GRC Enrolment Policy

Revised 2015

Our policy has been developed as a College and applies to any enrolment application.

The policy is based on legislation which ensures:

- Children are entitled to be enrolled in Year 7 at the Campus that is designated for the intake area within which the child’s home is situated and that the child is eligible to attend.
- Campus local areas are determined by the Department of Education and Communities (DEC) through a process involving consultation between the Properties Directorate and the Director (or designated officer)
- Parents may seek to enrol their child in the school or campus of their choice, or may elect to attend another school which would become their designated school.
- Campuses are required to set an enrolment number to cater for anticipated local demand and to seek to ensure that every eligible local child has a place at his or her local school if he or she chooses to attend it, at least at the start of the Year 7 school year, and to provide places to students who move into the area during their secondary school years.
- Our enrolment policies and practices are transparent and non-discriminatory and students with disability are treated on the same basis as their peers without disability.
- The primary criteria for acceptance of non-local enrolments will include the availability of appropriate staff and permanent classroom accommodation and whether or not the applicant will add value to the school community.
- The decision on where to enrol a student, and with what level of support, will depend on a number of factors, including a student’s educational needs, the expressed desires of parents and caregivers, the capacity of the system to provide the level of support services required generally and at a particular location and the availability of support services at alternative locations.

Enrolment Ceilings

Each campus has established an enrolment ceiling, based on available permanent accommodation. Current Ceilings are:

- GRC Hurstville Boys Campus 600 students
- GRC Penshurst Girls Campus 800 students
- GRC Peakhurst Campus 800 students
- GRC Oatley Senior Campus 1200 students

Each Campus is required to set aside a number of places to accommodate local students arriving throughout the year, including those to be placed from Intensive English. This buffer is determined on historic data. Places in the buffer are not to be offered to non-local students.

Placement Panels

A College Enrolment Panel will exist to consider the process involved in college non local campus applications. It will consist of the College Management Group and will assess the process against the enrolment policy criteria.

Each Campus will have its own panel to discuss non-local applications. The composition of the panel is to be determined by each campus, but must include at least one staff member, other than the Principal, and
one school community member nominated by the school’s parent organisation. The panel will be chaired by the Principal who will have a casting vote.

In assessing the application of the criteria to individual cases, the panel will consider only those matters presented on the application form and not oral or other submissions.

The decisions made by the placement panel must be made within the context of the agreed enrolment ceiling and the buffer retained for local students arriving later in the year. The placement panel should record all decisions and minutes of meetings are to be available on request by the Director (or designated officer).

**Criteria for College Non-local Enrolment Applications**

Our policy encourages all students to enrol in their designated local Campus unless a compelling reason exists for an alternate enrolment.

The decision on where to enrol a student, and with what level of support, will depend on a number of factors, including a student’s educational needs, the expressed desires of parents and caregivers, the capacity of the system to provide the level of support services required generally and at a particular location and the availability of support services at alternative locations.

It is the decision of the College Enrolment Panel that **COMMITMENT TO LEARNING (Independent learning at our Senior Campus) IS THE MOST SIGNIFICANT CRITERIA WHEN APPLICATIONS FOR NON-LOCAL PLACEMENTS ARE CONSIDERED.** The applications need to show commitment to learning and how they would add to the culture and achievement of the Campus.

If accommodation and staff are available, other significant criteria for non-local Campus enrolment (not in priority order) will be:

- Medical reasons (e.g. psychological issues; access to hospital etc.)
- Geographical proximity and access to the school
- Safety and supervision of the student before and after school
- Availability of subjects or combinations of subjects
- Compassionate circumstances

The panel may also consider:

- siblings already enrolled at the school
- access to single-sex education
- special interests and abilities
- where parents work (geographical)

The Principal will ensure that the established criteria are applied equitably to all applicants. Parents should be provided with an explanation of the decisions of the placement panel in writing, should they request it.

**Waiting Lists**

Waiting lists may be established for non-local students. Parents should be advised in writing if their child is to be placed on a waiting list and his or her position on it. The size of the waiting list should reflect realistic expectations of potential vacancies. Waiting lists are current for one year.
Appeals
Where a parent wishes to appeal against the decision of the placement panel, the appeal should be made in writing to the College Principal who will seek to resolve the matter. If the matter is not resolved at the local level the Director will consider the appeal consult and make a determination. The purpose of the appeal is to determine whether the stated criteria have been applied fairly.

Single Sex Campuses
Within Georges River College there are two single-sex Campuses and two co-educational Campuses which have a designated enrolment area. Students residing within that designated area will be able to enrol, especially at the start of a school year. Students residing outside the designated area may be enrolled consistent with the school's enrolment policy which should be available from the Campus Principal, and is contingent upon a set of criteria determined by the College.

Senior Campuses
The only definite way to ensure that a student may be enrolled in our senior campus is to have completed schooling in one of our middle campuses and satisfy Board of Studies requirements to enter the Preliminary Course.

All non-college students will be considered under our non-local selection criteria. Students will have had to demonstrate their ability to work in a senior study environment based on the principles of Andragogy. Students within the College, who have attended our middle school Campuses, will have transitioned to a more adult, independent and Andragogical style of learning, increasing their chance of success.

Enrolment in Special Classes for Students who are Gifted and Talented or applying for enrolment in a selective class
Parents, who have received an offer to enrol at a Campus, may then apply for students to be enrolled in Year 7 into a selective or Gifted and Talented class. Each Campus has procedures governing their selective placements and further information can be obtained through the Campus Principal.

Enrolment of Students with Special Learning Needs
Requests for enrolment in special classes or special schools are considered by a District placement panel.

Refusal of Enrolment
Principals may refuse enrolment of a student on the grounds of previously documented violent behaviour if there is evidence that the student has not learned the appropriate skills to manage this behaviour. The Principal of the Senior Campus may undertake a risk assessment if they believe an applicant does not have the ability to work independently or socialise in the more adult environment at the Senior Campus and therefore would be putting themselves and their learning at risk.