



Catholic Education Services - Diocese of Cairns  
*Learning with Faith and Vision*

# **Enrolment Application and Support Procedures**

## **For students requiring significant educational adjustments**

*May 2009*

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## Introduction and Rationale

The *Vision Statement*<sup>1</sup> for Catholic Education Diocese of Cairns outlines a call to all involved in Catholic education to teach, challenge and transform the world. The *Strategic Framework*<sup>2</sup> endorsed by the Education Board of Governance in 2002 identifies the core vision and purpose of Catholic education in the Diocese of Cairns and is the core document under which sits the *Strategic Priorities of 2005-2009*<sup>3</sup>. The *Enrolment Application and Support Procedures for Students requiring Significant Educational Adjustments* guide and support staff and parents during the enrolment process. These procedures reflect the ongoing commitment of Cairns Catholic Education towards inclusive practices in schools and is guided by the principles of justice as reflected in Church<sup>4</sup>, education and legal<sup>5,6</sup> areas.

The Principal as the Executive Director's delegated educational leader within the school, carries responsibility for the enrolment of all students. The enrolment of students requiring significant educational adjustments is the concern of the whole school as a community within the Church. *The Enrolment Application and Support Procedures for Students requiring Significant Educational Adjustments* encourages all participants in the education process (parents, students, teachers, school leadership, student services representatives) to share as partners, the responsibility for successful outcomes for all students. The process seeks to reveal and clarify the characteristics of the learner and to assess the adjustments for accessing the learning and the implications of these for the school, the family and the student.

The Enrolment Application & Support Procedures set out in this document are to be applied:

- when application for enrolment is made on behalf of a student and it is considered likely that significant educational adjustments will need to be made to support the student's initial and continuing enrolment in the school;
- when the adjustments have been agreed and are able to be implemented;
- when the adjustments for the student are being reviewed as included in the school action plan.

The following flowchart provides an overview of the process in stages.

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1 Vision Statement – Catholic Education, Diocese of Cairns

2 Strategic Framework – Catholic Education, Diocese of Cairns 2002

3 Strategic Priorities of 2005-2009 – Catholic Education, Diocese of Cairns

4 "Of themselves, rights are not enough", Pope John Paul II (1994) **Letter to Families**,

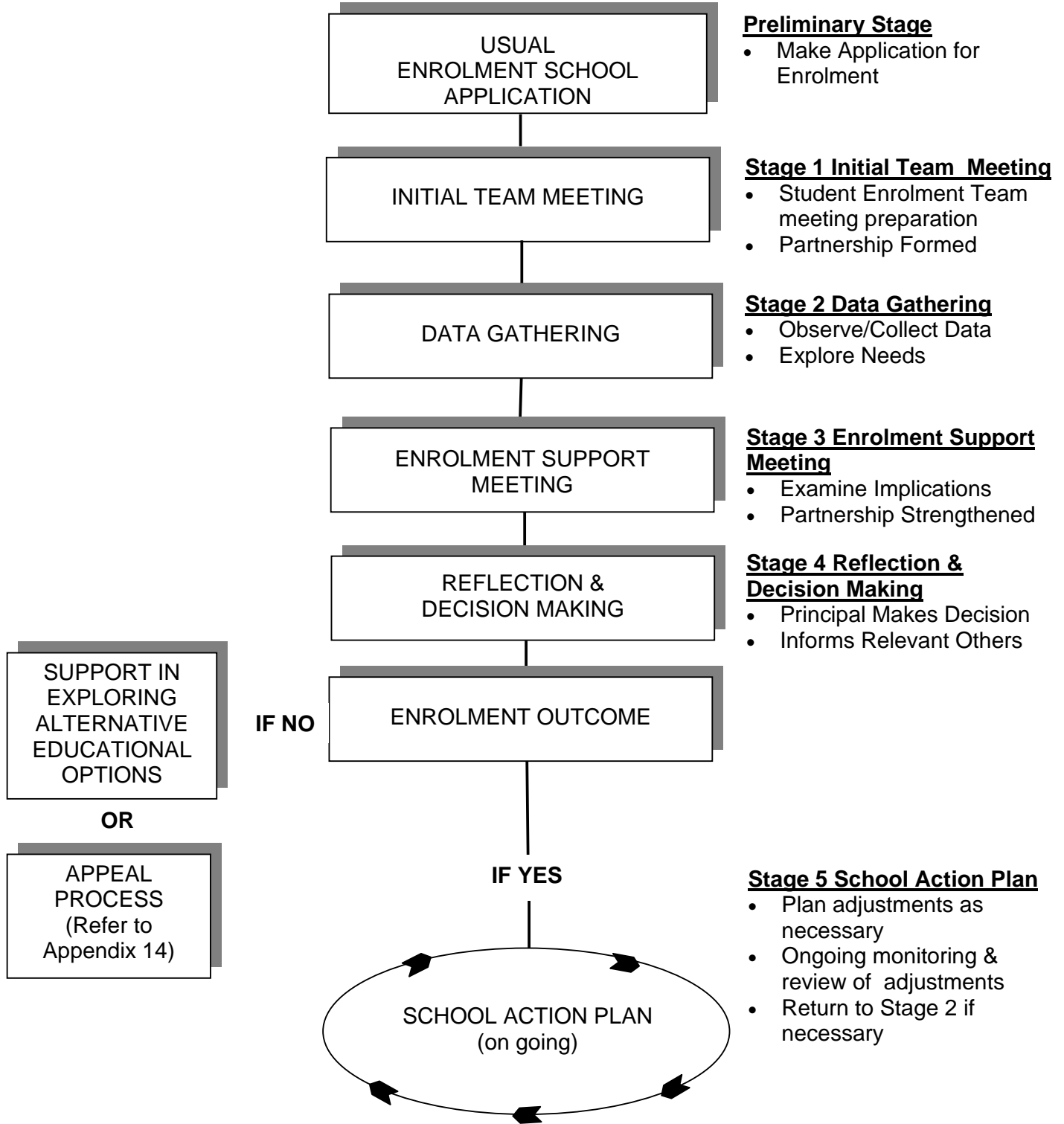
Section 15, p.649, Origins, CNS Documentary Service, Vol.23: No. 37, March 1994.

5 Education (General Provisions) Act 2006 Qld. Disability Discrimination Act 1992, Section 4 Commonwealth

6 Disability Standards for Education 2005 Commonwealth



## Enrolment Application and Support Procedures Flowchart



## Preliminary Stage

Education is a partnership involving school, family and other agencies. The Enrolment Application and Support Procedures for Students requiring Significant Educational Adjustments is one that reveals and clarifies the characteristics of the learner and assesses the relevant adjustments for accessing the learning and the implications of these for the school, the family and the student.

The procedure, which follows, is foundational to this partnership and leads to an appropriate response to the student's educational needs.

It is important that the Principal initiates the use of this procedure when significant adjustments may be required. Application forms used in usual school enrolment processes should include questions which would highlight the need for the Principal to initiate the use of this procedure.

The Enrolment Application Form requires parent(s)/guardian(s) to disclose all the information that may be relevant to the student's educational needs to ensure the appropriate educational adjustments can be determined.

***The elements within stages are not necessarily in order, nor are all elements relevant in every enrolment application. Information and materials to support various stages as well as suggested proformas for recording information are included in the appendices.***

### **Process**

- Parent(s)/Guardian(s) make application for enrolment for the student through the usual school enrolment form. (This form should include questions that will indicate a need for an extended enrolment application support process.)
- Principal initiates the use of the Enrolment Application and Support Procedures where necessary.
- For Secondary Enrolment Support Procedures, see Appendices 2, 3, 4, 5, 9 and parents to forward information at least one week prior to the meeting.

N.B. Principals will discern which proformas for information are appropriate as they take into consideration the individual circumstances of families.

## Stage 1 – Initial Team Meeting

### 1.1. Desired Outcomes

- 1.1.1. A Student Enrolment Support Team is formed
- 1.1.2. Timeframe for the procedure is set
- 1.1.3. Educational adjustments are explored
- 1.1.4. Chairperson negotiates to appoint appropriate school based personnel to keep a record of the meeting
- 1.1.5. A record of the information shared at the meeting is made available for all team members
- 1.1.6. A partnership with parents (and where appropriate, with the student) is established through the initial formation of the Student Enrolment Support Team

### 1.2. Student Enrolment Support Team

- 1.2.1. Permanent Members
  - Principal (the Principal is leader of the team)
  - Parents(s) / Guardian(s)
  - School staff representative
  - Appropriate Student Services Representative
  - Other personnel if relevant

### 1.3 Process

- 1.3.1 Documentation requested from parents received. Eg. primary school; Education Queensland; other sectors.
- 1.3.2 Enrolment Application and Support Procedure explained (refer Appendix 1)
  - Right of Appeal
  - Right to an advocate
  - If appropriate, exploration of alternative educational placements
  - If appropriate, Education Adjustment Program (EAP) processes and procedures
- 1.3.3 Plan data gathering eg. Visits to settings; therapy reports

### 1.4 Actions

- 1.4.1 Minutes of meeting documented and made available to all (See Appendix 6)
- 1.4.2 Parents/Guardians sign Information Access Permission Form (See Appendix 2)

## Stage 2 – Data Gathering

### **2.1 Desired Outcomes**

- 2.1.1 Specific information about the student's history, the student as learner and the required educational adjustments are explored
- 2.1.2 Data relevant to enrolment application is gathered to inform the needs and adjustments required for the student to access the curriculum.

Refer to the Appendix 6: Record of Initial Team Meeting.

**It may be helpful to begin using Appendix 10, which tracks the Student Factors, Adjustments for Learning and Implications for the School, Family and Student.**

### **2.2 Process**

- 2.2.1 Current educational provider(s) is / are contacted
- 2.2.2 Relevant personnel as listed on the Information Access Permission form (Appendix 2) are contacted as required.
- 2.2.3 Observations are recorded in home setting and current educational setting(s) where relevant
- 2.2.4 Data relevant to the student is gathered
- 2.2.5 Data related to the school is gathered
- 2.2.6 Data related to available support is gathered
- 2.2.7 If appropriate, Education Queensland and/ or other educational/service provider (s) is / are contacted to discuss the nature and scope of support options

### **2.3 Actions**

- 2.3.1 Collate relevant data and reports
- 2.3.2 Inform Principal regularly regarding all gathered data and reports
- 2.3.3 Prepare for Stage 3 meeting (Appendices 4, 5, 6, 7, 8, 10 if relevant).

## **Stage 3 – Enrolment Support Meeting**

### **3.1 *Desired Outcomes***

- 3.1.1 Information gathered in Stage 1 and Stage 2 is shared and clarified
- 3.1.2 Parental expectations and what the school can provide are explored and clarified.
- 3.1.3 Where appropriate students expectations are explored and clarified.
- 3.1.4 Any new relevant information is tabled
- 3.1.5 Enrolment implications are identified and examined in relation to:
  - Family and student considerations
  - School community leadership / administrative considerations
  - Program considerations
  - Teaching & Learning considerations
- 3.1.6 If appropriate, the Educational Adjustment Program (EAP) and relevant documents are clarified and discussed.
- 3.1.7 Reasonable educational adjustments are clarified and planned within the teaching and learning program for the student.
- 3.1.8 If appropriate, the nature and scope of alternative educational provisions are explored and clarified.

### **3.2 *Student Enrolment Support Team Members***

- 3.2.1.1 Permanent Members
  - Principal (the Principal is leader of the team)
  - Parents(s)/Guardian(s)
  - School staff representative
  - Appropriate Student Services Representative as designated by the Student Services Manager

From time to time through the process it may also be appropriate to co-opt the support of one or more of the following:

- Student
- Learning Support Teacher
- Staff member
- Year Level Co-ordinator/ Class Teacher
- Inclusion/Integration Program Teacher
- School Officer
- Medical Personnel
- Education Queensland representative
- CES Advisory Visiting Teacher
- Speech Pathologist
- Occupational Therapist
- Physiotherapist
- ESL Teacher



- Community organisation or agency
- Advocate
- Assistant to Executive Director - School Development
- Psychologist
- Other

### **3.3 Process**

- 3.3.1 Input is invited from all members while information is presented and discussed
- 3.3.2 Reasonable educational adjustments are considered
- 3.3.3 If appropriate, the scope and nature of alternative educational provision(s) are discussed
- 3.3.4 If appropriate, the Education Adjustment Program (EAP) is discussed
- 3.3.5 A summary of student factors; adjustments and implications is tabled (see Appendix 10)

### **3.4 Actions**

- 3.4.1 Record of meeting made available to all Enrolment Support Team Members
- 3.4.2 Team Members informed of the timeline and process for decision regarding the enrolment

Please Note: Disability Standards for Education 2005; Guidance Notes...

In assessing whether a particular adjustment is reasonable for the student with a disability, the education provider should take into account:

- the nature of the student's disability;
- the information provided by, or on behalf of, the student about how the disability affects the student's ability to participate;
- views of the student, or an associate of the student, about whether a proposed adjustment is reasonable and will enable the student with a disability to access and participate in education and training opportunities on the same basis as students without disabilities;
- information provided by, or on behalf of, the students about his or her preferred adjustments;
- the effect of the proposed adjustment on the student, including the student's ability to participate in courses or programmes and achieve learning outcomes;
- the effect of the proposed adjustment on anyone else affected, including the education provider, staff and other students; and
- the costs and benefits of making the adjustments.

(Disability Standards for Education 2005; Guidance Notes)

## Stage 4 – Reflection and Decision Making

### 4.1 *Desired outcomes*

- 4.1.1 The Principal makes a decision regarding the enrolment application. (This may occur earlier)
- 4.1.2 The Principal informs the parents, Enrolment Support Team Members and other relevant persons about the decision and confirms with parents in writing

### 4.2 *School Enrolment Support Team Members*

#### 4.2.1 Members

- Principal
- School staff representative/s
- Relevant other members as determined by the Principal

### 4.3 *Process*

- 4.3.1 The Principal in consultation with the School Enrolment Support Team considers the students needs and makes a decision based upon:
  - the data which has been gathered in Stages 1 and 2
  - the enrolment implications clarified and examined in Stage 3
  - the factors which might include the reasonable adjustments that can be made to meet the student's educational needs in response to the requirements identified and examined in Stage 3
- 4.3.2 The decision is shared with the parents
- 4.3.3 This decision is confirmed in writing by the Principal
- 4.3.4 If enrolment is offered, the Principal continues the usual school enrolment procedures.

**If the decision is not to enrol the student, the Assistant to Executive Director – School Development is informed prior to informing the parents and the School Enrolment Support Team.**

#### **4.4 Actions**

The Principal:

- 4.4.1 Makes a decision regarding the enrolment
- 4.4.2 Discusses the decision with the School Enrolment Support Team
- 4.4.3 Communicates the decision to the parents
- 4.4.4 Confirms the decision in writing to the parents
- 4.4.5 Proceeds to Stage 5

If Enrolment does not go ahead, the Principal:

- 4.4.6 Informs the Assistant to Executive Director – School Development and Parish Priest that adequate adjustments towards the student's inclusion cannot be supported.
- 4.4.7 Requests a Student Services Representative to assist the parents in finding an alternative educational provision, if appropriate

## **Stage 5 – School Action Plan**

### **5.1 Desired Outcomes**

- 5.1.1 A Student Support Team is formed
- 5.1.2 The Principal appoints a member of the Student Support Team to coordinate the ongoing educational provision for the student (ie Case Manager)
- 5.1.3 A School Action Plan is developed and implemented (refer Appendix 11)
- 5.1.4 Timelines for reviews are established
- 5.1.5 A record of the School Action Plan is made available for all members of the Student Support Team
- 5.1.6 Communication is maintained

### **5.2 Student Support Team Members**

- 5.2.1 Permanent Members of Student Support Team
  - Principal (the Principal is leader of the team)
  - Parents
  - Relevant others as determined by the school

### **5.3 Process**

- 5.3.1 The Student Support Team meets to develop and document a School Action Plan based upon student considerations, family considerations, school community leadership / administrative considerations, curriculum considerations and pedagogical considerations. This *may* include the development of:
  - A School Action Plan (refer to Appendix 11)
  - An Individual Educational Plan (IEP)
  - A Social Competency Development Plan
  - A Medical Management Plan
  - A Staff Training Plan
  - A Built Environment /Access Plan
  - A Resources Acquisition Plan
  - Education Adjustment Program (EAP)
    - diagnosis
    - verification
    - profile

- 5.3.2 Student Support Team meets regularly to monitor progress in relation to the School Action Plan
- 5.3.3 Student Support Team meets as appropriate to review/plan/monitor student's progress towards achievement of educational outcomes considering the provision of reasonable adjustments.

#### **5.4 Actions**

- 5.4.1 Form a Student Support Team
- 5.4.2 Appoint a member of the Student Support Team to coordinate ongoing educational provision for the student (Case Manager)
- 5.4.3 Develop a School Action Plan
- 5.4.4 Record the School Action Plan and make this available for Student Support Team members
- 5.4.5 Implement the School Action Plan
- 5.4.6 Establish timelines for Student Support Team Meetings
- 5.4.7 Maintain communication with Student Support Team members
- 5.4.8 Revisit stages of the Enrolment Application and Support Procedures as necessary.

## Appendices

1. **Parent Brochure – Enrolment Application and Support Procedures for Students requiring Significant Educational Adjustments**
2. **Information Access Permission**
3. **Sample Proforma Letter – Documentation Request (*Secondary only*)**
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**APPENDIX 1**

**PARENT BROCHURE**

**School Mission**

School  
Logo

**SCHOOL NAME**

**SCHOOL ADDRESS**

**SCHOOL CONTACT DETAILS**

**Phone:**

Fax:

Email:

**SCHOOL CONTACT  
PERSONNEL**

**Principal**

**Deputy/APA**

**APRE**

**Learning Support Teacher**

**Student Counsellor**



**Cairns Catholic  
Education Services**

**Enrolment Application**

**and**

**Support Procedures**

**for**

**Students requiring Significant**

**Educational Adjustments**

**SCHOOL ENROLMENT**

**OR OTHER DETAILS AS RELEVANT**

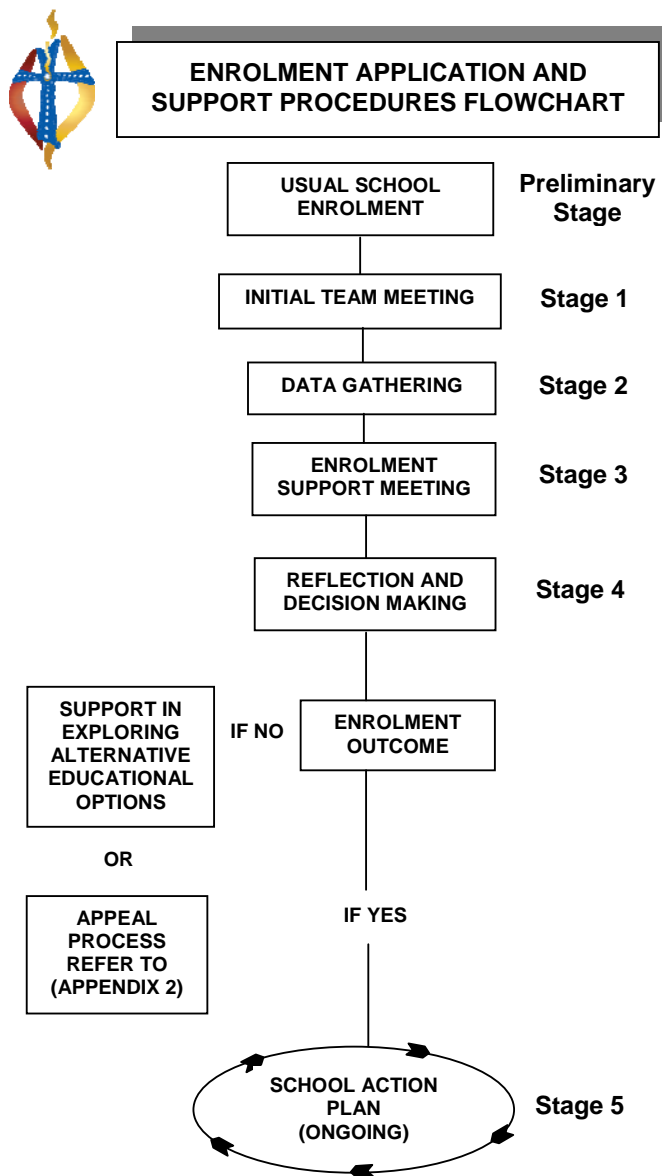


## Introduction and Rationale

The Enrolment Application and Support Procedures for Students requiring Significant Educational Adjustments operates within the Policy – Students with Disabilities for Cairns Catholic Education schools. This policy statement, consistent with the Strategic Priorities, reflects the ongoing commitment of Cairns Catholic Education to the incorporation of inclusive practices in schools and is guided by the principles of justice as reflected with Church, education and legal areas. The enrolment of a student requiring significant educational adjustments is the concern of the whole school community within the church.

The process seeks to reveal and clarify the characteristics of the learner, and to assess the relevant adjustments for accessing the learning and the implications of these for the school, the family and the student.

A partnership approach is foundational to this process and leads to an appropriate response to the student's educational needs. The enrolment application and support procedures are used when it is considered likely that significant educational adjustments will be needed to support a student's initial enrolment and/or for ongoing service provision.



### Preliminary Stage

- Make Application for Enrolment



### Stage 1 Parent Meeting

- Student Enrolment Team meeting preparation
- Partnership Formed



### Stage 2 Data Gathering

- Observe in the current educational setting/collect data
- Explore Needs



### Stage 3 Enrolment Support Meeting

- Examine Implications
- Partnership Strengthened



### Stage 4 Reflection & Decision Making

- Principal Makes Decision
- Informs Relevant Others



### Stage 5 School Action Plan

- Plan action as necessary
- Ongoing program monitoring & Review of adjustments
- Returning to Stage 2 (if necessary)



## APPENDIX 2

# INFORMATION ACCESS PERMISSION

In accordance with the Enrolment Application and Support Procedures for Students requiring Significant Educational Adjustments (Cairns Catholic Education 2006) and the Cairns Catholic Education Privacy Statement, permission is given by the parent/s or guardian/s of a student to allow the Principal or school representative to contact, collect and record any relevant information (either orally or via documentary material or reports) about the child.

I/We ..... (Parent/Guardian) hereby authorise and direct ..... (Principal or School Representative) to collect information (either orally or via documentary material) from the following, who *may* hold relevant information in relation to my child ..... (name) ..... (date of birth)

	Organisation	Personnel	Contact Details
Current Setting			
Current Setting			
<b>Medical:</b>			
General Practitioner			
Paediatrician			
Psychiatrist			
<b>Additional Services:</b>			
Speech Pathology			
Occupational Therapy			
Physiotherapy			
Psychologist			
Student Counsellor			
Advisory Visiting Teacher			
Other			

I understand and acknowledge that the information will be shared and stored by Cairns Catholic Education organisation strictly for the purpose of enrolment application and ongoing education provision.

Signature: .....Date: .....



## APPENDIX 3

### **SAMPLE PROFORMA LETTER (*Secondary only*): DOCUMENTATION REQUEST**

(Date)

Dear (Parent's name),

Thank you for being available for the Enrolment Support meeting for (student's name) on (date). At this meeting we will discuss further (student's name) enrolment application and his/her needs as he/she enters secondary school. We will also explore your expectations of the school in meeting the needs of the young person.

You may wish to bring with you a representative from the current school such as the Learning Support Teacher, School Counsellor or classroom teacher. There may be another person whom you feel could assist the process for (student's name) enrolment.

You may have provided information with your enrolment application. To assist our planning for (student's name) enrolment the following may be forwarded to the school before we meet:

- Yr 6 school reports & the Numeracy & Literacy report from Yr 5
- Education Adjustment Program (EAP) documentation
- Copy of diagnosis if relevant
- AIMS print-out (if Education Queensland)
- Copy of the Individual Education Plan (IEP)
- Completed sheets – (titled) – Parent Preparation for Enrolment Support Meeting
- Any other relevant documentation

We look forward to meeting with you and (student's name) on (date).

Yours sincerely

Principal



## APPENDIX 4

# PARENT / CARER PREPARATION FOR ENROLMENT SUPPORT MEETING

### Note to parents/carers

This kind of information will help our understanding of your son/daughter's needs and the adjustments we can plan together. You *may* wish to think about the following before the Enrolment Support Meeting.

<b>Child's Full Name:</b>			
What are your child's hobbies / interests / likes?			
What are your child's strengths?			
What are the areas of difficulty/concern?			
What kinds of supports / assistance works best for your child?			
What is/are your child's preferred way/s of learning?			
What are your dreams for your child?			
What are your concerns for your child?			
What are your goals for your child?			
What are the specific reasons for choosing this school for the enrolment of your child?			
Parent / Carer Signature:		Date:	

## APPENDIX 5



# STUDENT PREPARATION FOR ENROLMENT SUPPORT MEETING

The intention of these questions is:

1. For the student to complete prior to meeting **and/or**
2. Form the basis of a conversation with the student at meeting **and/or**
3. Use particular questions as appropriate.

(Parents/carers may give assistance)

<b>Student's Name :</b>		Date:	
The activities I enjoy doing are:			
When I finish school, I would like to be a:			
At school, activities I really like are:			
I learn best when:			
I <i>may</i> need extra help in:			
What worries me most is:			
I would be happy if:			
My friends coming to this school are:			



## APPENDIX 6

# RECORD OF INITIAL TEAM MEETING

<b>Date:</b>		
<b>Student Information</b>		
Student's Name:		
Date of Birth:		
Proposed Year Level Placement:		
Proposed School:		
Parents / Carers Names:	1.	2.
Home Address:		
Phone Numbers:		
Religion:		
<b>Meeting Participants</b>		
Student:		
Parents / Carers / Guardians:	1.	2.
Support Teacher:		
Principal:		
Student Services Representative:		
Class Teacher:		
Apologies:		
<b>Developmental History</b>		
Infancy and Early Years:		
<b>Medical History</b>		
Past/present, significant/recurring illnesses:		
Ailments, Accidents, Allergies:		
Current Medication:		
<b>Educational History</b>		
Other educational settings eg: EQ; Interstate:		

<b>Agency Involvement</b>	
Speech Pathology:	
Occupational Therapy:	
Physiotherapy:	
Psychologist / Counsellor:	
Other:	

<b>Education Adjustment Program (EAP) Considerations</b>	
Curriculum Factors:	
Communication Factors:	
Social Participation / Emotion Well-being Factors:	
Health and Personal Care Factors:	
Safety Factors:	
Learning Environment / Access Factors:	



**APPENDIX 7**

**RECORD OF DOCUMENTS AT INITIAL TEAM MEETING**

RECORD OF DOCUMENTS	
Document	Notes
<input type="checkbox"/> Education Adjustment Program	
<input type="checkbox"/> Information Access Permission	
<input type="checkbox"/> Speech Therapy	
<input type="checkbox"/> Occupational Therapy and/or Physiotherapy	
<input type="checkbox"/> Psychologist	
<input type="checkbox"/> Paediatrician	
<input type="checkbox"/> School/Early Childhood Intervention Centres / Autism Queensland	
<input type="checkbox"/> Other Agencies e.g. Montrose; Cerebral Palsy League	





## APPENDIX 8

# RECORD OF OBSERVATION / VISIT / DISCUSSION

<b>Date:</b>		
<b>Student Information</b>		
Student's Name:		
Date of Birth:		
Proposed Year Level Placement:		
Setting:		
Teacher / Personnel:	Name:	Role:
<b>Developmental History</b>		
<b>Education Adjustment Program (EAP) Considerations</b>		
Curriculum Factors:		
Communication Factors:		
Social Participation / Emotion Well-being Factors:		
Health and Personal Care Factors:		
Safety Factors:		
Learning Environment / Access Factors:		
<b>General Observations</b>		
<b>Recommendations</b>		



## APPENDIX 9

# SECONDARY TRANSITION FORM – INFORMATION FROM PRIMARY SCHOOL

<b>Date:</b>	
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<b>Student Information</b>	
Student's Full Name:	
Date of Birth:	
Current School:	
Class Teacher:	
School Contact Phone No.:	

<b>Developmental History</b>			
Academic Progress (tick appropriate column)	Above Year Level Expectations	At Year Level Expectations	Below Year Level Expectations
Oral Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics - Numeration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics - Computation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics – Problem Solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organisational Independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Support History</b>													
Has the student repeated a year level?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown												
Has the student received learning support?	<input type="checkbox"/> Yes <input type="checkbox"/> No												
In which areas?	<input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input type="checkbox"/> Other												
Does the student receive additional support? <i>(Please check appropriate boxes and forward relevant reports)</i>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; border: 1px solid black; padding: 5px;"><input type="checkbox"/> Learning Support Teacher</td> <td style="width: 25%; border: 1px solid black; padding: 5px;"><input type="checkbox"/> Student Counsellor</td> <td style="width: 25%; border: 1px solid black; padding: 5px;"><input type="checkbox"/> E.S.L. Teacher</td> <td style="width: 25%; border: 1px solid black; padding: 5px;"><input type="checkbox"/> School Officer</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;"><input type="checkbox"/> Speech Pathologist</td> <td style="border: 1px solid black; padding: 5px;"><input type="checkbox"/> Advisory Visiting Teacher (AVT)</td> <td style="border: 1px solid black; padding: 5px;"><input type="checkbox"/> Visiting Teacher – HI; VI; PI</td> <td style="border: 1px solid black; padding: 5px;"><input type="checkbox"/> Occupational Therapist</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;"><input type="checkbox"/> Inclusion / Integration Program</td> <td style="border: 1px solid black; padding: 5px;"><input type="checkbox"/></td> <td style="border: 1px solid black; padding: 5px;"><input type="checkbox"/></td> <td style="border: 1px solid black; padding: 5px;"><input type="checkbox"/></td> </tr> </table>	<input type="checkbox"/> Learning Support Teacher	<input type="checkbox"/> Student Counsellor	<input type="checkbox"/> E.S.L. Teacher	<input type="checkbox"/> School Officer	<input type="checkbox"/> Speech Pathologist	<input type="checkbox"/> Advisory Visiting Teacher (AVT)	<input type="checkbox"/> Visiting Teacher – HI; VI; PI	<input type="checkbox"/> Occupational Therapist	<input type="checkbox"/> Inclusion / Integration Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Learning Support Teacher	<input type="checkbox"/> Student Counsellor	<input type="checkbox"/> E.S.L. Teacher	<input type="checkbox"/> School Officer										
<input type="checkbox"/> Speech Pathologist	<input type="checkbox"/> Advisory Visiting Teacher (AVT)	<input type="checkbox"/> Visiting Teacher – HI; VI; PI	<input type="checkbox"/> Occupational Therapist										
<input type="checkbox"/> Inclusion / Integration Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
Please describe:													
Are there any other issues which could impact on the student's education?													

## APPENDIX 9 (continued)

### Education Adjustment Program (EAP) Details

Record this student's current verified diagnosis. If the student has been diagnosed in more than one category, please tick all the categories for which he/she received a verified diagnosis.

Category	Verification Date	Verifier Name & Agency (EQ, CES, other)	Profile date	Review Date
<input type="checkbox"/> Autistic Spectrum Disorder				
<input type="checkbox"/> Intellectual Impairment				
<input type="checkbox"/> Speech Language Impairment				
<input type="checkbox"/> Social / Emotional Disorder				
<input type="checkbox"/> Hearing Impairment				
<input type="checkbox"/> Physical Impairment				
<input type="checkbox"/> Vision Impairment				

### Behaviour

Does the student generally meet the school's expectations in the following areas:

Attendance:  Yes  No

Code of Conduct:  Yes  No

Additional comments:

### Interests and Strengths

Please list:

Is there any other information which would assist us with the enrolment and continuing education of this student?

Please phone for further details

***Thank you for your time in completing this form***

Name:		Role:	
Signature:		Principal's Signature:	



**APPENDIX 10**

**RECORD OF ENROLMENT SUPPORT TEAM MEETING**

**Date of Meeting:**

**Student Information: Meeting Participants:**

Student's Name:		
Date of Birth:		
Proposed Year Level Placement:		
Proposed School:		
Parents / Carers Names:	1.	2.
Home Address:		
Phone Numbers:		
Religion:		

Student:	
Parents / Carers / Guardians:	
Support Teacher:	
Principal:	
Student Services Representative:	
Class Teacher:	
Apologies:	

**Documents Tabled:**

	Document	By Whom

**APPENDIX 10 (continued)**

**Record of Adjustments / Implications:**

<b>Student Factors</b>	<b>Adjustments for Learning</b>	<b>Implications for the School / Family / Student</b>
Curriculum:		
Communication:		
Social Participation / Emotional Well-being		
Health and Personal Care:		
Safety:		
Learning Environment / Access:		

**Action Summary – Implications:**

<b>Action</b>	<b>Personnel</b>	<b>Comments</b>	<b>Check</b>



## APPENDIX 11

# SCHOOL ACTION PLAN

### Desired Outcomes:

- A Student Support Team is formed.
- The Principal appoints a member of the Student Support Team to coordinate the ongoing educational provision for the student (i.e. Case Manager).
- A School Action Plan is developed and implemented..
- Timelines for reviews are established.
- A record of the School Action Plan is made available for all members of the Student Support Team.
- Communication is maintained.

<b>Date:</b>		
<b>Student Information</b>		
Student's Name:		
Date of Birth:		
Name of School:		
Proposed Year Level Placement:		
Parents / Carers Names:	1.	2.
Home Address:		
Phone Numbers:		
Religion:		
<b>Participants</b>		
Principal:		
Parents / Carers / Guardians:	1.	2.
School Representative:		
Student Services Representative:		

**APPENDIX 11 (continued)**

**ACTION PLAN FOR STUDENT**  
*(Refer to Record of Adjustments Appendix 10)*

Action	Personnel	Comments	Check



## APPENDIX 12

# APPEAL PROCESS

This process of appeal is available for all parents.

1. In the event that a parent/carer has an issue or concern in relation to the way in which the process is or has been conducted, or the outcome of the process, the parent/carer should, in the first instance, attempt to resolve the matter with the Principal.
2. If the disagreement is not resolved under point (1) above, the parent or nominee *may* refer the matter (by telephone or in writing) to the Assistant to Executive Director - School Development for discussion and possible mediation.
3. If the disagreement is still unresolved after discussions listed in point (2) above, the parent is able to formally notify (in writing) the Executive Director of Cairns Catholic Education, of the disagreement or desire to appeal the decision of the Principal in relation to enrolment.
4. Upon formal notification of a disagreement or request to appeal, a nominee of the Executive Director will undertake an investigation into the Enrolment Application and Support Procedure.
5. The Executive Director will endeavour to notify the parent/carer of the outcome of the investigation, within 30 days of receipt of the notification.

Discussion at any stage of the process shall not be unreasonably delayed by any party, subject to acceptance that some matters *may* be of such complexity or importance that it *may* take a reasonable period of time for the appropriate response to be made.