[CC BY symbol](http://creativecommons.org/licenses/by/4.0/)Arts ACT-cover background.jpg

© Australian Capital Territory 2020. This work is licensed under a [Creative Commons Attribution 4.0 licence](http://creativecommons.org/licenses/by/4.0) and subject to the terms of the license including crediting the Australian Capital Territory Government as author and indicating if changes were made.

**ACT public schools ENROLMENT PROCEDURE**

Kindergarten – year 12

**Document No. [00047/04] Published April 2023**

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

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

Table of Contents

[1. OVERVIEW 3](#_Toc132187894)

[2. RATIONALE 3](#_Toc132187895)

[3. ENROLMENT PROCEDURE 3](#_Toc132187896)

[4. PRIORITY ENROLMENT AREA SHARED ZONES 4](#_Toc132187897)

[5. OUT OF AREA ENROLMENTS 4](#_Toc132187898)

[6 LEGAL CONSIDERATIONS AND Individual circumstances related to student wellbeing 6](#_Toc132187899)

[7 disability EDUCATION programs 7](#_Toc132187900)

[8 SPECIALIST SCHOOLS 7](#_Toc132187901)

[9 NSW Pathway Schools 8](#_Toc132187902)

[10 EARLY ENTRY TO KINDERGARTEN 9](#_Toc132187903)

[11 International students 9](#_Toc132187904)

[12 Bilingual programs 9](#_Toc132187905)

[13 Disagreement between parents 10](#_Toc132187906)

[14 Offer of place 10](#_Toc132187907)

[15 Request a Review of an enrolment decision 11](#_Toc132187908)

[16 Appeal an enrolment decision 12](#_Toc132187909)

[17 Translating and Interpreting Service 13](#_Toc132187910)

[18 Contact 13](#_Toc132187911)

[19 References 14](#_Toc132187912)

1. OVERVIEW
   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.
   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.
   3. Enrolment is the statutory responsibility of the parents of the child of compulsory education age.
   4. ACT residents are guaranteed enrolment from Kindergarten to Year 12 at the ACT public school in their Priority Enrolment Area.
2. RATIONALE
   1. Under the ActSection 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](https://www.education.act.gov.au/schooling/home-education) until they complete Year 10.
   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.
   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.
   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
   1. Applicants must complete an [Online Enrolment Form](https://forms.act.gov.au/smartforms/servlet/SmartForm.html?formCode=1087)  on the Directorate website to enrol in an ACT public school.
   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
   1. The Kindergarten to Year 12 [Priority Enrolment Area (PEA) Shared Zone Management Plan](https://www.education.act.gov.au/__data/assets/word_doc/0011/2016398/Kindergarten-to-Year-12-Priority-Enrolment-Area-Shared-Zone-Management-Plan.docx)  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.
   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.
   3. Schools will accept first preference applications from residents of the Shared Zone, subject to capacity at the time the application is received.
   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’).
   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.
   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.
   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.
   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
   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.
   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.
   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:
      1. **Legal considerations**, where a court order identifies that a student needs to attend a specific school.
      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.
      3. Subject to capacity, the school will enrol a child if they have an **ACT-resident sibling concurrently enrolled at** that school[[1]](#footnote-1). This includes step/half and cultural siblings (recognition of Aboriginal and Torres Strait Islander kinship relationships).
   4. Subject to capacity, Category B schools will also consider out of area applications under the following criteria:
      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)
      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 resident students are guaranteed a place in their local school if that is their school of choice.)
      3. The child **lives in NSW and has a sibling**who will be attending the non-NSW Pathway School at the same time[[2]](#footnote-2) (Category B schools only, subject to capacity).
   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.
   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.
   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:
      1. applicant is a sibling of a concurrent student in the K-6 program;
      2. applicant lives closest to the school.
   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).
   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.
6. LEGAL CONSIDERATIONS AND Individual circumstances related to student wellbeing
   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.
      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.
      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.
   2. Applicants whose wellbeing applications are declined may seek a Review and Appeal of the decision.
7. disability EDUCATION programs
   1. Students with disability are welcomed in ACT Public Schools and must apply for enrolment using the [Online Enrolment Form](https://form.act.gov.au/smartforms/servlet/SmartForm.html?formCode=1087) in line with sections 3 and 5.
   2. All ACT public schools make reasonable adjustments to meet the needs of students with disability, developmental delay, or diverse learning needs.
   3. A range of disability programs and supports are available for students who meet the [ACT Student Disability Criteria](https://www.education.act.gov.au/__data/assets/pdf_file/0009/17829/ACT-Student-Disability-Criteria-Jan-2021.pdf).  These include:
      1. the **Inclusion Support Program**, which provides additional resourcing to schools to facilitate reasonable adjustments; and
      2. **Disability education programs**, which offer smaller class size ratios (previously known as small group programs or learning support units).
   4. Access to disability education programs requires the school psychologist, with parental consent, to complete a disability education program application to confirm eligibility.
   5. The disability education program application provides information about the student, their diagnoses, and eligibility for specific disability programs.
   6. The disability education program application can occur at any time during the school year.
   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.
   8. Applicants are encouraged to discuss their options with schools directly or contact Inclusive Education.
8. SPECIALIST SCHOOLS
   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.
   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.
   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.
   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
   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](https://forms.act.gov.au/smartforms/servlet/SmartForm.html?formCode=1087).
   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](https://www.education.act.gov.au/public-school-life/enrolling-in-a-public-school/nsw-resident-enrolments).
   3. In limited circumstances only, ACT schools that are not designated as pathway schools can consider NSW student enrolments. These circumstances are:
      1. Where there are individual circumstances based on student wellbeing that mean the student cannot attend a pathway school;
      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).
   4. NSW-based applicants seeking to enrol at a non-NSW Pathway school, can do so via the Enrolment Review Process. They should:
      1. apply to their NSW Pathway school and receive an offer of a place; and
      2. submit an Enrolment Review request via the online [Enrolment Review Request Form](https://forms.act.gov.au/smartforms/servlet/SmartForm.html?formCode=1622&appType=Review) setting out their individual circumstances related to student wellbeing.
   5. 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.
   6. 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.
   7. Non-NSW pathway school enrolment decisions are subject to the Appeal process.
10. EARLY ENTRY TO KINDERGARTEN
    1. All ACT public schools offer Early Entry programs, subject to enrolment criteria and capacity requirements being met.
    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*](https://www.education.act.gov.au/__data/assets/pdf_file/0009/1019808/Early-Entry-for-Aboriginal-and-Torres-Strait-Islander-Children-.pdf) *,* the [*Early Entry for Children with English as an Additional Language or Dialect Procedure*](https://www.education.act.gov.au/__data/assets/pdf_file/0019/1540207/Early-Entry-for-Children-with-English-as-an-Additional-Language-or-Dialect.pdf)*, the* [*Early Entry for Gifted and Talented Children Procedure*](https://www.education.act.gov.au/__data/assets/pdf_file/0016/1540204/Early-Entry-for-Gifted-and-Talented-Children.pdf) or the[*Early Entry for Mobility Procedure*](https://www.education.act.gov.au/__data/assets/pdf_file/0017/1540205/Early-Entry-for-Mobility.pdf)*.*
11. International students
    1. Applicants seeking to enrol international students, including dependents of temporary residents, should refer to the [International Fee-paying Students Policy](https://www.education.act.gov.au/publications_and_policies/School-and-Corporate-Policies/access-and-equity/international-students/overseas-students/overseas-students-fees-charging-policy) .
12. Bilingual programs
    * 1. Bilingual language immersion programs operate at the following schools:
      2. Telopea Park School (French)
      3. Mawson Primary School (Mandarin)
      4. Yarralumla Primary School (Italian)
      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
    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.
    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
    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.
    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:

|  |  |
| --- | --- |
| 1. A current Rates notice 2. A current residential lease agreement, through a registered real estate agent, of greater than six months’ duration 3. A current electricity or gas notice. | 50 points each |
| 1. A current residential lease agreement, through a registered real estate agent, of fewer than six months’ duration. 2. An expired lease where the tenant continues to reside at that address month-to-month after the lease fixed term has expired. 3. A current private residential lease agreement of any duration. | 20 points each |
| 1. Electoral Roll verification. 2. Current driver’s licence or other ACT Government issued ID showing home address. 3. Mobile phone statement (with current address details, not more than twelve weeks old). 4. Bank statement (showing current address details, not more than twelve weeks old; financial details are not required). 5. Current home building or home contents insurance correspondence showing the service address. 6. Most recent Tax Assessment Notice (showing current address details; financial details are not required) 7. Letter on ACT or Commonwealth Government Department letterhead (showing current address details; personal details are not required) | 1. points each |

* + 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.
    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.
  1. 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).*
     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.
  2. 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.
     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.
  3. Copies of documentation may be taken with the applicant’s permission for the purpose of checking details, to be destroyed when checking is complete.

1. Request a Review of an enrolment decision
   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).
   2. To request a Review ACT-based applicants should write to the Principal of their preferred school via the [Review Request Form](https://forms.act.gov.au/smartforms/servlet/SmartForm.html?formCode=1622&appType=Review), 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.
   3. Review of an enrolment decision will be undertaken by the enrolment decision maker as outlined below:
      1. For ACT-based Kindergarten to Year 12 applications, the decision maker is the Principal of the applicant’s preferred school.
      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.
   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.
   5. Applicants will receive written advice from the decision maker on the outcome of the Review. These will be either to **Affirm** or **Overturn** the original decision. In either case the written advice will inform the applicant of their next steps and options.
   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.
2. Appeal an enrolment decision
   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.
   2. To Appeal an enrolment decision applicants should submit an online [Appeal Request Form](https://forms.act.gov.au/smartforms/servlet/SmartForm.html?formCode=1622&appType=Appeal). 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.
   3. Enrolment Appeals will be heard by a Panel comprising:
      1. A Director of School Improvement (Chair);
      2. A school Principal who was not involved in the original enrolment decision and Review; and
      3. A Representative from Clinical Practice, Student Engagement Branch.
   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.
   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.
   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.
3. Translating and Interpreting Service
   1. Translating and Interpreting Service National (TIS) is the recommended interpreter service for ACT public schools.
   2. Phone interpreters can be accessed immediately or by making a booking in advance.
   3. Interpreter services should be used:
      1. Any time a parent requests an interpreter service; and
      2. To support enrolment processes for applicants with English as an additional language or dialect.
4. Contact
   1. The Executive Branch Manager, Enrolment and Planning Branch, is responsible for this procedure.
   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](mailto:education.enrolment@act.gov.au).
   3. For support with accessing Inclusion Support Programs contact Inclusive Education on (02) [6205 6925](mailto:6205%206925) or at [disabilityeducation@act.gov.au](mailto:disabilityeducation@act.gov.au).
   4. For support with international enrolment issues contact International Education Unit on (02)[6205 9178](mailto: 6205%209178) or at [ieu@act.gov.au](mailto:ieu@act.gov.au)
5. References
   1. Definitions
   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 be 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](https://www.education.act.gov.au/publications_and_policies/corporate-policies/wellbeing/child-protection/child-protection-and-reporting-child-abuse-and-neglect-policy)

[Compulsory Education (Student Enrolment and Attendance) Policy](https://www.education.act.gov.au/publications_and_policies/School-and-Corporate-Policies/student-administration/enrolment-and-attendance/compulsory-education-student-enrolment-and-attendance-policy)

[Early Years Learning Framework](https://www.education.act.gov.au/__data/assets/pdf_file/0007/1901086/What-is-the-EYLF.pdf)

[Early Entry for Aboriginal and Torres Strait Islander Children Procedure](https://www.education.act.gov.au/__data/assets/pdf_file/0009/1019808/Early-Entry-for-Aboriginal-and-Torres-Strait-Islander-Children-.pdf)

[Early Entry for Children with English as an Additional Language or Dialect Procedure](https://www.education.act.gov.au/__data/assets/pdf_file/0004/917437/Early-Entry-for-Children-with-English-as-an-Additional-Language-or-Dialect.pdf)

[Early Entry for Gifted and Talented Children Procedure](https://www.education.act.gov.au/__data/assets/pdf_file/0016/1540204/Early-Entry-for-Gifted-and-Talented-Children.pdf)

[Early Entry for Mobility Procedure](https://www.education.act.gov.au/__data/assets/pdf_file/0007/1019806/Early-Entry-for-Mobility.pdf)

[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)

[Family Law Policy](https://www.education.act.gov.au/publications_and_policies/corporate-policies/wellbeing/child-protection/family-law-policy)

[Overseas Students Fees-charging Policy](https://www.education.act.gov.au/publications_and_policies/School-and-Corporate-Policies/access-and-equity/international-students/overseas-students/overseas-students-fees-charging-policy)

[National Quality Framework | ACECQA](https://www.acecqa.gov.au/national-quality-framework)

[Koori Preschools](https://www.education.act.gov.au/public-school-life/public-schools-in-the-act/koori-preschools)

[Engaging with families for whom English is an additional language or dialect](https://www.education.act.gov.au/__data/assets/pdf_file/0007/807433/150897-Engaging-with-EALD-families.pdf)

[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) Policy

[Students with a Disability Meeting their Educational Needs Procedure](https://www.education.act.gov.au/__data/assets/word_doc/0007/2072599/Students-with-Disability-Meeting-their-Educational-Needs-Procedure-and-Hydrotherapy-Pools-Procedures.DOCX)

[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)

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.* [↑](#footnote-ref-1)
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.* [↑](#footnote-ref-2)