Office will assess the Review request, discuss the circumstances with the non-NSW Pathway School Principal, and make a recommendation.
- In all cases take care to document the reasons for your decision-making.

As the non-NSW Pathway School:

- Direct any enquiries from parents regarding a non-NSW Pathway School enrolment request to the Education Directorate website or the Enrolments Helpline Ph: 6205 5429.
- Parents should be encouraged to submit an application to the Pathway school. They will receive a letter of offer and can choose to submit a non-NSW Pathway School enrolment request via the Review Request form, providing further information on why they wish to have their application considered at a non-NSW Pathway School.
- Enrolment requests will only be considered based on the criteria quoted (or exception criteria in stated circumstances). Curriculum, cohort or previously attending sibling are not criteria that apply (unless they are relevant within the context of a wellbeing claim) when considering a non-NSW Pathway School enrolment request.
- The Education Support Office will provide a recommendation to the preferred school, who will then communicate the Review Outcome to the NSW-based applicant.
- In all cases take care to document the reasons for your decision-making.

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Attachment C

K-12 Out of Area Assessment Business Process

Steps	What happens?	Responsibility
1.	School enrolment administration staff will use the Admission System, to assess and record Out of Area Assessments. Use the filters to identify the OOA applications, noting which criterion the applicant is applying under.	School enrolment administration staff
2.	Principals will review the Out of Area applications, and determine if the school will accept or decline/forward the application	Principals
3.	<u>All schools:</u> Assess all out of area applications against Criteria 1 and 2. Recommend that the Principal enrol all students who satisfy the criteria. Legal and wellbeing matters will likely need a principal's attention, meeting with applicant and documentation of meeting outcome.	School enrolment administration staff
4.	<u>All schools:</u> Assess all remaining out of area applications against Criterion 3 (ACT-based siblings). If capacity recommend that the Principal enrol all students who satisfy the criteria. If not enough capacity prioritise applications by proximity (ESO can assist if required). <i>(Criteria 1, 2 and 3 are the only criteria under which Category A schools may consider out of area applicants. Category A schools may decline all out of area applications which did not meet these criteria and send them to their in-area school).</i>	School enrolment administration staff
5.	<u>Specialist programs</u> Assess all remaining out of area applications against defined specialist bilingual program criteria. If capacity recommend that the Principal enrol all students who satisfy the criteria. If not enough capacity prioritise applications by proximity (ESO can assist if required).	School enrolment administration staff
6.	<u>Category B schools only:</u> Assess all remaining out of area applications against Criterion 4 (access curriculum choices not available at PEA school). If capacity recommend that the Principal enrol all students who satisfy the criteria. If not enough capacity prioritise applications by proximity (ESO can assist if required).	School enrolment administration staff
7.	<u>Category B schools only:</u> Assess all remaining out of area applications against Criterion 5 (applicant is from a high demand PEA in Gungahlin). If capacity recommend that the Principal enrol all students who satisfy the criteria. If not enough capacity prioritise applications by proximity (ESO can assist if required).	School enrolment administration staff
8.	<u>Category B schools only:</u> Assess all remaining out of area applications against Criterion 6 (NSW-based siblings of concurrent students). If capacity recommend that the Principal enrol all students who satisfy the criteria. If not enough capacity prioritise applications by proximity (ESO can assist if required). <i>(Criteria 1 to 6 are the only criteria under which Category B schools may consider out of area applicants. As soon as a Category B school reaches capacity using the above criteria, all remaining out of area applications may be declined and sent to their second or third preference, or in-area school. Category B schools must decline all out of area applications which did not meet any of these criteria – even if they still have capacity available – and send them to their second or third preference, or in-area school).</i>	School enrolment administration staff
9.	Principal ensures the correct decision is recorded on each assessment. Application is either accepted or declined (as per the OOA assessment decision) within the Admission System.	School enrolment administration staff and Principal
10.	If accepting the application: Prepare letters of offer for all out of area applications which met the criteria, and for which there was capacity. Do not send offers before 24 July.	School enrolment administration staff
11.	If declining application: Prepare decline letters for all out of area applications that do not meet the criteria, or for which there was no capacity (see Template C, located on the ConnectED – Enrolment Procedures page). Update the Admission system, that the application is declined, and ensure that the reason for the decline is entered in the Principal's decision textbox. Application will be automatically forwarded to the PEA school. a) Declining school sends a decline letter to the applicant- see Template C (which includes Review information), and, b) Declining school includes a decline reason in the Principal's decision textbox in the Admission System, and c) The offer letter from the PEA school, includes a generic decline reason paragraph (and includes Review information).	School enrolment administration staff

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12.	<p>Acceptance of offers: Once the applicant has received an offer of enrolment, they can accept the offer by arranging to supply the required documentation to the school via email or in person, as detailed on the Education directorate website at: www.education.act.gov.au/public-school-life/enrolling-in-a-public-school/what-happens-next</p> <p>Refer also to the proof of residence explanatory notes and document sighting template https://actedu.sharepoint.com/:w:/r/sites/Intranet-Education/Shared%20Documents/Proof%20of%20residence%20sighting%20template.docx?d=w1a592f6c76fa43f7a21f64774623ad83&csf=1&web=1&e=Cyl1Qw</p>	Applicant, Schools
13.	<p>Reviews – ACT based applicants: When an ACT based applicant is not satisfied with a Kindergarten to Year 12 enrolment decision, they may request a Review by submitting a Review Request form. The school principal will conduct the review based on the out of area enrolment criteria. See further: www.education.act.gov.au/public-school-life/enrolling-in-a-public-school/what-happens-next.</p> <p>It is important that, in the first instance, applicants are informed of their enrolment outcome in writing using the current letter of offer template, to ensure they are aware of their right to review and how to exercise that.</p> <p>Schools must ensure that the Review details and outcome is recorded in the Admission System for the applicant. The summary will be accessed by School Operations, if an Appeal is requested.</p>	Applicant, Principal
14.	<p>Reviews – NSW based applicants: NSW students can be enrolled in non-NSW pathway schools where there are <i>individual circumstances based on student wellbeing or where there is a concurrently attending sibling (subject to capacity and after meeting ACT demand)</i>.</p> <ol style="list-style-type: none"> i. NSW-based applicants will first apply to their Pathway School and receive a letter of offer. ii. Applicants can then submit their non-NSW Pathway School enrolment request via the Review Request form. iii. The Review will be conducted by Enrolment Policy, and a recommendation provided to the preferred non-NSW pathway school, for an enrolment decision by the Principal. 	
15.	<p>Appeals. If an applicant is not satisfied with the school's Review of the enrolment decision, they may request an Appeal by submitting an Appeal Request form to the Education Directorate's Education Support Office. See further: www.education.act.gov.au/public-school-life/enrolling-in-a-public-school/what-happens-next.</p> <p>Applicants should be advised to put in writing any supporting evidence for the enrolment application that they have not previously provided, and include reasons related to the out of area enrolment criteria.</p> <p>Ahead of the Appeal, it is important that applicants are advised of their Review outcome in writing using the template provided to ensure they are aware of their right to Appeal and how to exercise that. Schools must ensure that the Review details and outcome is recorded in the Admission System for the applicant. The summary will be accessed by School Operations, if an Appeal is requested.</p> <p>If an applicant requests an Appeal before they have requested a Review, School Operations will advise the school to conduct the Review before an Appeal can be heard.</p> <p>Appeals panels are convened by School Operations, and comprise a Director of School Improvement, a school Principal and a Senior Psychologist.</p>	Applicant, Schools, School Operations

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Review Guidelines for School K-12 Enrolment Decisions

Approval	EBM Enrolments & Planning
Effective from:	26 April 2023
Version:	FINAL
Contact:	Enrolment Policy x52020
Related documents:	2023 Out of Area Assessment Guidelines Review Outcome Letter Templates

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K-12 Review Process

The Kindergarten-Year 12 Enrolment Review process is an important quality assurance process which helps build community confidence in the fairness and consistency of the Education Directorate's enrolment processes. The K-12 enrolment Review process ensures enrolment decisions are consistent with current policy and procedure, and evidence-based.

As advised on the Education Directorate website, Kindergarten to year 12 applications are prioritised in the following order:

Category A Schools

Category A schools are generally **not able** to accept students from out of their area primarily due to their capacity for students both now and in the near future.

View the [list of Category A Schools](#).

Category A schools will only consider applications from out of area students against the following criteria, in the order of priority indicated. When completing the online enrolment form, you will be asked to provide a reason for your out of area application. Please refer to these criteria:

1. There are **legal considerations**, including where a Court Order states that a child or young person must attend a specific school (all schools, not subject to capacity);
2. There are **individual circumstances, based on student wellbeing**, which mean a child or young person cannot attend their Priority Enrolment Area school, and must attend the Out of Area school to which they have applied¹ (all schools, not subject to capacity);
3. The child lives in the ACT and has a **sibling**² who will be attending the Out of Area school at the same time (all schools, subject to capacity);

Category B Schools

Category B schools have **some capacity** to accept out of area enrolments.

View the [list of Category B Schools](#).

Category B schools will consider applications from out of area students against the criteria below, in the order of priority indicated. When completing the online enrolment form, you will be asked to provide a reason for your out of area application. Please refer to these criteria:

1. There are **legal considerations**, including where a Court Order states that a child or young person must attend a specific school (all schools, not subject to capacity);
2. There are **individual circumstances, based on student wellbeing**, which mean a child or young person cannot attend their Priority Enrolment Area school, and must attend the Out of Area school to which they have applied³ (all schools, not subject to capacity);

¹ Where there are reasons why a child cannot attend their Priority Enrolment Area school, but they could attend a different Out of Area school with more capacity, the Directorate will help the applicant find an alternative school. Contact the Enrolments Call back Service: [\(02\) 6205 5429](tel:0262055429)

² "Sibling" includes fostered siblings, adopted siblings, step-siblings and half-siblings, as well as kinship care arrangements and recognition of Aboriginal and Torres Strait Islander kinship relationships

³ Where there are reasons why a child cannot attend their Priority Enrolment Area school, but they could attend a different Out of Area school with more capacity, the Directorate will help the applicant find an alternative school. Contact the Enrolments Call back Service: [\(02\) 6205 5429](tel:0262055429)

3. The child lives in the ACT and has a **sibling**⁴ who will be attending the Out of Area school at the same time (all schools, subject to capacity);

Subject to capacity, Category B schools will also consider out of area applications on the following criteria, in the order of priority indicated:

4. The student is an ACT resident seeking to **access a curriculum choice(s)** not available at their PEA school (Category B High Schools and Colleges only. High School curriculum choice for languages only, subject to capacity);
5. The child **lives in a Priority Enrolment Area in Gungahlin**⁵ (Category B schools only, subject to capacity) Student is an ACT resident from a designated high-demand PEA. This applies to all Gungahlin-region resident Kindergarten to Year 12 students (please note that Gungahlin resident K-12 students are guaranteed a place in their local school if that is their school of choice).
6. The child **lives in NSW and has a sibling** who will be attending the non-NSW Pathway School at the same time 6 (Category B schools only, subject to capacity).

Detailed descriptions of the Out of Area assessment criteria can be found in the [Out-of-Area Assessment Guidelines](#).

Special curriculum schools

Specialist language settings (Kindergarten-Year 12)

Defined specialist bilingual language programs (Mawson, Telopea, Yarralumla only).

Students who meet eligibility criteria established by schools will be accepted into the program, subject to capacity. Note some sites have caps in their Bilingual streams.

Early Childhood Schools (Preschool - Year 2)

Enrolment applications for Preschool to Year 2 in these schools are assessed against the following criteria, in the order of priority indicated:

1. Individual circumstances, based on student wellbeing
2. Child lives in the ACT and has a sibling attending the school
3. Child lives in the ACT and attends the long day-care program at the school*
4. Child lives in the suburb where the school is located
5. Child lives elsewhere in the ACT

* Please note that this criterion does not apply to the O'Connor Cooperative School setting.

⁴ "Sibling" includes fostered siblings, adopted siblings, step-siblings and half-siblings, as well as kinship care arrangements and recognition of Aboriginal and Torres Strait Islander kinship relationships

⁵ please note that Gungahlin resident students are all guaranteed a place in their local school if that is their school of choice.

⁶ "Sibling" includes fostered siblings, adopted siblings, step-siblings and half-siblings, as well as kinship care arrangements and recognition of Aboriginal and Torres Strait Islander kinship relationships

Specialist Schools

Applicants to Specialist Schools have access to the same enrolment Review and Appeal rights as all other applicants.

Step-by-step guide to conducting a Review

Preliminary:

To request a Review, ACT-based applicants should write to the Principal of their preferred school via the [Review Request Form](#) and explain the reason they are requesting a Review with reference to the out of area criteria (see below). Applicants should provide any documentary evidence in support of their request.

1. Schools should advise applicants that the request for a Review of a decision should address the [out of area assessment criteria](#).*
2. Schools should locate:
 - a. the relevant out of area decision (declined) on the Admission System; and
 - b. the original application.

Non-NSW Pathway School enrolment requests – via Review

In limited circumstances only, ACT schools that are not designated as Pathway Schools can consider NSW student enrolments on the following criteria:

- Where there are individual circumstances based on student wellbeing that mean the student cannot attend a Pathway School.
- At 'Category B' schools only and subject to capacity after meeting the needs of ACT residents, where the student lives in NSW and has a sibling concurrently attending the school (ie: applicants who will be attending the school in the same year as a currently enrolled student).

NSW-based applicants will first apply to their Pathway School and receive a letter of offer. Applicants can then submit their non-NSW Pathway School enrolment request via the [Review Request Form](#).


The Review Request will be sent to Education Support Office for consideration, with a recommendation provided to the preferred non-NSW Pathway School to either enrol or decline the request. The preferred non-NSW Pathway School will send a Review outcome to the applicant.

Complete Review and Document:

The enrolment Review process is documented on the Admission System** as part of the out of area assessments process.

When an applicant requests a Review, complete Review details against that applicant's original out of area assessment on the Admission System.

Process:

1. Confirm the school has previously assessed the application. Locate the application on the Admission System (declined).
2. Click on the 'Review' button. 
3. Complete Review details against that applicant's assessment. Be sure to include as much detail as possible. The two text fields must be completed:
 - a. Additional information: note here the reason for the Review request, and if the parent/carer has supplied any supporting documents/medical professional reports.

- b. Decision reasons: note here why the Principal has come to their decision.
4. Please ensure that the school Principal has approved the Review outcome.
 5. Notify the applicant of the Review outcome in writing using the templates provided on [ConnectED - Review and Appeal processes](#). Follow the highlighted prompts to complete the template and remove all prompts when finished (being sure to change the colour of the text). Paste the letter onto school letterhead. You may email or post as you prefer, as long as you keep a record of the date it was sent.
 6. Print the Review package documentation (application, Review request, supporting documents, Review outcome letter), and place on file pending an Appeal request.

Note that Schools Operations will access Review decisions through the Admission System, should an Appeal be lodged. They will contact the schools directly, if additional information is required.

** Where applicable, schools should advise applicants that the request for a Review of a decision should state the case for the Review by addressing the defined special curriculum schools or Early Childhood Schools criteria as applicable.*

*** non-NSW pathway school enrolment requests are submitted via the Review request form, and will be conducted by Enrolment Policy, with a recommendation provided to the preferred school. The preferred school will need to record the Review manually, as the Admission System is not able to complete this function for NSW applications. Please follow the same steps as outlined in the Admission System, and place documents on file for future reference.*

Watt, Libby

From: School Operations
Sent: Monday, 30 October 2023 4:07 PM
To: Rigter, Danielle; School Operations
Subject: RE: Appeals Data 2023 & 2024
Attachments: 2024 Enrolment Appeals.csv; 2023 Enrolment Appeals.csv

Categories: Enrolment Appeals

OFFICIAL

Please see attached, let me know if you have issues with the spreadsheets 😊

Kind regards,

Libby Watt

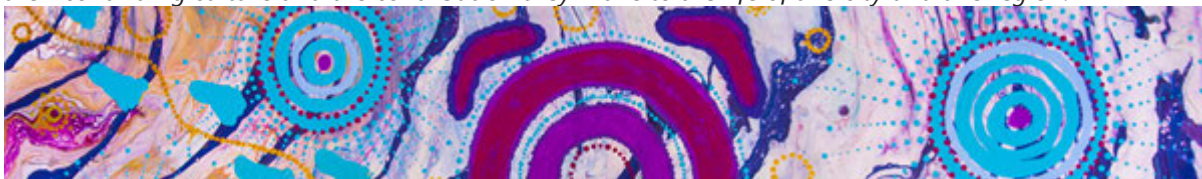
A/g Director – School Operations

E: SchoolOperations@act.gov.au **P:** (02) 6205 3491

School Improvement Group | Education Directorate | ACT Government

Hedley Beare Centre for Teaching and Learning | GPO Box 158 Canberra ACT 2601

I acknowledge the Ngunnawal people as traditional custodians of the ACT and recognise any other people or families with connection to the lands of the ACT and region. I acknowledge and respect their continuing culture and the contribution they make to the life of this city and this region.



From: Rigter, Danielle <Danielle.Rigter@act.gov.au>
Sent: Monday, October 30, 2023 4:05 PM
To: School Operations <SchoolOperations@act.gov.au>
Subject: RE: Appeals Data 2023 & 2024

OFFICIAL

Thanks Libby,

That sounds great.

Kind regards,
Danielle

Danielle Rigter | Director, Enrolment Policy

Phone: +61 2 6205 4260 | Danielle.Rigter@act.gov.au

Enrolment and Planning | System Policy and Reform | Education | ACT Government

220 London Circuit | GPO Box 158 Canberra ACT 2601

www.education.act.gov.au



Leah Brideson, Burrul Gi Gi Wuuri (2022)

Burrul-gi-gi, Wuuri, meaning 'grow' and 'give' in Gamilaraay language is about coming together in the journey of education, learning, growing with knowledge and passing the knowledge on. The landscape of this place, the cracked earth, pays respect to the traditional custodians, the importance of their connection to Country and their eternal care and passing on of such vital knowledge of Country. The piece in its entirety embodies the gift of time, being together and sharing the growth of each other's personal and collective journeys.

Leah Brideson is a Canberra-based contemporary Aboriginal artist.

From: School Operations <SchoolOperations@act.gov.au>

Sent: Monday, October 30, 2023 3:59 PM

To: Rigter, Danielle <Danielle.Rigter@act.gov.au>

Cc: James, Brooke <Brooke.James@act.gov.au>; School Operations <SchoolOperations@act.gov.au>; EDU ELSO Office <EDU.ELSOoffice@act.gov.au>

Subject: RE: Appeals Data 2023 & 2024

OFFICIAL

Hi Danielle,

In discussing this with our executive, we cannot meet this timeframe as we are significantly short staffed at this time.

Alternatively, we can export this data for your team to conduct analysis on.

Let me know your preference.

Kind regards,

Libby Watt

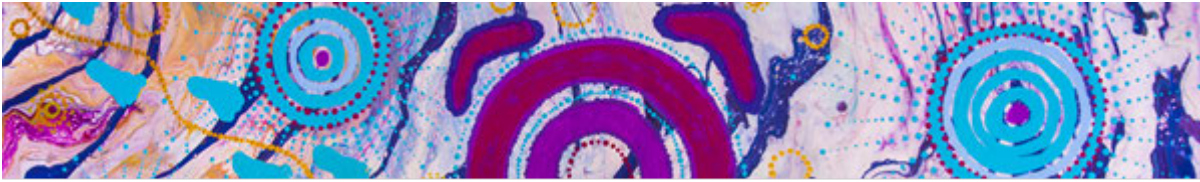
A/g Director – School Operations

E: SchoolOperations@act.gov.au **P:** (02) 6205 3491

School Improvement Group | Education Directorate | ACT Government

Hedley Beare Centre for Teaching and Learning | GPO Box 158 Canberra ACT 2601

I acknowledge the Ngunnawal people as traditional custodians of the ACT and recognise any other people or families with connection to the lands of the ACT and region. I acknowledge and respect their continuing culture and the contribution they make to the life of this city and this region.



From: Rigter, Danielle <Danielle.Rigter@act.gov.au>
Sent: Monday, October 30, 2023 3:55 PM
To: School Operations <SchoolOperations@act.gov.au>
Cc: James, Brooke <Brooke.James@act.gov.au>
Subject: Appeals Data 2023 & 2024
Importance: High

OFFICIAL

Hi School Ops,

Would you please update the below 2023 appeals data for annual report hearings and supply the 2024 data? If possible, could I have this information by tomorrow 31/10? Apologies for the tight turn around.

Enrolment Appeals 2023

- As of **29 June 2023** the Education Directorate received **27 Inclusive Education Program Placement enrolment Appeals** for the 2023 school year. There are **0** pending outcomes.
 - **18** Appeals were upheld and students referred back to their PEA school,
 - **6** Appeals were overturned and students offered first choice school,
 - **3** Appeals were withdrawn by the family.
- As of **29 June 2023** the Education Directorate has received **61 mainstream enrolment Appeals** for the 2023 school year. All have been completed except for **1** pending.
 - **38** Appeals were upheld and students referred back to their PEA school,
 - **8** Appeals were overturned and students offered first choice school,
 - **9** Appeals redirected to review
 - **5** appeals were withdrawn by family

Enrolment Appeals 2024

- As of **30 October 2023** the Education Directorate received **XX Inclusive Education Program Placement enrolment Appeals** for the 2024 school year. There are **XX** pending outcomes.
 - **XX** Appeals were upheld and students referred back to their PEA school,
 - **XX** Appeals were overturned and students offered first choice school,
 - **XX** Appeals were withdrawn by the family.
- As of **30 October 2023** the Education Directorate has received **XX mainstream enrolment Appeals** for the 2024 school year. All have been completed except for **XX** pending.
 - **XX** Appeals were upheld and students referred back to their PEA school,
 - **XX** Appeals were overturned and students offered first choice school,
 - **XX** Appeals redirected to review
 - **XX** appeals were withdrawn by family

Thanks,

Danielle Rigter | Director, Enrolment Policy

Phone: +61 2 6205 5429 | education.enrolment@act.gov.au
Enrolment and Planning | System Policy and Reform | Education | ACT Government
220 London Circuit | GPO Box 158 Canberra ACT 2601
www.education.act.gov.au



Leah Brideson, Burrul Gi Gi Wuuri (2022)

Burrul-gi-gi, Wuuri, meaning 'grow' and 'give' in Gamilaraay language is about coming together in the journey of education, learning, growing with knowledge and passing the knowledge on. The landscape of this place, the cracked earth, pays respect to the traditional custodians, the importance of their connection to Country and their eternal care and passing on of such vital knowledge of Country. The piece in its entirety embodies the gift of time, being together and sharing the growth of each other's personal and collective journeys.

Leah Brideson is a Canberra-based contemporary Aboriginal artist.

Completed	Rachelle Cridland	[Redacted]	["Wellbeing"]	[Redacted]	[Redacted]	[Redacted]
Completed	Rachelle Cridland	[Redacted]	["Wellbeing"]	[Redacted]	[Redacted]	[Redacted]
Redirected to Review	Rachelle Cridland	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
Redirected to Review	Rachelle Cridland	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
Redirected to Review	Rachelle Cridland	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
Completed	Rachelle Cridland	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
Completed	Lisa Greig	[Redacted]	["Wellbeing"]	Charles Conder Primary School	[Redacted]	Upheld
Completed	Lisa Greig	[Redacted]	["Wellbeing", [Redacted]]	[Redacted]	[Redacted]	[Redacted]
Completed	Lisa Greig	[Redacted]	["Wellbeing", [Redacted]]	Majura Primary School	[Redacted]	Upheld

Redirected to Review

Rachelle Cridland

["Wellbeing"]

Redirected to Review

Rachelle Cridland

Completed

Rachelle Cridland

["Wellbeing"]

Completed

Rachelle Cridland

["Wellbeing"]

Taylor Primary School

Upheld

Completed

Lisa Greig

["Wellbeing"]

Completed

Rachelle Cridland

["Wellbeing"]

Completed

Rachelle Cridland

Completed

Lisa Greig

["Wellbeing"]

Maribyrnong Primary School

Upheld

Completed

Rachelle Cridland

["Wellbeing"]

Completed Lisa Greig ["Wellbeing"]

Completed Rachelle Cridland ["Wellbeing"]

Completed Rachelle Cridland ["Wellbeing"]

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In Clearanc Rachelle Cridland ["Wellbeing"]

Completed Rachelle Cridland ["Wellbeing"]

Completed Rachelle Cridland ["Wellbeing"]

Throsby School

Amaroo School

Upheld

Upheld

Completed
Rachelle Cridland
["Wellbeing"]

Completed
Rachelle Cridland
["Wellbeing",
]

Completed
Rachelle Cridland
["Wellbeing"]

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Rachelle Cridland
["Wellbeing"]

Completed
Rachelle Cridland
["Wellbeing"]

Redirected to Review
Rachelle Cridland
["Wellbeing"]

Garran Primary School

In Clearance
Lisa Greig
["Wellbeing"]

In Clearance
Rachelle Cridland
["Wellbeing"]

In Clearance
Lisa Greig
]

In Progress
Lisa Greig
["Wellbeing"]

In Progress

Rachelle Cridland

["Wellbeing"]

In Progress

Rachelle Cridland

["Wellbeing"]

In Progress

Rachelle Cridland

["Wellbeing"]

In Progress

Rachelle Cridland

["Wellbeing"]

Alfred Deakin High School

In Progress

Rachelle Cridland

["Wellbeing"]

In Progress

Rachelle Cridland

In Progress

Rachelle Cridland

["Wellbeing"]

Status	Term	Action officer	Student Name	Year Level Applying For	Appeal Grounds	Inclusion	First School Preference	School preference Network	PEA School	PEA Network	Residential Address	State	Panel Date	Sitting	Enrolment Type	Parent Name	Contact Email	Date Received	Acknowledgement of Appeal sent	Additional Notes	Due date of Outcome	Outcome Letter Sent	Outcome
Completed		Tegan Bennett			["Wellbeing"]																		
Completed		Tegan Bennett			["Wellbeing"]																	0	
Completed		Tegan Bennett			["Wellbeing"]																		
Completed		Tegan Bennett			["Wellbeing"]		Amaroo School															0 Upheld	
Completed		Tegan Bennett			["Wellbeing"]																		
Completed		Rachelle Cridland			["Wellbeing"]		Maribyrong Primary School															0 Upheld	
Completed		Lisa Greig			["Wellbeing"]																		
Completed		Lisa Greig			["Wellbeing"]																		

Completed	Tegan Bennett	["Wellbeing"]	[Redacted]	[Redacted]	[Redacted]
Completed	Tegan Bennett	["Wellbeing"]	[Redacted]	[Redacted]	[Redacted]
Completed	Tegan Bennett	["Wellbeing"]	[Redacted]	[Redacted]	[Redacted]
Completed	Mallarie Parker	["Wellbeing"]	Alfred Deakin High School	[Redacted]	Overturned
Withdrawn	Lisa Grei	["Wellbeing"]	[Redacted]	[Redacted]	[Redacted]
Completed	Lisa Grei	[Redacted]	Alfred Deakin High School	[Redacted]	Withdrawn
Completed	Libby Watt	["Wellbeing"]	[Redacted]	[Redacted]	[Redacted]

Completed

Lisa Greig

["Wellbeing"]

Franklin School

Overturned

Completed

Lisa Greig

["Wellbeing"]

Franklin School

Overturned

Completed

Lisa Greig

["Wellbeing"]

Franklin School

Overturned

Redirected to Review

Lisa Greig

["Wellbeing"]

Overturned

Completed

Rachelle Cridland

["Wellbeing"]

Overturned

Completed

Rachelle Cridland

["Wellbeing"]

Overturned

Completed

Rachelle Cridland

["Wellbeing"]

Harrison School

Overturned

Completed

Rachelle Cridland

["Wellbeing"]

[Redacted]

Completed

Lisa Greig

["Wellbeing"]

[Redacted]

Completed

Rachelle Cridland

["Wellbeing", [Redacted]]

Amaroo School

Upheld

Withdrawn	Rachelle Cridland	[Redacted]	["Wellbeing"]
In Progress	Rachelle Cridland	[Redacted]	["Wellbeing"]
Completed	Rachelle Cridland	[Redacted]	["Wellbeing"]
In Progress	Rachelle Cridland	[Redacted]	["Wellbeing"]
In Progress	Rachelle Cridland	[Redacted]	["Wellbeing"]

