



Diocese of Toowoomba
Catholic Schools

Enrolment application procedures

for

- early entry to Prep *and/or*
- general enrolments *and/or*
- students requiring support for additional learning needs *and/or*
- students with English as an Additional Language or Dialect (EALD) *and/or*
- students on a visa

Contents

Purpose3

To whom it applies.....3

Associated legislation, policies and procedures3

Authority3

Version control and history3

Procedures4

Purpose

The enrolment application procedures describe how all Toowoomba Catholic schools are to collect and consider applications for the enrolment of all students.

To whom it applies

All Catholic schools operating under the auspices of the Toowoomba Catholic Schools Office will follow these procedures including the use of the Diocese of Toowoomba Catholic Schools (TCS) enrolment application form.

Associated legislation, policies and procedures

Specific anti-discrimination and disability discrimination legislation and standards have been considered in the development of these procedures. Principals need to be familiar with this legislation and the standards to ensure that the application of these procedures are compliant.

- [Anti-Discrimination Act \(Qld\) 1991](#)
- [Disability Discrimination Act \(Cth\) 1992](#)
- [Disability Standard for Education \(Cth\) 2005](#)
- [Education \(General Provisions\) Act 2006](#)

Toowoomba Catholic Schools Council Enrolment in Catholic schools policy

Toowoomba Catholic Schools Council Diversity in Catholic schools policy

Toowoomba Catholic Schools Enrolment of newly arrived refugees and migrants aged 17+ years position paper

Authority

The Enrolment application procedures are the responsibility of the Executive Director: Catholic Schools. Any changes to these procedures can only be made with approval of the Executive Director: Catholic Schools.

Version control and history

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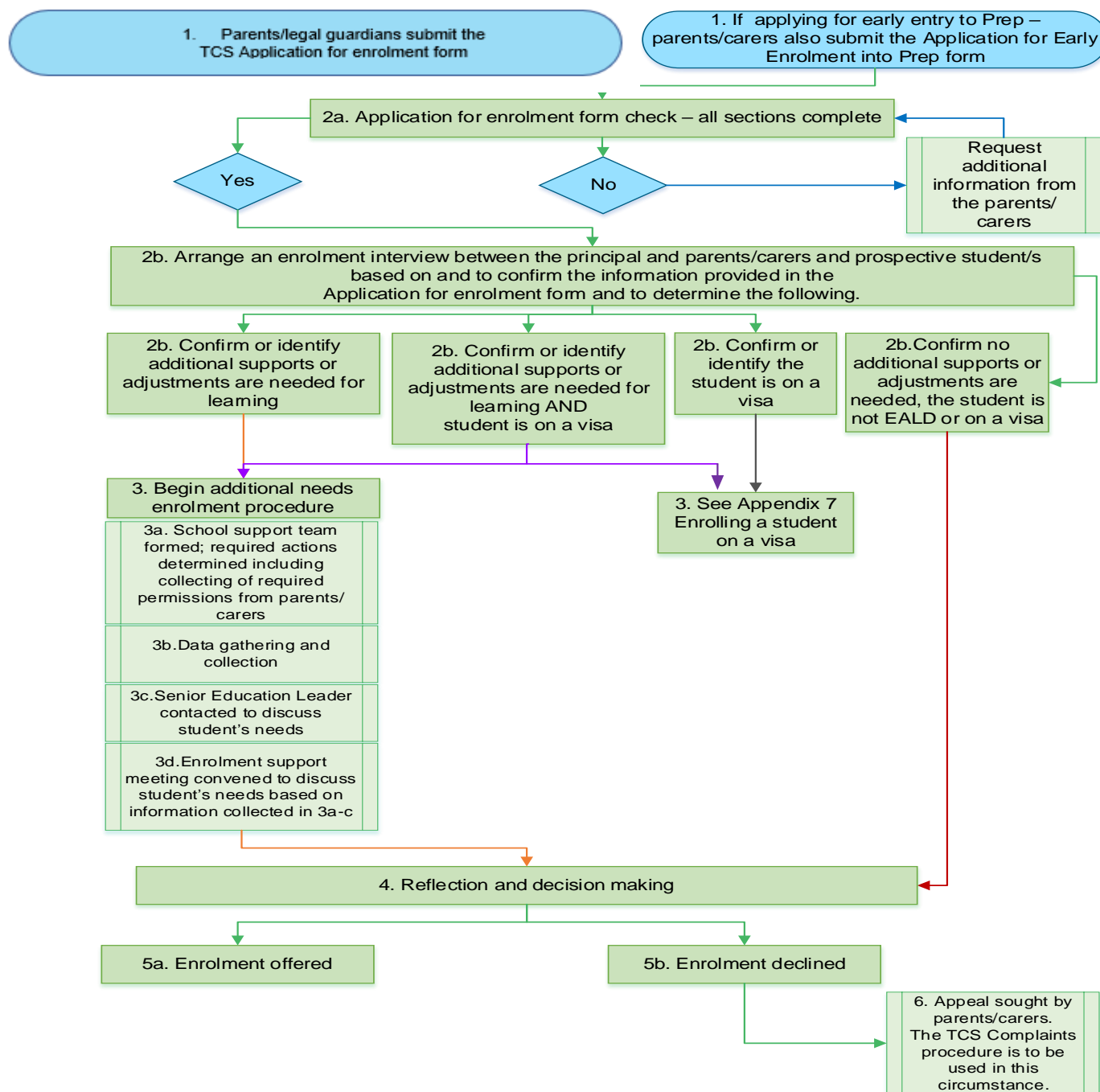
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Procedures

1. Enrolment application procedures for all prospective students

The flowchart below describes the enrolment application procedures to be followed for all prospective students. The procedures are to be used in combination with the Toowoomba Catholic Schools Application for enrolment form and the Application for early enrolment in prep form (as required).

Please note: Whilst these procedures are typical, each enrolment will be unique. Therefore, it should be noted that the elements within each step will not necessarily occur in order, nor will all steps or elements be relevant in every enrolment application.



2. Explanation of each step in the enrolment application procedures

Please note: The numbering for each section below relates to the numbering in the flowchart on the previous page. All appendices are available through the intranet's Policy and Procedure Register as separate documents for use by schools.

1. Parents/carers submit the TCS Application for enrolment form

All enrolments

The parents/carers submit the TCS Application for enrolment form (Appendix 1) and attach required documentation. The TCS Application for enrolment form is to be signed by parents/legal guardians who have the authority to enrol the named student.

Applications for early entry to Prep

If a parent or legal guardian contacts the school to enquire about early entry to Prep, then

- the school provides the parent or legal guardian with a hard copy of the *Application for early entry to Prep* form (Appendix 1) and request it be completed along with the Application for enrolment form. (**Please note:** *Application for early entry to Prep* forms are not to be loaded to the school's website or provided electronically via email.)
- the principal follows Steps 2 to 5 of the enrolment procedures.

Enrolment in Year 1

The *Education (General Provisions) Act 2006* requires a principal of a non-state school to ensure that a student applying to enrol in Year 1

- has undertaken a preparatory year at a state or non-state school OR
- has undertaken education in another State or country that is equivalent to preparatory year OR
- was registered, or provisionally registered, for home education in the year before the proposed year of the prospective student's enrolment in Year 1 of schooling in the school OR
- is otherwise ready to be enrolled in Year 1 of schooling at the school, considering the child's attributes.

Request for transfer notes

Principals should request a transfer note from the previous school

- in accordance with the Education (General Provisions) Act 2006 Chapter 14 for state and non-state schools in Queensland using the templated letter at Appendix 2
- in accordance with the Interstate Student Data Transfer Note (ISDTN) and Protocol for state and non-state schools in all other states and territories following the [Interstate Student Data Transfer Note \(ISDTN\) and Protocol](#).

Keeping parents/carers/legal guardians informed

The principal is to involve the parents/carers/legal guardians appropriately throughout the enrolment procedures.

2a. Application for enrolment form check

All sections complete

The Application for enrolment form is checked to ensure that all relevant sections are complete, and all required documentation is attached. If the form is incomplete, the parents/carers are contacted to provide further information or missing documentation.

Particular note should be taken that the following information is provided and why this is necessary.

Date of birth

For Prep enrolments, ensure that the students meet the age requirements – if not, request the completion of the early enrolment into prep form.

For students who are newly arrived migrants or refugees and are 17+, please refer to the TCS Enrolment of new arrived migrants and refugees aged 17 years or older position paper for guidance.

Schools are required to sight and obtain a copy of a child's birth certificate. An alternative to a birth certificate will be considered where it is not possible to obtain a birth certificate (e.g. child born in a country without a birth registration system – passport or visa documents will suffice).

First language other than English

For students who are identified as having English as an Additional Language or Dialect (EALD), this may require additional support or adjustments to be made for learning to be optimised. Additional support funding may also be available for these students.

Students who are present in Australia on a visa

Students who are present in Australia on a visa may be entitled to specific grant funding or to pay overseas student tuition fees. Therefore, the principal should ensure that if information is provided by the parent or legal guardian in this section of the application for enrolment form that they also follow Appendix 7 Enrolling a student on a visa.

Medical details

The principal should consult with the Learning Support Teacher (LST) to determine if the reported medical information indicates the need for additional supports or adjustments.

If the LST is unsure the Education Officer: School Inclusion Coach can be contacted.

If additional supports or adjustments are required proceed to 2b ensuring that the parents/carers/legal guardians are informed of the specific enrolment procedures for students with additional needs – see step 3.

Access restrictions, family court orders, parenting plans

Family Court Orders

If the enrolling child is subject to a Family Court Order or Parenting Plan, then the school must request a copy of the order/plan as part of the enrolment procedures. The school should make it clear to the parents/carers or legal guardians that the school will act in accordance with the terms of the order, and that any issues should be resolved by the parents/carers or legal guardians and communicated clearly to the school.

Domestic Violence Orders/Apprehended Violence Orders

If the enrolling child is named as a person protected by a Domestic Violence or Apprehended Violence Order, then the school must request a copy of the order as part of the enrolment procedures. The school should consider the conditions of the order and note any specific conditions that may have an impact on the school, particularly if there are conditions that prohibit a person having contact with the child.

Child Protection Orders

If the enrolling child is subject to a Child Protection Order, the school must request a copy of the order as part of the enrolment procedures. There are different types of Child Protection Order, which may affect who has the decision making ability to enrol the child in the school. The school should request the contact details of the Child Safety Officer (CSO) with case responsibility for the child and seek clarification on this point. Advice and support can be provided by the TCSO Student Protection Officer in this regard.

Children and young people subject to child protection orders that grant guardianship or custody to the Chief Executive of the Department of Communities, Child Safety and Disability Services (Child Safety Services) are required to have an Education Support Plan (ESP). It must be developed within the first month of enrolment at a school. This ensures that children in care receive the appropriate support to succeed in their education and provides funding support to meet their needs. Again, advice and support can be provided by the TCSO Student Protection Officer around ESP requirements.

Additional needs

The principal should consult with the LST to determine if the reported additional needs indicate the requirement for additional supports or adjustments. If the LST is unsure the Education Officer: School Inclusion Coach can be contacted.

If an assessment or specialist report is dated within the last two (2) years consult with the LST to determine if the report has any educational implications.

Please note: Any specialist assessments dated two (2) years or older should be interpreted with caution. Additional information may be sought re currency. The principal or delegate is to consult with the LST.

If additional supports or adjustments are required proceed to 2b ensuring that the parents/carers/legal guardians are informed of the specific enrolment procedures for students with additional needs – see step 3.

Application for enrolment – parent/legal guardian agreement

Ensure all boxes have been ticked and the declaration has been signed by the parent/s or legal guardian/s.

Please note: Carers who are not parents or legal guardians do not have the authority to sign for enrolment.

It is essential that there are two signatures on the agreement where there are two parents or legal guardians. If there is only one signature, discussions are to be held at the enrolment interview to determine the family relationships. If the intention is for more than one parent or legal guardian to be responsible for the enrolment and the fees, all signatures must be obtained.

2b. Arrange an enrolment interview between the principal, parent/legal guardian and the prospective student based on and to confirm information provided in the application for enrolment

Interview preparation

Support for parents/legal guardians

Prior to the interview, ensure that parents/legal guardians who themselves have EALD or additional needs are supported appropriately to attend the interview and participate appropriately eg book an interpreter (Appendix 9), use of a hearing loop, meeting in an accessible area of the school.

Knowledge of the family and student being interviewed

The principal should have read the Application for enrolment form for the enrolling student and clarified any information with members of school staff if required prior to the interview.

If additional needs have been identified or the student is on a visa be prepared to explain to parents/legal guardians the additional steps in the enrolment procedures for these students.

Please note: For students on a visa, a very small number of students only possess an Identity Card issued by the Department of Immigration and Border Protection (DIBP). Holders of such cards have previously lodged a claim for asylum with the federal government.

Students who are born in Australia (ie have an Australian birth certificate) **do not automatically obtain Australian citizenship**. A student will hold Australian citizenship if one parent can provide proof of Australian citizenship at the time of the child's birth or permanent residency at the time of the child's birth. Further details can be found on the Australian government immigration website or by contacting the Education Officer: English as an Additional Language or Dialect (EALD).

Time, date, and venue for interview

Contact parents/legal guardians to arrange a suitable interview date and time and advise the parents/legal guardians that the enrolling student/s are to attend. Confirm if an accessibility requirement needs to be met for the parents/legal guardians or the enrolling student eg using a hearing loop, require an interpreter, meeting needs to be in a part of the school with ramp access.

For Prep enrolments

For enrolments into Prep, some additional information re developmental milestones reached by the student should be explored. Use the Developmental and Early Years Learning Framework/National Quality Standard 3-5 years checklist in discussion with the parents/guardians (Appendix 3), and a teacher can work with the student on a similar checklist.

Consideration should be given to the personnel working with the student and may include the current early years teacher, the LST or the Assistant Principal. This work should occur within the same room as the principal/parent/legal guardian meeting or in a separate room which is in close proximity to the meeting room. This is to ensure that the student remains calm and comfortable with their environment.

Student activities are to be focussed on collecting information through play and interaction with the student.

During the interview

Identifying and confirming all information

The principal discusses the details that have been provided by parents/legal guardians and identifies additional information or confirms the information provided. A particular focus should be placed on identifying/confirming additional needs and visa information; and to discuss developmental milestones for students entering Prep.

It is prudent where no information has been provided in the visa and additional needs sections of the Application for enrolment form for the principal to check that this is correct, and to explain why providing this information is important in ensuring students receive the support they require.

Additional needs confirmed

Outline the next steps in the enrolment of students with additional needs procedures and make arrangements for the further activities as per steps 3a-d and if the student is also on a visa follow the Enrolling a student on a visa procedures (Appendix 7).

Additional needs identified

If additional needs are identified at this time, explain the additional information that parents/legal guardians will need to provide and outline the next steps in the enrolment of students with additional needs procedures. Make arrangements for the further activities as per steps 3a-d and if the student is also on a visa follow the Enrolling a student on a visa procedures (Appendix 7).

Visa identified/confirmed

Identify/confirm the type of visa: permanent, temporary, student or bridging. Regardless of the visa type, the principal must follow the Enrolling a student on a visa procedures (Appendix 7).

EALD identified/confirmed

If EALD that requires additional support for the student's learning is identified or confirmed, explain the additional information that parents/guardians will need to provide and outline the next steps in the enrolment of students with additional needs procedures. Make arrangements for the further activities as per steps 3a-d and if the student is also on a visa follow the Enrolling a student on a visa procedures (Appendix 7).

For Prep enrolments

The principal is to use the Developmental and Early Years Learning Framework/National Quality Standard 3-5 years checklist in discussion with the parents/legal guardians (Appendix 3), and a teacher can work with the student on a similar checklist.

Fees

The principal is to refer to the school's fee schedule and ensure that the parents/legal guardians are aware of their commitment to the payment of fees. All parties who have signed the application for enrolment form are joint and severally liable for the fees.

If there are separated family arrangements, separated fee accounts, sometimes known as split fees, will not be issued. As parties to the enrolment contract are joint and severally liable for fees, one invoice will be issued to relevant parties. Parents and legal guardians can make their own payments against these invoices with all details being available within the Parent Portal and statements issued.

Should there be extenuating circumstances and a request to separate fee accounts has been received, contact is to be made with the relevant School Support Accountant for approval from the TCS Chief Financial Officer.

Application for enrolment – parent/legal guardian agreement

Ensure all boxes have been ticked and the declaration has been signed by the parent/s and/or legal guardian/s. Explain that the signing of this application for enrolment form is a part of the enrolment contract should an offer of enrolment be made.

Please note: If both parents or legal guardians are not in attendance at the enrolment interview and the Application for enrolment form has not been signed by both parties, the application for enrolment form is to be taken by the parent/legal guardian in attendance and they are to arrange signature by the other party and the return of the signed form.

3. Begin additional needs enrolment procedures (if required)

The decision is made to proceed to the additional needs enrolment procedures based on step 2b.

For students with additional needs only

- The school's School Support Team is informed (the LST as case manager and other relevant members).
- Ensure all relevant information from the principal's initial enrolment interview and documentation is reviewed by the School Support Team and collect any additional information as required (see Appendix 4 and 5).
- A School Action Plan is developed in consultation with relevant personnel where necessary.
- The School Action Plan is implemented by identified members of the school team.
- Ongoing Student Support Team meetings are planned and timelines are established.
- Ensure regular communication with parents/legal guardians to share relevant information.

For students on a visa and/or EALD students only

- Follow the steps in Appendix 7 – Enrolling a student on a visa.
- Consider using the following support documents.
 - Appendix 8 - EALD Student enrolment interview (suggested questions)
 - Appendix 10 - Administrative checklist for enrolling an EALD or visa student
- The school's School Support Team is informed (eg principal, EALD teacher/LST, classroom teacher and other relevant members).
- All relevant information from the principal's initial enrolment interview and documentation is reviewed by the School Support Team and any additional information is collected as required.
- Details of the proposed enrolment, including the documentation collected re visas and the enrolment application form are provided to the Education Officer: EALD and advice sought where necessary re student's initial settlement into the mainstream school.
- Establish a timeline for ongoing progress checks for language acquisition and social/emotional wellbeing.
- Ensure regular communication with parents/legal guardians to share relevant information.

For students with additional needs who are also on a visa and/or are an EALD student

- Follow the steps in Appendix 7 – Enrolling a student on a visa.
- Consider using the following support documents.
 - Appendix 8 - EALD Student enrolment interview (suggested questions)
 - Appendix 10 - Administrative checklist for enrolling an EALD or visa student
- The school's School Support Team is informed (e.g. the EALD teacher/LST as case manager and other relevant members).
- Ensure all relevant information from the principal's initial enrolment interview and documentation is reviewed by the School Support Team and any additional information is collected as required.
- Details of the proposed enrolment, including the documentation collected re visas and the enrolment application form are provided to the Education Officer: EALD and advice sought where necessary re student's initial settlement into the mainstream school.
- A School Action Plan is developed in consultation with relevant personnel where necessary.
- The School Action Plan is implemented by identified members of the school team.
- Ongoing Student Support Team meetings are planned and timelines are established.
- Ensure regular communication with parents/legal guardians to share relevant information.

In all cases, a report is provided to the principal to inform their reflection and decision making.

4. Reflection and decision making

The principal considers the information that has been provided by the parents/legal guardians in the Application for enrolment form, during the enrolment interview and any additional data that has been gathered. If additional needs or visa/EALD were identified, this information is also considered. The principal makes a decision to offer or decline enrolment.

The principal informs the School Support Team members (if applicable) and other relevant people of the decision.

If there is a need to access specific funding for the enrolling student, the principal informs their Senior Education Leader of the proposed enrolment offer.

5a. Enrolment offered

The principal informs the parents and/or legal guardians verbally of the decision and then in writing using the TCS Letter of offer and acceptance template (Appendix 12). The parents and/or legal guardians accept or reject the offer of enrolment by signing and returning the letter of offer and acceptance.

If the offer is accepted, the school undertakes the necessary administrative and educational preparation to welcome the student to the school.

5b. Enrolment not offered - family supported to find alternative options

The principal informs the parents and/or legal guardians verbally of the decision and then in writing, and if additional needs were identified, the School Support team.

For students with additional needs only

The principal shares the decision making process and explains to the parents and/or legal guardians the mainstream schooling options/facilities the school can provide for the student.

The principal assists the parents and/or legal guardians in finding alternative educational provision, if appropriate.

6. Appeal sought

The [TCS Complaints resolution procedure](#) should be followed to lodge an appeal of the final outcome of an application for enrolment.

3. Revised Parenting/Legal guardian and Fees Agreement

If it has been identified after the initial enrolment has been processed that there has been a change in the parenting and fee responsibility, a Revised Parenting/Legal guardian and Fees Agreement (Appendix 11) is to be completed by all parties. This provides opportunity for the update of parent/carer and legal guardian contact details, in addition to any changes to parents and legal guardians who are responsible for the enrolment and fees.

No adjustments are to be made to the current parenting and fee responsibility for the student/s until notification is received from all parents and legal guardians who were signatories on the previously submitted application for enrolment form/s confirming the new arrangements.

If a parent or legal guardian is no longer a signatory to the Enrolment Agreement because they are not named on the Revised Parenting/Legal guardian and Fees Agreement, the school is not required to confirm with that person that they are no longer a party to the Enrolment Agreement. As is the case for the Application for enrolment form, it is the responsibility of the parents/legal guardians to obtain the signatures of named parties on the Revised Parenting/Legal guardian and Fees Agreement.

Please note: In the case of a death of a named parent/legal guardian, it is not necessary to request the completion of a Revised Parenting/Legal guardian and Fees Agreement.

If there are separated family arrangements under the revised agreement, separated fee accounts, sometimes known as split fees, will not be issued. As parties to the enrolment contract are joint and severally liable for fees, one invoice will be issued to relevant parties. Parents and legal guardians can make their own payments against these invoices with all details being available within the Parent Portal and statements issued.

Should there be extenuating circumstances to separate fee accounts, contact is to be made with the relevant School Support Accountant for approval from the TCS Chief Financial Officer.

Appendix 1

Please note: An electronic version of this form is to be used by all schools/colleges and is to be available through the school/college website. The electronic version of the form will require online acknowledgements only, not signatures. Signatures will be required for the Letter of Offer and Acceptance from parents/legal guardians, and if the paper version of the Application for enrolment is utilised. A paper version is only to be provided if electronic access is not possible. All fields must be included, with only some aspects eg administration fee to be tailored for the school/college. If tailoring of the electronic form is required, the principal is to contact the Executive Officer, Office of the Executive Director, Toowoomba Catholic Schools Office.

Application for enrolment

We welcome your application to enrol your child/ren. On receipt of a completed application form and administration fee, we will be in touch to arrange an enrolment interview with you.

During the enrolment interview, we will talk about the school's mission and the shared values and ethos of our school community. We will also talk about the information you provide in this form and your reasons for wanting your child/ren to be a member of our school community. Therefore, it is important that you provide as much information as possible so that we can discuss all of your child/ren's educational and pastoral care needs.

Following the enrolment interview, we will be in contact with you to let you know if we can offer your child/ren a place at the school.

Need help? If you need help or an interpreter to complete this Application for Enrolment form, please contact the school.

| Student details | | | | | |
|---|--|---------------------------------|-----------------------------|--|----|
| Surname | | | | | |
| First name | | Middle name(s) | | | |
| Preferred name | | Gender | | <input type="checkbox"/> male <input type="checkbox"/> female <input type="checkbox"/> other | |
| Date of birth | | Religion | | | |
| Child's current school | | | | Current year level | |
| Reason for transfer (for children moving schools only) | | | | | |
| Proposed year level at entry to this school | | | | Proposed year of entry | 20 |
| Place of birth | | Country of birth | | | |
| Nationality | | Australian citizen | | <input type="checkbox"/> yes <input type="checkbox"/> no | |
| Ethnic origin | | | | | |
| First language spoken at home | | Other language/s spoken at home | | | |
| Has your child spent two (2) years or more in a non-English speaking country? | <input type="checkbox"/> yes <input type="checkbox"/> no | | | | |
| | If yes, in which country? | | | | |
| | Date of departure from Australia | | Date of return to Australia | | |
| | If yes, in which country? | | | | |
| | Date of departure from Australia | | Date of return to Australia | | |
| Indigenous identifier | | | | | |
| Is your child | <input type="checkbox"/> Aboriginal <input type="checkbox"/> Torres Strait Islander <input type="checkbox"/> Both Aboriginal and Torres Strait Islander <input type="checkbox"/> None of these | | | | |
| Does your family speak any Indigenous home language? | <input type="checkbox"/> yes <input type="checkbox"/> no | | | | |
| | If yes, which language? | | | | |
| If your child was born overseas, please provide the following details | | | | | |
| Date your child arrived in Australia | | | | Date your child first attended school in Australia | |

| Students who are present in Australia on a visa | | | | | |
|---|--|---|---|------------------|--|
| Is your child residing in Australia on a visa? | | <input type="checkbox"/> yes <input type="checkbox"/> no If yes, please provide the following information | | | |
| Visa subclass (3 digits) | | Visa type | <input type="checkbox"/> permanent <input type="checkbox"/> temporary | | |
| Visa number | | Passport number | | | |
| Passport expiry date | | Passport issued by (country) | | | |
| Does your child's passport expire before the visa? | | <input type="checkbox"/> yes <input type="checkbox"/> no If yes, please renew the passport at least six (6) months before the expiry date via your consulate/embassy. | | | |
| Fee paying overseas students | | | | | |
| Is your child a full fee paying overseas student (FFPOS)? | | <input type="checkbox"/> yes <input type="checkbox"/> no If yes, please provide the following information | | | |
| Confirmation of enrolment – course code | | | | | |
| Course description | | | | | |
| Confirmation of enrolment date | | | | | |
| Course start date | | Course end date | | | |
| OSHC provider | | Membership number | | OSHC expiry date | |
| Parish/Sacramental details | | | | | |
| Current parish | | | | | |
| Please provide details of the sacraments your child has received | | | | | |
| Sacrament | Date received | Parish | Copy of certificate attached | | |
| Baptism | | | <input type="checkbox"/> yes <input type="checkbox"/> no | | |
| Reconciliation | | | <input type="checkbox"/> yes <input type="checkbox"/> no | | |
| Eucharist | | | <input type="checkbox"/> yes <input type="checkbox"/> no | | |
| Confirmation | | | <input type="checkbox"/> yes <input type="checkbox"/> no | | |
| Additional needs <i>Please indicate if your child requires additional support for any of the following by ticking all that are relevant</i> | | | | | |
| Physical needs | <input type="checkbox"/> yes <input type="checkbox"/> no | Sensory needs (vision or hearing impairment) | <input type="checkbox"/> yes <input type="checkbox"/> no | | |
| Medical needs | <input type="checkbox"/> yes <input type="checkbox"/> no | Social/Emotional needs | <input type="checkbox"/> yes <input type="checkbox"/> no | | |
| Educational needs | <input type="checkbox"/> yes <input type="checkbox"/> no | Any other special needs | <input type="checkbox"/> yes <input type="checkbox"/> no | | |
| Behavioural needs | <input type="checkbox"/> yes <input type="checkbox"/> no | Other, please specify | | | |
| If you answered yes to any of the above, please provide full details of the needs of your child and any assessment, intervention or support he/she may be currently receiving or has received within the last two years (this may include speech/language pathology reports, medical specialist reports, Educational Adjustment Program (EAP) documents). Copies of reports must be provided with this Application for Enrolment form. | | | | | |
| | | | | | |
| Does your child access support through the National Disability Insurance Scheme (NDIS)? | | <input type="checkbox"/> yes <input type="checkbox"/> no If yes, please provide details | | | |

| Medical details | | | |
|---|--|--|--|
| Doctor/Medical centre name | | Phone number | |
| Student's Medicare number | | | |
| Student's Medicare card reference number | | Medicare expiry date | |
| Health care card no. (if applicable) | | | |
| Health fund (if applicable) | | Health fund number | |
| Private hospital cover | <input type="checkbox"/> yes <input type="checkbox"/> no | Private hospital cover no. | |
| Private hospital cover type | | | |
| Does your child suffer from asthma? | <input type="checkbox"/> yes <input type="checkbox"/> no | Does your child have an Asthma Management Plan? | <input type="checkbox"/> yes <input type="checkbox"/> no |
| Other Medical Conditions and Allergies: Please specify any allergies/medical alerts and conditions, particularly ANAPHYLAXIS, relating to your child eg allergy to nuts, penicillin, bee stings, diabetes, epilepsy, etc | | | |
| | | | |
| Date of last tetanus injection/booster | | Do you have your child's immunisation certificate? <i>If yes, please attach copy to application</i> | <input type="checkbox"/> yes <input type="checkbox"/> no |
| Media consent | | | |
| Do you give consent for your child's image and/or name being used by Catholic education for the purpose of promotion and marketing, including but without limitation, electronic media, year books, newsletters, advertising or promotional materials and/or media releases and statements. | | | <input type="checkbox"/> yes <input type="checkbox"/> no |
| Travel details | | | |
| How will your child travel to and from school eg bus, walk? | | | |

| Children in your family (please list all the children in your family – this is to enable joint family discounts on fees to be considered and for future school planning) | | | | |
|--|--|-------------------------|--------------------------|----------------|
| Full name | Gender | Year level eg Year 5 | Birth order eg eldest | Current school |
| | <input type="checkbox"/> male <input type="checkbox"/> female <input type="checkbox"/> other | | | |
| | <input type="checkbox"/> male <input type="checkbox"/> female <input type="checkbox"/> other | | | |
| | <input type="checkbox"/> male <input type="checkbox"/> female <input type="checkbox"/> other | | | |
| | <input type="checkbox"/> male <input type="checkbox"/> female <input type="checkbox"/> other | | | |
| | <input type="checkbox"/> male <input type="checkbox"/> female <input type="checkbox"/> other | | | |

| Family details | | |
|--|--|--|
| Parent/carer residing at same home address as child | | |
| Details | Parent/Carer 1 | Parent/Carer 2 |
| Title | | |
| Surname | | |
| Given name/s | | |
| Relationship to child eg father, aunty | | |
| Is this parent/carer and emergency contact? | <input type="checkbox"/> yes <input type="checkbox"/> no | <input type="checkbox"/> yes <input type="checkbox"/> no |
| Marital status | <input type="checkbox"/> married <input type="checkbox"/> separated <input type="checkbox"/> divorced <input type="checkbox"/> single <input type="checkbox"/> other | <input type="checkbox"/> married <input type="checkbox"/> separated <input type="checkbox"/> divorced <input type="checkbox"/> single <input type="checkbox"/> other |
| Home address | | |
| Postal address (if different to home address) | | |
| Home phone number | | |
| Work phone number | | |
| Mobile phone number | | |
| Email address | | |
| Country of birth | | |
| Nationality | | |
| Ethnic origin | | |
| Religion | | |
| Do you speak a language other than English at home? | <input type="checkbox"/> yes <input type="checkbox"/> no If yes, what language/s do you speak? | <input type="checkbox"/> yes <input type="checkbox"/> no If yes, what language/s do you speak? |
| Do you need an interpreter? | <input type="checkbox"/> yes <input type="checkbox"/> no If yes, which language? | <input type="checkbox"/> yes <input type="checkbox"/> no If yes, which language? |
| Highest year of school education | <input type="checkbox"/> Yr 12 or equivalent <input type="checkbox"/> Yr 11 or equivalent <input type="checkbox"/> Yr 10 or equivalent <input type="checkbox"/> Yr 9 or equivalent or below | <input type="checkbox"/> Yr 12 or equivalent <input type="checkbox"/> Yr 11 or equivalent <input type="checkbox"/> Yr 10 or equivalent <input type="checkbox"/> Yr 9 or equivalent or below |
| Level of highest qualification | <input type="checkbox"/> Bachelor degree or above <input type="checkbox"/> Diploma/Advanced Diploma <input type="checkbox"/> Certificate I to IV (includes trade cert) <input type="checkbox"/> no non-school qualification | <input type="checkbox"/> Bachelor degree or above <input type="checkbox"/> Diploma/Advanced Diploma <input type="checkbox"/> Certificate I to IV (includes trade cert) <input type="checkbox"/> no non-school qualification |
| Occupation | | |
| Occupational group (please refer to list of occupations on the final page of this form) | <input type="checkbox"/> Group 1 <input type="checkbox"/> Group 2 <input type="checkbox"/> Group 3 <input type="checkbox"/> Group 4 <input type="checkbox"/> Group 8 | <input type="checkbox"/> Group 1 <input type="checkbox"/> Group 2 <input type="checkbox"/> Group 3 <input type="checkbox"/> Group 4 <input type="checkbox"/> Group 8 |
| Employer | | |
| Employer address | | |
| Medicare number | | |

| Parent/carer <i>not</i> residing at same home address as child | | |
|---|--|--|
| Details | Parent/Carer 3 | Parent/Carer 4 |
| Title | | |
| Surname | | |
| Given name/s | | |
| Relationship to child/ren eg mother, gran | | |
| Is this parent/carer an emergency contact? | <input type="checkbox"/> yes <input type="checkbox"/> no | <input type="checkbox"/> yes <input type="checkbox"/> no |
| Marital status | <input type="checkbox"/> married <input type="checkbox"/> separated <input type="checkbox"/> divorced <input type="checkbox"/> single <input type="checkbox"/> other | <input type="checkbox"/> married <input type="checkbox"/> separated <input type="checkbox"/> divorced <input type="checkbox"/> single <input type="checkbox"/> other |
| Home address | | |
| Postal address (if different to home address) | | |
| Home phone number | | |
| Work phone number | | |
| Mobile phone number | | |
| Email address | | |
| Country of birth | | |
| Nationality | | |
| Ethnic origin | | |
| Religion | | |
| Do you speak a language other than English at home? | <input type="checkbox"/> yes <input type="checkbox"/> no If yes, what language/s do you speak? | <input type="checkbox"/> yes <input type="checkbox"/> no If yes, what language/s do you speak? |
| Do you need an interpreter? | <input type="checkbox"/> yes <input type="checkbox"/> no If yes, which language? | <input type="checkbox"/> yes <input type="checkbox"/> no If yes, which language? |
| Highest year of school education | <input type="checkbox"/> Yr 12 or equivalent <input type="checkbox"/> Yr 11 or equivalent <input type="checkbox"/> Yr 10 or equivalent <input type="checkbox"/> Yr 9 or equivalent or below | <input type="checkbox"/> Yr 12 or equivalent <input type="checkbox"/> Yr 11 or equivalent <input type="checkbox"/> Yr 10 or equivalent <input type="checkbox"/> Yr 9 or equivalent or below |
| Level of highest qualification | <input type="checkbox"/> Bachelor degree or above <input type="checkbox"/> Diploma/Advanced Diploma <input type="checkbox"/> Certificate I to IV (includes trade cert) <input type="checkbox"/> no non-school qualification | <input type="checkbox"/> Bachelor degree or above <input type="checkbox"/> Diploma/Advanced Diploma <input type="checkbox"/> Certificate I to IV (includes trade cert) <input type="checkbox"/> no non-school qualification |
| Occupation | | |
| Occupational group (please refer to list of occupations on the final page of this form) | <input type="checkbox"/> Group 1 <input type="checkbox"/> Group 2 <input type="checkbox"/> Group 3 <input type="checkbox"/> Group 4 <input type="checkbox"/> Group 8 | <input type="checkbox"/> Group 1 <input type="checkbox"/> Group 2 <input type="checkbox"/> Group 3 <input type="checkbox"/> Group 4 <input type="checkbox"/> Group 8 |
| Employer | | |
| Employer address | | |
| Medicare number | | |

| | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|--|
| Legal guardian (if different to the above) | | | | | |
| Name | | | | Contact number | |
| Organisation name (if applicable) | | | | | |
| Postal address | | | | | |
| Email address | | | | | |
| Additional emergency contacts | | | | | |
| Additional emergency contact 1 | | | | | |
| Name | | | | Contact number | |
| Relationship to child eg grandparent, parent | | | | | |
| Additional emergency contact 2 | | | | | |
| Name | | | | Contact number | |
| Relationship to child eg grandparent, parent | | | | | |
| Communication | | | | | |
| From details on page 4, 5 and 6 | Parent/ carer 1 | Parent/ carer 2 | Parent/ carer 3 | Parent/ carer 4 | Legal guardian |
| With whom should the school communicate regarding day to day matters? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| With whom should the school communicate regarding daily attendance? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| To whom should the school send a copy of academic reports? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| To whom should the school send the invoice for tuition fees each term? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Who does the child live with? | | | | | |
| <input type="checkbox"/> Both parents <input type="checkbox"/> Parent/carers 1 only <input type="checkbox"/> Parent/carers 2 only <input type="checkbox"/> Parent/carers 3 only <input type="checkbox"/> Parent/carers 4 only <input type="checkbox"/> Legal guardian <input type="checkbox"/> Shared arrangement (please provide details) | | | | | |
| Access restrictions, family court orders, parenting plans | | | | | |
| Are there any family court orders or parenting plans that have been issued in relation to the child you are applying to enrol? (If yes, support documents must be provided with the Application for enrolment form) | | | | | <input type="checkbox"/> yes <input type="checkbox"/> no |
| Are there any apprehended violence orders or domestic violence orders in place in relation to the child you are applying to enrol? (If yes, support documents must be provided with the Application for enrolment form) | | | | | <input type="checkbox"/> yes <input type="checkbox"/> no |
| Is there a child protection order in place for the child you are applying to enrol? (If yes, support documents must be provided with the Application for enrolment form) | | | | | <input type="checkbox"/> yes <input type="checkbox"/> no |
| How did you hear about the school? | | | | | |
| <input type="checkbox"/> current family <input type="checkbox"/> relative in school <input type="checkbox"/> recommendation <input type="checkbox"/> family of previous students <input type="checkbox"/> internet search <input type="checkbox"/> local knowledge <input type="checkbox"/> school promotional material or advertising <input type="checkbox"/> school event <input type="checkbox"/> other _____ | | | | | |
| Why did you choose the school? | | | | | |
| <input type="checkbox"/> academic standards <input type="checkbox"/> community involvement <input type="checkbox"/> Catholic school option <input type="checkbox"/> facilities/resources/services <input type="checkbox"/> pastoral care <input type="checkbox"/> curriculum <input type="checkbox"/> information on website <input type="checkbox"/> sport programs <input type="checkbox"/> vision, mission, values <input type="checkbox"/> location <input type="checkbox"/> parent information <input type="checkbox"/> atmosphere <input type="checkbox"/> reputation <input type="checkbox"/> co-curricular opportunities <input type="checkbox"/> heritage and traditional <input type="checkbox"/> other (please provide details) | | | | | |

Application for enrolment - Parent/ Legal guardian Agreement

Please tick the relevant boxes below.

Policies and procedures

I/we have read and agree to support and follow the policies and procedures as listed below as an essential condition of this application for enrolment. I/we understand that these policies and procedures will be updated from time to time and I/we will be notified through the school's usual communication channels.

☐ [Diocese of Toowoomba Catholic Schools policies, procedures and guidelines](#)

☐ [TCS Privacy Statement](#)

☐ [TCS Acceptable Use of ICT Systems and Resources policy](#)

☐ [TCS Student Protection processes and guidelines](#)

☐ School policies and procedures

Religious life of the school

☐ If this enrolment is successful, I/we agree to support the Catholic ethos and our child's participation in the religious life of the school eg liturgies, retreats.

Supporting documents

I/we have attached copies of the following supporting documents to this Application for enrolment.

☐ Birth certificate

☐ Baptismal certificate

☐ Passport and visa (where applicable)

☐ Evidence of time out of the country eg passport, exit and entry stamps, overseas school reports (where applicable)

☐ Most recent previous school reports and external assessment results (where applicable)

☐ Relevant family court orders (where applicable)

☐ Immunisation certificate (primary school applications only)

☐ Court orders (if applicable)

Financial commitment

☐ If this application for enrolment is successful, I/we understand that we are responsible for payment of Fees. The Application for enrolment form, combined with the Letter of Offer and Acceptance, binds the signatories to fee responsibility unless a new Application for enrolment form or Revised Parenting/Legal guardian and Fees Agreement is completed.

☐ I/we have read the Fee schedule and the [School fees policy](#) and I/we understand and agree to accept them in full in relation to the enrolment of the child named herein.

☐ Where more than one parent/legal guardian is a party to this Application for enrolment – Parent/Legal guardian Agreement and regardless of who has been nominated to receive invoices, each parent/legal guardian is jointly and severally liable for payment of all Fees levied by the school. Fees will be issued in their entirety and not split to separate accounts.

☐ I/we will pay punctually, as they fall due, all Fees in accordance with the terms set forth in the School fees policy and Fee schedule issued by the school. Appropriate recovery action will commence immediately after the due date for Fees has passed. Any additional costs incurred by the school to recover overdue Fees will be added to the balance of the account in default.

☐ I/we are not aware of any outstanding Fees or charges, in relation to the child/ren applying to enrol, that I/we are responsible for at another Catholic school, or I/we have an approved payment arrangement in place.

☐ I/we have included the enrolment application administration fee of \$ _____ with this application for enrolment and I/we understand that this money will not be refundable if the application is not successful.

Privacy, information collection and updating information

In processing this application for enrolment, it may be necessary for the school or Toowoomba Catholic Schools Office to look at documents held by previous educational institutions, health care professionals or other agencies. This information will be collected, used and stored consistent with legislative requirements. The consent of the owner of the information, whilst not always necessary, is appreciated and will aid in the efficient assessment of the application.

☐ I/we give consent for the school and Toowoomba Catholic Schools Office to gain access to relevant information about the child we wish to enrol that is held by previous educational institutions, health care professionals or other agencies by approaching these bodies directly. I understand that the information that is requested may relate to the answers that I have given to any part of this application for enrolment form.

☐ For students on a visa, I/we give consent to the Toowoomba Catholic Schools Office to check visa entitlements electronically via the Department of Immigration's Visa Entitlement Verification Online (VEVO) web tool for the duration of enrolment.

☐ I/we understand that the information that I/we provide will be kept by the school if the Application for enrolment is successful.

☐ I/we understand that we must notify the school of any changes to the information that is contained within this Application for enrolment, throughout the period of enrolment.

Default

☐ I/we understand that I/we are agreeing to all aspects of this Application for enrolment – Parent/Legal guardian Agreement.

☐ I/we understand that if we do not meet our obligations, we will be in breach of this Application for enrolment – Parent/Legal guardian Agreement. As a result, the school may terminate the Agreement by written notice to me/us. (This is without prejudice to any other rights of the school.)

Definitions

- Enrolment Agreement – means
 - this Application for enrolment form
 - any Revised Parenting/Legal guardian and Fees Agreement (if acceptable to the school)
 - the policies and procedures as updated from time to time, and
 - the Acceptance/Declining of offer form, and the letter from the school enclosing it.
- Fees include all tuition and boarding fees (if applicable), levies, other charges and expenses incurred by the school in collecting any outstanding debts.
- Policies and procedures include those policies and procedures noted in the Application for enrolment form and available on the Diocese of Toowoomba Catholic Schools website and the school website.

Declaration

The signature of both parents or legal guardians is required.

If only one parent/legal guardian is completing this form and/or signing the declaration below, and no court order is in place, a statement describing the parenting and fee responsibility of each parent or legal guardian, in relation to the child's enrolment at the school, MUST be attached to this application.

☐ I/we declare the information provided in this Application for enrolment form is, to the best of my/our knowledge and belief, accurate and complete. I/we understand that if any misleading information has been provided, or any omission of significant, relevant information made in this Application for enrolment form, acceptance will not be granted, or if discovered after acceptance, the enrolment may be withdrawn.

All adults responsible for the PARENTING and PAYMENT OF FEES of the student are required to sign here.

| | | | |
|------------------------------|------|-----------|------|
| Parent 1 or Legal guardian 1 | Name | Signature | Date |
| Parent 2 or Legal guardian 2 | Name | Signature | Date |

Please note: If submitting this form electronically, you will be required to sign this form during the enrolment interview.

If there are additional person/s responsible for the PAYMENT OF FEES to the above, please complete the following.

| | |
|-----------------------|-----------------------|
| Name | Name |
| Postal address | Postal address |
| Email address | Email address |
| Relationship to child | Relationship to child |
| Signature | Signature |
| Date | Date |

Please note: Acceptance of this Application for enrolment form is subject to approval by the principal. Acceptance to this school does not constitute acceptance into any other Catholic school (primary or secondary).

Office use only

Application and offer

| | | | | | |
|----------------------------------|--|------------------|----|-------------------|--|
| Date application received | | Admin fee paid | \$ | Receipt number | |
| Enrolment interview date | | Interviewed by | | Date offer issued | |
| Acceptance of enrolment received | | School fees paid | \$ | Receipt number | |

Student enrolment details

| | | | | | |
|-----------------------|--|----------------------------|--|-------|--|
| Class | | PC teacher | | House | |
| Date commenced | | Family key contact details | | | |
| Special circumstances | <input type="checkbox"/> yes <input type="checkbox"/> no If yes, please specify | | | | |

Occupational groups

Parent occupation definition

Parent occupation is defined as the main work undertaken by the parent/carer. If a parent/carer has more than one job, report their main job.

Group 1 Senior management in large business organisation, government administration and defence, and qualified professionals

- **Senior executive/manager/department head** in industry, commerce, media or other large organisation
- **Public service manager (section head or above)** - regional director, health/education/police/fire service administrator
- **Other administrator** – school principal, faculty head/dean, library/museum/gallery director, research facility director
- **Defence forces** – commissioned officer
- **Professionals** – generally have a degree or higher qualifications and experience in applying this knowledge to design, develop or operate complex systems; identify, treat and advise on problems; and teacher others
- **Health, education, law, social welfare, engineering, science, computing** professional
- **Business** – management consultant, business analyst, accountant, policy analyst, actuary, valuer
- **Air/Sea transport** – aircraft/ship's captain, officer, pilot, flight officer, flying instructor, air traffic controller

Group 2 Other business managers, arts/media/sportsperson and associate professionals

- **Owner/manager** – farm, construction, import/export, wholesale, manufacturing, transport, real estate business
- **Specialist manager** – finance, engineering, production, personnel, industrial relations, sales, marketing
- **Financial services manager** – bank branch manager, finance/investment/insurance broker, credit/loans officer
- **Retail sales/services manager** – shop, petrol station, restaurant, club, motel/hotel, cinema, theatre, agency
- **Arts/media/sports** – musician, actor, dancer, painter, potter, sculptor, journalist, author, media presenter, photographer, designer, illustrator, proofreader, sportsman/woman, coach, trainer, sports official
- **Associate professional** – generally have diploma/technical qualifications and support managers and professionals
- **Health, education, law, social welfare, engineering, science, computing** – technician/associate professional
- **Business/administration** – recruitment/employment/industrial relations/training officer, marketing/advertising specialist, market research analyst, technical sales representative, retail buyer, office/project manager
- **Defence forces** – non-commissioned officer

Group 3 Tradesmen/women, clerks and skilled office, sales and service staff

- **Tradesmen/women** – generally have completed four (4) year Trade Certificate, usually by apprenticeship; all tradesmen/women are included in this group
- **Clerks** - bookkeeper, bank/PO clerk, statistical/actuarial clerk, accounting/claims/audit clerk, payroll clerk, recording/registry/filing clerk, betting clerk, stores/inventory clerk, purchasing/order clerk, freight/transport/shipping clerk, bond clerk, customs agent, customer service clerk, admissions clerk
- **Skilled office, sales and service staff** – office: secretary, personal assistant, desktop publishing operator, switchboard operator; sales: company sales representative, auctioneer, insurance agent/assessor/loss adjuster, market researcher; service: aged/disabled/refugee/child care worker, nanny, meter reader, parking inspector, postal worker, courier, travel agent, tour guide, flight attendant, fitness instructor, casino dealer/supervisor

Group 4 Machine operators, hospitality staff, assistants, labourers and related workers

- **Drivers, mobile plant, production/processing machinery and other machinery operators**
- **Hospitality staff** – hotel service supervisor, receptionist, waiter, bar attendant, kitchen hand, porter, housekeeper
- **Office assistants, sales assistants and other assistants** – office: typist, word processing/data entry/business machine operator, receptionist, office assistant; sales: sales assistant, motor vehicle/caravan/parts salesperson, checkout operator, cashier, bus/train conductor, ticket seller, service station attendant, car rental desk staff, street vendor, telemarketer, shelf stacker; assistant/aide: trade's assistant, school/teacher's aide; dental assistant, veterinary nurse, nursing assistant, museum/gallery attendant, usher, home helper, salon assistant, animal attendant
- **Labourers and related workers** – Defence Forces ranks below NCO not included above; agriculture, horticulture, forestry, fishing, mining work: farm overseer, shearer, wool/hide classer, farm hand, horse trainer, nurseryman, greenkeeper, gardener, tree surgeon, forestry/logging worker, miner, seafarer/fishing hand; other worker: labourer, factory hand, storeman, guard, cleaner, caretaker, laundry worker, trolley collector, car park attendant, crossing supervisor

Group 8 Currently not in paid work

If the person is not currently in paid work but has had a job in the last 12 months or has retired in the last 12 months, please use the person's last occupation. If the person has not been in paid work in the last 12 months, tick Group 8.

Please note: This form is available on the intranet in the Policy and Procedure Register as a separate document for use by schools. It is not to be published or provided in an electronic form.

Application for early entry to Prep

Privacy Statement

Diocese of Toowoomba Catholic Schools (TCS) is collecting the information on this form for the purposes outlined in Part 4, s.15 of the Education (General Provisions) Regulation 2006, and in particular for assessing whether this application for early entry to Prep should be approved.

Information relevant to the application process may be shared with any other Catholic schools at which you have applied for early entry to Prep (if any) or in accordance with s. 180 of the Education (General Provisions) Act 2006 with the Chief Executive of the Department of Education and Training and may be taken into account in the principal's decision-making process to determine eligibility for early entry to Prep. Personal information collected on this form may be disclosed to third parties where authorised or required by law. Your information will be stored securely. If you wish to access or correct any of the personal information on this form, or discuss how it has been dealt with, please contact the school where this application has been submitted. If you have a concern or complaint about the way your personal information has been collected, used, stored or disclosed, please also contact the school in the first instance

| | |
|--|--|
| Name of school receiving this application | |
|--|--|

1. Confirmation of eligibility

Please tick one of the following boxes to confirm that your child may be eligible for early entry to Prep.

I confirm that

| | |
|--------------------------|--|
| <input type="checkbox"/> | my child will be at least 5 years and 5 months on 31 December in the proposed year of attendance at school (ie a child who turns 5 on or before 31 July) |
|--------------------------|--|

Please provide evidence of the child's date of birth (e.g. birth certificate, passport, visa documents)

OR

| | |
|--------------------------|--|
| <input type="checkbox"/> | my child has started education in another state, territory or country that is equivalent to the Prep year. |
|--------------------------|--|

Please provide evidence including

- formal notification of enrolment and attendance, including confirmation of enrolment in a pre-Year 1 program in another state, territory or country (eg school report, student transfer note)
- evidence of the child's date of birth (eg birth certificate, passport, visa documents)
- information including progress reports and anecdotal records from the previous school.

2. Applicant's details

| Child's details (*as per birth certificate) | | | |
|---|--|-------------------------------|--|
| Legal family name* | | Legal given name/s* | |
| Preferred family name | | Preferred given name/s | |
| Gender* | <input type="checkbox"/> male <input type="checkbox"/> female <input type="checkbox"/> other | Date of birth | |
| Residential address | | | |
| | Suburb/Town | Postcode | |

For school use only

| | | | |
|----------------------------------|--|--|--|
| Date application received | | Date entered into SAS (as future enrolment) | |
| <input type="checkbox"/> | Evidence of child's date of birth has been sighted eg birth certificate, passport, family court order, or Australian Government documentation such as Centrelink or Medicare documents and DOB confirmed | | |
| <input type="checkbox"/> | For interstate and overseas children only, evidence has been sighted of: formal notification of enrolment and attendance from a school eg school report, transfer note AND data including progress reports and anecdotal records from the school | | |

| Parent/carer details | | |
|----------------------|--|--|
| Details | Parent/carer 1 | Parent/carer 2 |
| Family name | | |
| Given name/s | | |
| Gender | <input type="checkbox"/> male <input type="checkbox"/> female <input type="checkbox"/> other | <input type="checkbox"/> male <input type="checkbox"/> female <input type="checkbox"/> other |
| Home phone | | |
| Mobile phone | | |
| email address | | |

3. Prior early childhood experience and application status

3.1 Prior early childhood experience

| | |
|---|--|
| Has your child ever participated in an approved kindergarten program? | <input type="checkbox"/> yes <input type="checkbox"/> no |
| If yes , please provide the following information. | |
| Name of kindergarten/early childhood education centre | |
| Name of early childhood educator | |
| Date enrolled | |

3.2 Application status

| | |
|---|--|
| Is this the only early entry to Prep application that has been submitted to a school for your child. | <input type="checkbox"/> yes <input type="checkbox"/> no |
| If no , please list the school/s to which you have submitted an application and indicate the status of the application. If a principal's decision has been received, please attach a copy. | |
| Name of school | Status of application |
| Name of school | Status of application |

4. Evidence to support the application

For a child to be eligible for early entry to Prep, it is necessary for them to have the required attributes. This is because they will be taught and learn about all areas of the curriculum at a younger age and will be required to relate to older peers throughout their schooling.

The principal will consider your child's range of attributes in order to make an initial decision as to whether your child may be eligible for early entry to Prep and whether further assessment is required. Further information regarding the requirements of Prep is in *Considerations and application process for Early Entry to Prep* available at <http://education.qld.gov.au/schools/school-operations/docs/considerations.pdf>

Please complete the tables below (4.1 to 4.4) and attach any relevant documentation to support your application (eg samples of your child's work, letter/report from the current kindergarten, child care centre, school or teacher, if available).

Please note: It is not necessary to obtain a report from an independent professional. However, if your child is currently seeing a relevant professional such as a paediatrician, you may include a report from that professional to support your application at your own expense

Please read the indicators in the following tables and identify how often you believe your child demonstrates each indicator.

Please note: It is not expected that your child will always be displaying every indicator.

4.1 Attribute – aptitude and ability

| Indicator | Frequency | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| My child | Never | Sometimes | Usually | Always |
| a. recalls past experiences, events, or discussions when prompted | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. talks confidently, including expressing their feelings and ideas, to familiar children and adults | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. talks confidently to unfamiliar children and adults | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. makes several attempts to complete a new or challenging experience before seeking help | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. actively seeks and accepts help from familiar and unfamiliar adults | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. asks questions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. listens to others and answers simple questions, instructions or requests | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. has awareness of and attention to routines, roles and responsibilities (eg knows when to wear a hat and where it is kept; knows how to act during reading time; is able to follow familiar class routines without reminders) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. confidently makes choices/decisions and follows through | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. recognises a problem and ways to solve it (eg completing jigsaw puzzles, using building blocks to create structures) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. is willing to contribute thoughts, ideas and solutions to problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. can work independently and maintain focus to complete familiar activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m. can tell and/or retell a simple familiar story | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please provide two examples of how your child shows his/her aptitude and ability.

4.2 Attribute – social and emotional competence

| Indicator | Frequency | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | Never | Sometimes | Usually | Always |
| My child | | | | |
| a. makes friends easily | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. participates in play and enjoys new and challenging experiences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. takes turns in games and activities and shares toys and equipment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. follows simple directions and understands rules | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. shows responsibility (eg helping to tidy up after activities) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. participates in group activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. expresses their needs and wants appropriately | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. separates from parents/carers easily | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. copes with changes to routines and experiences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| j. can talk about emotions (eg I'm sad today) and take steps to deal with conflict | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. looks after belongings and can complete simple activities independently | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please provide two examples of how your child shows his/her social and emotional competence.

4.3 Attribute – physical development

| Indicator | Frequency | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| My child | Never | Sometimes | Usually | Always |
| a. is beginning to use scissors and/or glue | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. has started to draw/write with crayons/pencils | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. can thread some beads on string | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. is beginning to unpack their lunch box and use a drink bottle | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. is well-coordinated (eg can confidently balance, run, jump, and use equipment such as balls or climbing apparatus) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. can go to the toilet and dress themselves without help | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. doesn't give up and remains involved in physical activities which prove challenging to them | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. doesn't get overly tired and can engage in activities throughout the day | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please provide two examples of how your child shows his/her physical development.

4.4 Attribute – level of knowledge and understanding

| Indicator | Frequency | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| My child | Never | Sometimes | Usually | Always |
| a. has confidence in learning, shows natural curiosity and interest in learning new things | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. is able to solve simple day-to-day problems by themselves | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. is familiar with some rhyming verses, chants and songs (eg nursery rhymes, pre-school songs) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. is familiar with and enjoys stories and books | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. can recognise some letters | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. gives meaning to their own writing (ie scribble, symbols, strings of letters) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. can compare, group and sort objects (eg according to colour, size or shape) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. can follow a sequence (eg thread beads according to a pattern), then describe what they have created | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. can correctly count objects, can compare attributes (weight, length, size, etc) and explain similarities and differences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. shows an understanding of spatial positions (eg in, under, on top of) and directions (e.g. stand up, turn the page) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. learns from past experiences and applies what they learn to new situations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please provide two examples of how your child shows his/her knowledge and understanding.

Parent/legal guardian declaration

I declare that the information provided in this form is true and accurate. I understand that if any information changes, I am required to advise the principal of the school to which the form is submitted of these changes.

| | |
|--|--|
| Parent/legal guardian 1 signature | |
| Parent/legal guardian 1 name (please print) | |
| Parent/legal guardian 2 signature | |
| Parent/legal guardian 2 name (please print) | |
| Date | |

Appendix 2

Please note: This template is available through the intranet's Policy and Procedure Register as separate document for use by schools.

Transfer note request letter template

Copy and paste to the school letterhead

Dear [Click or tap here to enter text.](#)

In accordance with Section 387 of the Education (General Provisions) Act 2006, I am requesting a transfer note and copies of any documents mentioned in the transfer note, for the following person/s for whom we have received an application for enrolment at this school.

[Click or tap here to enter text.](#)

In accordance with Section 387 (4) of the Act, please forward the transfer note and copies of documents mentioned in the transfer note within ten (10) school days to me at the address at the top of this letter.

Thank you for your assistance.

Yours sincerely

[Click or tap here to enter text.](#)

Principal

[Click or tap here to enter text.](#)

Appendix 3

Please note: This checklist is available through the intranet's Policy and Procedure Register as separate document for use by schools.

Developmental milestones and the Early Years Learning Framework/National Quality Standards 3-5 years

| Child's name | | Age in years and months | | Date | | | |
|--|--|-------------------------|--|----------------|--------------|---------------------|---------------------|
| Physically, my child | | | | Never – seldom | Occasionally | Often – quite a bit | Very often - always |
| dresses and undresses with little help | | | | | | | |
| hops, jumps and runs with ease | | | | | | | |
| climbs steps with alternating feet | | | | | | | |
| gallops and skips by leading with one foot | | | | | | | |
| transfers weight forward to throw ball | | | | | | | |
| attempts to catch ball with hands | | | | | | | |
| climbs playground equipment with increasing agility | | | | | | | |
| holds crayon/pencil etc. between thumb and first two fingers | | | | | | | |
| exhibits hand preference | | | | | | | |
| imitates a variety of shapes when drawing eg circles | | | | | | | |
| independently cuts paper with scissors | | | | | | | |
| can use the toilet themselves | | | | | | | |
| feeds self with minimum spills | | | | | | | |
| walks and runs more smoothly | | | | | | | |
| enjoys learning simple rhythm and movement routines | | | | | | | |
| Socially, my child | | | | Never – seldom | Occasionally | Often – quite a bit | Very often - always |
| enjoys playing with other children | | | | | | | |
| may have a particular friend | | | | | | | |
| shares, smiles and cooperates with peers | | | | | | | |
| develops independence and social skills they use for learning and getting on with others at preschool and school | | | | | | | |
| Emotionally, my child | | | | Never – seldom | Occasionally | Often – quite a bit | Very often - always |
| understands when someone is hurt and comforts them | | | | | | | |
| attains gender stability (sure she/he is a girl/boy) | | | | | | | |
| may show bouts of aggression with peers | | | | | | | |
| likes to give and receive affection from parents | | | | | | | |

| | | | | |
|--|-------------------|--------------|------------------------|------------------------|
| may praise themselves and be boastful | | | | |
| Cognitively, my child | Never – seldom | Occasionally | Often – quite a bit | Very often - always |
| understands opposites eg big/little and positional words eg middle, end | | | | |
| uses objects and materials to build or construct things eg block tower, puzzle, clay, sand and water | | | | |
| answers simple questions | | | | |
| counts five to ten things | | | | |
| has a longer attention span | | | | |
| talks to self during play - to help guide what he/she does | | | | |
| follows simple instructions | | | | |
| follows simple rules and enjoys helping | | | | |
| may write some numbers and letters | | | | |
| engages in dramatic play, taking on pretend character roles | | | | |
| recalls events correctly | | | | |
| counts by rote, having memorised numbers | | | | |
| touches objects to count - starting to understand relationship between numbers and objects | | | | |
| can recount a recent story | | | | |
| copies letters and may write some unprompted | | | | |
| can match and name some colours | | | | |
| Language, my child | Never – seldom | Occasionally | Often – quite a bit | Very often - always |
| speaks in sentences and use many different words | | | | |
| answers simple questions | | | | |
| asks many questions | | | | |
| tells stories | | | | |
| talks constantly | | | | |
| enjoys talking and may like to experiment with new words | | | | |
| uses adult forms of speech | | | | |
| takes part in conversations | | | | |
| enjoys jokes, rhymes and stories | | | | |
| will assert self with words | | | | |

Source: Early Years Learning Framework Practice Based Resources - Developmental Milestones (Developmental milestones and the EYLF/NQS), Department of Social Services, Australian Government, 2015

Suggested student activities during Prep enrolment interviews

| | | |
|---|---|--|
| Physical <ul style="list-style-type: none"> • colour, draw a picture • catch a ball • cut out a shape/animal... • run, hop, jump... • bead threading | Social <ul style="list-style-type: none"> • smiles • engages in a conversation • play with blocks • asks for help in setting up play • ask the student to tell you a story | Emotional <ul style="list-style-type: none"> • ask to share blocks • discuss what the student likes to do/play/eat • ask the student about their friends and what they like to play with their friends |
| Cognitive <ul style="list-style-type: none"> • complete a puzzle • count objects • answers simple questions about their play • writes name or some letters/numbers • follows simple instructions • name some colours • student repeats a sentence you have given them | Language <ul style="list-style-type: none"> • give 2 step directions eg pick up the red crayon and place near the book • read a story and ask questions about the story • recount or tell a story • draw a picture of themselves with their friend • picture vocabulary – pictures of different items ask questions such as which are animals | |

Appendix 4

Please note: This template is available through the intranet's Policy and Procedure Register as separate document for use by schools.

Information access permission (linked to Step 3)

In accordance with the [Diocese of Toowoomba Catholic Schools' Privacy Statement](#), permission must be given by the parent or legal guardian 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.

_____ (Student's name) _____ (Date of Birth)

I/We _____ (parents/legal guardian) hereby authorise the principal or school representative of _____ School/College to collect information (either orally or via documentary material) from the following, which *may* hold relevant information in relation to my child.

| | |
|--|---|
| Educational organisations | <input type="checkbox"/> Toowoomba Catholic Schools Office |
| | <input type="checkbox"/> Department of Education and Training (State Schools) |
| | <input type="checkbox"/> Other education sectors eg Independent schools |
| Medical | <input type="checkbox"/> Medical practitioners |
| | <input type="checkbox"/> Pediatrician |
| | <input type="checkbox"/> Psychologist |
| | <input type="checkbox"/> Audiologist |
| | <input type="checkbox"/> Ophthalmologist/Optometrist |
| | <input type="checkbox"/> Other specialists, <i>please name</i> |
| Therapy services | <input type="checkbox"/> Speech pathologist |
| | <input type="checkbox"/> Occupational therapist |
| | <input type="checkbox"/> Physiotherapist |
| | <input type="checkbox"/> Psychologist/Counsellor |
| | <input type="checkbox"/> Other, <i>please name</i> |
| Early intervention centres | <input type="checkbox"/> <i>please name</i> |
| Other non-school organisations eg Epilepsy Queensland, Cerebral Palsy League, Department of Communities | <input type="checkbox"/> <i>please name</i> |

I understand and acknowledge that the information will be shared and stored by Diocese of Toowoomba Catholic Schools strictly for the purpose of enrolment application and ongoing education provision.

Signature: _____

Date: _____

Appendix 5

Please note: This template is available through the intranet's Policy and Procedure Register as separate document for use by schools.

Data gathering and collation (linked to Step 3)

Information gathering *(summary of information gathered through enrolment form and enrolment meeting)*

| |
|--|
| Family (eg living arrangements, family members, cultural background, current concerns, social emotional wellbeing) <i>Is there additional information about your family that would help us to understand the needs of your child?</i> |
| |
| Accessing learning (eg does your child like to learn by talking or doing? What is your child interested in?) <i>Is there additional information that help us to understand how your child learns?</i> <i>What do you know about how or what additional support would assist your child in their learning eg sound field system, large print, glasses, regular breaks?</i> |
| |

School plan *(to be completed with the parents/legal guardians)*

| |
|---|
| Curriculum <i>Describe curriculum modifications or adjustments that will support this student</i> |
| |
| Learning access <i>Describe learning access that will support this student</i> |
| |
| Family support <i>Describe the strategies that will support this family?</i> |
| |
| Specialist input <i>Describe the strategies suggested by the specialist</i> |
| |
| School structures <i>eg IEP, ILP, CMP, learning buddy, seating plan, break cards, regular parent/carer/legal guardian meetings, specialist's recommendations</i> |
| |

Appendix 6

Please note: This template is available through the intranet's Policy and Procedure Register as separate document for use by schools.

Enrolment support meeting minutes (linked to Step 3b)

| | | | |
|--------------|--|------------|--|
| Meeting date | | | |
| Student name | | DOB | |
| School | | Year level | |

| Meeting participants | | |
|---|---------|-----------|
| Role | Name | Signature |
| Parents/carers | | |
| | | |
| Student (if appropriate) | | |
| Learning Support Teacher | | |
| Principal | | |
| Other | | |
| Scribe | | |
| Apologies | | |
| | | |
| Welcome and introduction | | |
| Explanation of <i>Enrolment Support Meeting</i> – reason and agenda | | |
| Tabling of documents <ul style="list-style-type: none"> <input type="checkbox"/> Information access permission form <input type="checkbox"/> Data gathering and collation form <input type="checkbox"/> Specialists reports (please list) | | |
| Summary of discussion | | |
| | | |
| Actions | | |
| Action | By whom | Date |
| | | |
| | | |
| | | |
| | | |
| Follow-up meeting date (if required) | | |

Copies of meeting minutes to be provided to the following.

☐ Parent/legal guardian ☐ LST ☐ ☐

Appendix 7

Enrolling a student on a visa

Sight the original Visa and obtain a clear scanned copy (colour if possible) of the following documentation for each prospective student.

- The student's passport photo ID page OR ImmiCard.
- The Visa Grant Notice from DIBP.

Please note: In the case of a Secondary Visa (sub class 500) a copy of the parent's visa is also required.

Provide parents/carers with a Visa Entitlement Verification Online (VEVO) parental consent form and ask them to complete the form.

Forward a copy of the documents collected above and the Enrolment application form to the Education Officer: EALD to determine which of the following applies.

Student is entitled to a General Recurrent Grant (GRG) - follow enrolment as per Australian student

Student is entitled to GRG and TCSO EALD New arrival's funding – follow the enrolment procedures as per an Australian student.

Student is a secondary visa holder of a student visa (the parent is the primary visa holder – subclass 500). Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) registration is NOT required by the school/college, however full overseas fees must be paid by the family to the school.

Student is the primary visa holder - subclass 571 (with the exception of secondary exchange students). School MUST be CRICOS registered and student MUST pay full overseas fees. Conduct enrolment as per schools CRICOS procedures.

Undertake Step 2b of the Enrolment application procedure ie Enrolment meeting between the principal, parents/carers and prospective student. Consider if an interpreter is required (see Appendix 8 and 9 for suggested questions and to book interpreter services)

Yes

Are any additional needs identified?

No

Begin Step 3 of the *Enrolment application procedure* ie Additional needs enrolment procedure

Undertake Step 4 of the *Enrolment application procedure* ie Reflection and decision making

5a. Enrolment offered

5b. Enrolment declined

6. Appeal sought by parents/carers. The TCS Complaints procedure is to be used in this circumstance.

Appendix 8

Please note: This template is available through the intranet's Policy and Procedure Register as separate document for use by schools.

EALD Student enrolment interview (suggested questions)

| | | | |
|--------------|--|------------|--|
| Meeting date | | | |
| Student name | | DOB | |
| School | | Year level | |

Meeting participants

| Role | Name | Signature |
|----------------------------|------|-----------|
| Parents/carers | | |
| | | |
| Child/ren (if appropriate) | | |
| Principal | | |
| Other school/office staff | | |
| Other eg translator | | |

Prior to the interview

Has the school offered a telephone interpreter for this interview? ☐ Yes ☐ No

Was it accepted? ☐ Yes ☐ No

Have you sighted and scanned ALL original passport details and visa details of child/ren?

☐ Yes ☐ No If no, ask for these to be brought to the interview.

Have **all** visa details and all home language information been provided in the Student Enrolment form?

☐ Yes ☐ No If no, ensure these details are collected during the interview.

Welcome and introductions

Explanation of *EALD Student Enrolment interview* – reason and agenda

“To help us understand your child better and meet their needs in the school, I want to ask some questions about [name] and his/her education, that is, in your home country, any other education before arriving in Australia and since arriving in Australia.”

Suggested questions

| | |
|---|--|
| What is the main language you speak at home? | |
| What other languages? | |
| When did you (and) your child arrive in Australia? (Who cared for your child, and for how long, if the dates are different?) | |
| What language did your child first hear and speak? | |
| What language did your child first read and write? | |
| What school/s have they attended? | |
| What were the start and finish <u>times</u> each day at these schools? | |
| How many children were in their class/es? | |
| How many ‘breaks’ did they get in a day? | |
| Did they have one teacher or many teachers? | |

| | |
|---|--|
| Did they go home for lunch/bring lunch/have a school supplied lunch? | |
| On what calendar date did school start each year? | |
| What age/s do children start school? | |
| How much daily homework was completed? | |
| Did your child receive any additional tutoring? | |
| Do you have any previous report cards from Australia, another country or your home country? (If yes, school is to make copies of these report cards.) | |
| What is education (teaching and learning) like in your home country? Mostly tests/exams or observations/assessments/orals/work on own or in groups | |
| Do parents/carers routinely meet with teachers/come into the school? | |
| What is the language/s of instruction in the school? | |
| Are there foreign teachers or local teachers? | |
| Do students take external exams to get into the next school? Is there competition for the next school? | |
| Is there anything we should know about your child/ren to help them in school? | |

Engage with the child/ren to gain some idea of their basic conversational English: possible topics could be – pets, friends, hobbies, food/life in Australia, schooling in home country, TV movies. Then ask them specific questions about school if appropriate.

| Child | Number 1 | Number 2 |
|--|----------|----------|
| What do you like to do at school? What are you good at? | | |
| What don't you like at or about school? | | |
| What did you like about your previous school? | | |
| What did you find hard at your previous school? | | |

Encourage the parents/carers to ask you questions: “I’m sure you have many questions – What would you like to know? Are you and/or your child worried about anything?”

Appendix 9

Booking/Using telephone interpreters via TIS (Telephone Interpreting Service)

The following information has been provided to promote 'best practice' interview conditions when using a telephone interpreter with non-English speaking background parents/carers.

- Ensure you have a telephone with a speaker that is centralised and the room is quiet and without disruptions.
- Arrange *seating in a triangle or circle*, so everyone can see each other.
- *Prepare your questions well before hand* and have them written down.
- If more than one staff member is present, nominate one person (Principal / LST / ESL teacher) to be the main speaker and invite other staff to speak/ask questions at an appropriate time. Be careful not to overcrowd the room, as this may be unsettling for the parent/carer.
- Ask the parents/carers to nominate the language required – “Sudanese Arabic” or “Dinka” etc. You can request a particular gender for health/sensitive issues at no extra charge.
- Dial the TIS telephone exchange on 13 14 50.
- Quote our TSC Client code # C-517894 to their operator.
- State the language nominated and gender requested.
- Consult the interpreter for the starting time when the interview begins (*Please note: charges apply in 15 minute blocks*).
- All attendees are introduced with a brief explanation of their role.
- Explain that both *staff* and *interpreter* are bound by confidentiality agreements.
- Nominate a meeting note taker (preferably not the nominated speaker)
- *Maintain eye contact with the parent/carer at all times. Avoid the temptation to look at the phone.*
- *Address the parents/carers directly* as though in a normal face to face conversation, rather than speaking to the telephone and referring to the parents/carers as ‘he’ or ‘she’ eg:
 - ✓ “Can you tell me if Akol is happy at school?” rather than ...
 - ✗ “Can you please ask Tahir if Akol is happy at school...”
- Simply address the interpreter as ‘interpreter’ eg “Would you like me to rephrase that question, interpreter?”
- Speak SLOWLY and CLEARLY and use straight forward language – avoid educational jargon and colloquialisms wherever possible.
- Be positive and warm and remember the parents/carers may well be very nervous or confused, upset, angry...
- Try to speak in *one or two sentences at a time*, then allow the interpreter to translate.
- Try not to speak over the interpreter as they relay something, as the telephone microphone may cut them off and hinder the flow of dialogue.
- Realise that what may take a few words in English, might take considerably longer in the parent’s/carer’s first language and vice versa.
- Be prepared for the interpreter to ask for *clarification or rewording* of a question or statement. They are not ‘experts’ in English or Australian schooling.
- Ensure that *everything* you say to the interpreter in front of the parents/carers is interpreted. If you and the interpreter have a ‘private’ conversation in English, the parents/carers may feel uncomfortable.
- Ensure the parents/carers have a chance to ask any questions during and *at the conclusion* of the interview. They may ask the interpreter for the underlying intention of a question (as in what you REALLY want to know).
- At the conclusion of the interview, thank the parents/carers FIRST and then the interpreter for their support and co-operation. *Do not ask the interpreter for their opinion on anything that arose in the interview.* The interpreter is solely responsible for relaying what has been stated. If they offer advice or state an opinion, this is against their professional code of conduct.

- Note the concluding time of the interview and verify with the interpreter the length of the interview.

Schedule of charges

The schedule of charges is available from the [TIS website](#).

School cancellations of TIS

Cancellations for pre-booked telephone or on-site assignments must be made in writing including valid reasons for the cancellation at least 24 hours prior to the appointment.

Cancelled bookings will be charged at the same rates as TIS National's service charges.

When a pre-booked telephone or on-site service is cancelled and the required notice of the cancellation is not provided or is provided with less than 24 hours' notice, you will still be charged for the service as scheduled.

'Onsite' Interpreters through TIS

Due to the higher charges for onsite interpreters, it is recommended that TCS schools use the telephone interpreting service for the majority of your school's interpreting needs.

Appendix 10

Please note: This template is available through the intranet's Policy and Procedure Register as separate document for use by schools.

Administrative checklist for enrolling an EALD or visa student

| | | | |
|------------------|--|---------------------------|--|
| School name | | Date of enrolment enquiry | |
| Proposed teacher | | Year level | |

Student details

| | | | |
|--------------------------------|--|------------------|--|
| Student name | | DOB | |
| Country of origin | | Country of birth | |
| Date of arrival into Australia | | Home Language/s | |

Passport details

| | | | |
|------------------|--|----------------------|--|
| Country of issue | | Passport expiry date | |
|------------------|--|----------------------|--|

Visa details

| | | | | |
|-----------------------|--|---------------------------------------|------------------|--|
| 3 digit visa subclass | | Permanent / Temporary (circle one) | Visa expiry date | |
|-----------------------|--|---------------------------------------|------------------|--|

Has a 'new' visa application been lodged with DIBP by the family?

Please consult the parents/carers if the student's visa expires within the next twelve months.

☐ Yes ☐ No

Parents/legal guardians current employment

Previous schooling details

| | |
|---------------------------------------|--|
| Australia | |
| Overseas | |
| Have past report cards been provided? | <input type="checkbox"/> Yes <input type="checkbox"/> No |

As this student may be eligible to receive TCS EALD special support funding for new arrivals to assist in their language development, please **scan** and **email** all of the following documents to TCS EALD staff:

- This completed *Administrative checklist for enrolling an EALD or visa student*
- The student's enrolment form stating the home language/s
- The student's passport photo page
- The visa documentation or visa sticker page in their passport
- All entry stamps into Australia issued by Department of Immigration

Appendix 11

Please note: This form is available on the intranet in the Policy and Procedure Register as a separate document for use by schools.

Revised Parenting/Legal guardian and Fees Agreement

This form must be completed and forwarded to the school where there is a change to the current parenting and fee responsibility.

Need help? If you need help or an interpreter to complete this Revised Parenting/Legal guardian and Fees Agreement, please contact the school.

| Student details | |
|--|--|
| Please nominate the student/s this new Parenting/Legal guardian and Fees Agreement will cover. | |
| Student 1 | |
| Full name of student | |
| Date of birth | |
| Current year level | |
| Student 2 | |
| Full name of student | |
| Date of birth | |
| Current year level | |
| Student 3 | |
| Full name of student | |
| Date of birth | |
| Current year level | |
| Student 4 | |
| Full name of student | |
| Date of birth | |
| Current year level | |
| Student 5 | |
| Full name of student | |
| Date of birth | |
| Current year level | |

| Family details | | |
|--|--|--|
| Parent/carers residing at same home address as child | | |
| Details | Parent/Carer 1 | Parent/Carer 2 |
| Title | | |
| Surname | | |
| Given name/s | | |
| Relationship to child eg father, aunty | | |
| Is this parent/carers an emergency contact? | <input type="checkbox"/> yes <input type="checkbox"/> no | <input type="checkbox"/> yes <input type="checkbox"/> no |
| Marital status | <input type="checkbox"/> married <input type="checkbox"/> separated <input type="checkbox"/> divorced <input type="checkbox"/> single <input type="checkbox"/> other | <input type="checkbox"/> married <input type="checkbox"/> separated <input type="checkbox"/> divorced <input type="checkbox"/> single <input type="checkbox"/> other |
| Home address | | |
| Postal address (if different to home address) | | |
| Home phone number | | |
| Work phone number | | |
| Mobile phone number | | |
| Email address | | |
| Country of birth | | |
| Nationality | | |
| Ethnic origin | | |
| Religion | | |
| Do you speak a language other than English at home? | <input type="checkbox"/> yes <input type="checkbox"/> no If yes, what language/s do you speak? | <input type="checkbox"/> yes <input type="checkbox"/> no If yes, what language/s do you speak? |
| Do you need an interpreter? | <input type="checkbox"/> yes <input type="checkbox"/> no If yes, which language? | <input type="checkbox"/> yes <input type="checkbox"/> no If yes, which language? |
| Highest year of school education | <input type="checkbox"/> Yr 12 or equivalent <input type="checkbox"/> Yr 11 or equivalent <input type="checkbox"/> Yr 10 or equivalent <input type="checkbox"/> Yr 9 or equivalent or below | <input type="checkbox"/> Yr 12 or equivalent <input type="checkbox"/> Yr 11 or equivalent <input type="checkbox"/> Yr 10 or equivalent <input type="checkbox"/> Yr 9 or equivalent or below |
| Level of highest qualification | <input type="checkbox"/> Bachelor degree or above <input type="checkbox"/> Diploma/Advanced Diploma <input type="checkbox"/> Certificate I to IV (includes trade cert) <input type="checkbox"/> no non-school qualification | <input type="checkbox"/> Bachelor degree or above <input type="checkbox"/> Diploma/Advanced Diploma <input type="checkbox"/> Certificate I to IV (includes trade cert) <input type="checkbox"/> no non-school qualification |
| Occupation | | |
| Occupational group (please refer to list of occupations on the final page of this form) | <input type="checkbox"/> Group 1 <input type="checkbox"/> Group 2 <input type="checkbox"/> Group 3 <input type="checkbox"/> Group 4 <input type="checkbox"/> Group 8 | <input type="checkbox"/> Group 1 <input type="checkbox"/> Group 2 <input type="checkbox"/> Group 3 <input type="checkbox"/> Group 4 <input type="checkbox"/> Group 8 |
| Employer | | |
| Employer address | | |
| Medicare number | | |

| Parent/carer not residing at same home address as child | | |
|---|--|--|
| Details | Parent/Carer 3 | Parent/Carer 4 |
| Title | | |
| Surname | | |
| Given name/s | | |
| Relationship to child/ren eg mother, gran | | |
| Is this parent/carer an emergency contact? | <input type="checkbox"/> yes <input type="checkbox"/> no | <input type="checkbox"/> yes <input type="checkbox"/> no |
| Marital status | <input type="checkbox"/> married <input type="checkbox"/> separated <input type="checkbox"/> divorced <input type="checkbox"/> single <input type="checkbox"/> other | <input type="checkbox"/> married <input type="checkbox"/> separated <input type="checkbox"/> divorced <input type="checkbox"/> single <input type="checkbox"/> other |
| Home address | | |
| Postal address (if different to home address) | | |
| Home phone number | | |
| Work phone number | | |
| Mobile phone number | | |
| Email address | | |
| Country of birth | | |
| Nationality | | |
| Ethnic origin | | |
| Religion | | |
| Do you speak a language other than English at home? | <input type="checkbox"/> yes <input type="checkbox"/> no If yes, what language/s do you speak? | <input type="checkbox"/> yes <input type="checkbox"/> no If yes, what language/s do you speak? |
| Do you need an interpreter? | <input type="checkbox"/> yes <input type="checkbox"/> no If yes, which language? | <input type="checkbox"/> yes <input type="checkbox"/> no If yes, which language? |
| Highest year of school education | <input type="checkbox"/> Yr 12 or equivalent <input type="checkbox"/> Yr 11 or equivalent <input type="checkbox"/> Yr 10 or equivalent <input type="checkbox"/> Yr 9 or equivalent or below | <input type="checkbox"/> Yr 12 or equivalent <input type="checkbox"/> Yr 11 or equivalent <input type="checkbox"/> Yr 10 or equivalent <input type="checkbox"/> Yr 9 or equivalent or below |
| Level of highest qualification | <input type="checkbox"/> Bachelor degree or above <input type="checkbox"/> Diploma/Advanced Diploma <input type="checkbox"/> Certificate I to IV (includes trade cert) <input type="checkbox"/> no non-school qualification | <input type="checkbox"/> Bachelor degree or above <input type="checkbox"/> Diploma/Advanced Diploma <input type="checkbox"/> Certificate I to IV (includes trade cert) <input type="checkbox"/> no non-school qualification |
| Occupation | | |
| Occupational group (please refer to list of occupations on the final page of this form) | <input type="checkbox"/> Group 1 <input type="checkbox"/> Group 2 <input type="checkbox"/> Group 3 <input type="checkbox"/> Group 4 <input type="checkbox"/> Group 8 | <input type="checkbox"/> Group 1 <input type="checkbox"/> Group 2 <input type="checkbox"/> Group 3 <input type="checkbox"/> Group 4 <input type="checkbox"/> Group 8 |
| Employer | | |
| Employer address | | |
| Medicare number | | |

| Legal guardian (if different to the above) | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--|
| Name | | | | Contact number | |
| Organisation name (if applicable) | | | | | |
| Postal address | | | | | |
| Email address | | | | | |
| Additional emergency contacts | | | | | |
| Additional emergency contact 1 | | | | | |
| Name | | | | Contact number | |
| Relationship to child eg grandparent | | | | | |
| Additional emergency contact 2 | | | | | |
| Name | | | | Contact number | |
| Relationship to child eg grandparent | | | | | |
| Communication | | | | | |
| From details on page 2 and 3 | Parent/ carer 1 | Parent/ carer 2 | Parent/ carer 3 | Parent/ carer 4 | Legal guardian |
| With whom should the school communicate regarding day to day matters? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| With whom should the school communicate regarding daily attendance? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| To whom should the school send a copy of academic reports? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| To whom should the school send the invoice for tuition fees each term? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Who does the child live with? | | | | | |
| <input type="checkbox"/> Both parents <input type="checkbox"/> Parent/carers 1 only <input type="checkbox"/> Parent/carers 2 only <input type="checkbox"/> Parent/carers 3 only <input type="checkbox"/> Parent/carers 4 only <input type="checkbox"/> Legal guardian <input type="checkbox"/> Shared arrangement (please provide details) | | | | | |
| Access restrictions, family court orders, parenting plans | | | | | |
| Are there any family court orders or parenting plans that have been issued in relation to the child you are applying to enrol? (If yes, support documents must be provided with the Revised Parenting/Legal guardian and Fees Agreement) | | | | | <input type="checkbox"/> yes <input type="checkbox"/> no |
| Are there any apprehended violence orders or domestic violence orders in place in relation to the child you are applying to enrol? (If yes, support documents must be provided with the Revised Parenting/Legal guardian and Fees Agreement) | | | | | <input type="checkbox"/> yes <input type="checkbox"/> no |
| Is there a child protection order in place for the child you are applying to enrol? (If yes, support documents must be provided with the Revised Parenting/Legal guardian and Fees Agreement) | | | | | <input type="checkbox"/> yes <input type="checkbox"/> no |

Revised Parent/ Legal guardian and Fees Agreement

Please tick the relevant boxes below.

Policies and procedures

I/we have read and agree to support and follow the policies and procedures as listed below as an essential condition of this agreement. I/we understand that these policies and procedures will be updated from time to time and I/we will be notified through the school's usual communication channels.

☐ [Diocese of Toowoomba Catholic Schools policies, procedures and guidelines](#)

☐ [TCS Privacy Statement](#)

☐ [TCS Acceptable Use of ICT Systems and Resources policy](#)

☐ [TCS Student Protection processes and guidelines](#)

☐ School policies and procedures

Religious life of the school

☐ If this enrolment is successful, I/we agree to support the catholic ethos and our child's participation in the religious life of the school eg liturgies, retreats.

Supporting documents

I/we have attached copies of the following supporting documents to this Revised parenting and fees agreement.

☐ Passport and visa (where applicable)

☐ Evidence of time out of the country eg passport, exit and entry stamps, overseas school reports (where applicable)

☐ Relevant family court orders (where applicable)

☐ Court orders (if applicable)

Financial commitment

☐ I/we understand that we are responsible for payment of fees under the Revised Parenting/Legal guardian and Fees Agreement. This Agreement, combined with the Application for enrolment form and the Letter of offer and acceptance, binds the signatories to fee responsibility unless a new Application for enrolment form or Revised Parenting/Legal guardian and Fees Agreement is completed.

☐ I/we have read the Fee schedule and the [School fees policy](#) and I/we understand and agree to accept them in full in relation to the enrolment of the child named herein.

☐ Where more than one parent/legal guardian is a party to this agreement and regardless of who has been nominated to receive invoices, each parent/legal guardian is jointly and severally liable for payment of all Fees levied by the school. Fees will be issued in their entirety and not split into separate invoices.

☐ I/we will pay punctually, as they fall due, all Fees in accordance with the terms set forth in the School fees policy and Fee schedule issued by the school. Appropriate recovery action will commence immediately after the due date for Fees has passed. Any additional costs incurred by the school to recover overdue Fees will be added to the balance of the account in default.

Privacy, information collection and updating information

In processing this application for enrolment, it may be necessary for the school or Toowoomba Catholic Schools Office to look at documents held by previous educational institutions, health care professionals or other agencies. This information will be collected, used and stored consistent with legislative requirements. The consent of the owner of the information, whilst not always necessary, is appreciated and will aid in the efficient assessment of the application.

☐ I/we give consent for the school and Toowoomba Catholic Schools Office to gain access to relevant information about the child we wish to enrol that is held by previous educational institutions, health care professionals or other agencies by approaching these bodies directly. I understand that the information that is requested may relate to the answers that I have given to any part of this application for enrolment form.

☐ For students on a visa, I/we give consent to the Toowoomba Catholic Schools Office to check visa entitlements electronically via the Department of Immigration's Visa Entitlement Verification Online (VEVO) web tool for the duration of enrolment.

☐ I/we understand that the information that I/we provide will be kept by the school if the Application for enrolment is successful.

☐ I/we understand that we must notify the school of any changes to the information that is contained within this Application for enrolment, throughout the period of enrolment.

Default

☐ I/we understand that I/we are agreeing to all aspects of this Revised Parent/Legal guardian and Fees Agreement.

☐ I/we understand that if we do not meet our obligations, we will be in breach of this Revised Parent/Legal guardian and Fees Agreement. As a result, the school may terminate the Agreement by written notice to me/us. (This is without prejudice to any other rights of the school.)

Definitions

- Enrolment Agreement – means
 - e. this Application for enrolment form
 - f. any Revised Parenting/Legal guardian and Fees Agreement (if acceptable to the school)
 - g. the policies and procedures as updated from time to time, and
 - h. the Acceptance/Declining of offer form, and the letter from the school enclosing it.
- Fees include all tuition and boarding fees (if applicable), levies, other charges and expenses incurred by the school in collecting any outstanding debts.
- Policies and procedures include those policies and procedures noted in this Revised Parent/Legal guardian and Fees Agreement and available on the Diocese of Toowoomba Catholic Schools website and the school website.

Declaration

The signature of both parents or legal guardians is required.

If only one parent/legal guardian is completing this form or signing the declaration below, and no court order is in place, a statement describing the parenting and fee responsibility of each parent, in relation to the child's enrolment at the school, MUST be attached to this application.

☐ I/we declare the information provided in this Revised Parent/Legal guardian and Fees Agreement is, to the best of my/our knowledge and belief, accurate and complete. I/we understand that if any misleading information has been provided, or any omission of significant, relevant information made in this Revised Parent/Legal guardian and Fees Agreement, acceptance will not be granted, or if discovered after acceptance, the enrolment may be withdrawn.

All adults responsible for the PARENTING and PAYMENT OF FEES of the student are required to sign here.

| | | | |
|------------------------------|------|-----------|------|
| Parent 1 or Legal guardian 1 | Name | Signature | Date |
| Parent 2 or Legal guardian 2 | Name | Signature | Date |

note: If submitting this form electronically, you will be required to sign this form during the enrolment interview.

If there are additional person/s responsible for the PAYMENT OF FEES to the above, please complete the following.

| | |
|-----------------------|-----------------------|
| Name | Name |
| Postal address | Postal address |
| Email address | Email address |
| Relationship to child | Relationship to child |
| Signature Date | Signature Date |

Please note: Acceptance of this Revised Parent/Legal guardian and Fees Agreement is subject to approval by the principal. Acceptance to this school does not constitute acceptance into any other Catholic school (primary or secondary).

Office use only

Agreement

Date Revised Parent/Legal guardian and Fees Agreement received

Occupational groups

Parent occupation definition

Parent occupation is defined as the main work undertaken by the parent/carer. If a parent/carer has more than one job, report their main job.

Group 1 Senior management in large business organisation, government administration and defence, and qualified professionals

- **Senior executive/manager/department head** in industry, commerce, media or other large organisation
- **Public service manager (section head or above)** - regional director, health/education/police/fire service administrator
- **Other administrator** – school principal, faculty head/dean, library/museum/gallery director, research facility director
- **Defence forces** – commissioned officer
- **Professionals** – generally have a degree or higher qualifications and experience in applying this knowledge to design, develop or operate complex systems; identify, treat and advise on problems; and teacher others
- **Health, education, law, social welfare, engineering, science, computing** professional
- **Business** – management consultant, business analyst, accountant, policy analyst, actuary, valuer
- **Air/Sea transport** – aircraft/ship's captain, officer, pilot, flight officer, flying instructor, air traffic controller

Group 2 Other business managers, arts/media/sportsperson and associate professionals

- **Owner/manager** – farm, construction, import/export, wholesale, manufacturing, transport, real estate business
- **Specialist manager** – finance, engineering, production, personnel, industrial relations, sales, marketing
- **Financial services manager** – bank branch manager, finance/investment/insurance broker, credit/loans officer
- **Retail sales/services manager** – shop, petrol station, restaurant, club, motel/hotel, cinema, theatre, agency
- **Arts/media/sports** – musician, actor, dancer, painter, potter, sculptor, journalist, author, media presenter, photographer, designer, illustrator, proofreader, sportsman/woman, coach, trainer, sports official
- **Associate professional** – generally have diploma/technical qualifications and support managers and professionals
- **Health, education, law, social welfare, engineering, science, computing** – technician/associate professional
- **Business/administration** – recruitment/employment/industrial relations/training officer, marketing/advertising specialist, market research analyst, technical sales representative, retail buyer, office/project manager
- **Defence forces** – non-commissioned officer

Group 3 Tradesmen/women, clerks and skilled office, sales and service staff

- **Tradesmen/women** – generally have completed four (4) year Trade Certificate, usually by apprenticeship; all tradesmen/women are included in this group
- **Clerks** - bookkeeper, bank/PO clerk, statistical/actuarial clerk, accounting/claims/audit clerk, payroll clerk, recording/registry/filing clerk, betting clerk, stores/inventory clerk, purchasing/order clerk, freight/transport/shipping clerk, bond clerk, customs agent, customer service clerk, admissions clerk
- **Skilled office, sales and service staff** – office: secretary, personal assistant, desktop publishing operator, switchboard operator; sales: company sales representative, auctioneer, insurance agent/assessor/loss adjuster, market researcher; service: aged/disabled/refugee/child care worker, nanny, meter reader, parking inspector, postal worker, courier, travel agent, tour guide, flight attendant, fitness instructor, casino dealer/supervisor

Group 4 Machine operators, hospitality staff, assistants, labourers and related workers

- **Drivers, mobile plant, production/processing machinery and other machinery operators**
- **Hospitality staff** – hotel service supervisor, receptionist, waiter, bar attendant, kitchen hand, porter, housekeeper
- **Office assistants, sales assistants and other assistants** – office: typist, word processing/data entry/business machine operator, receptionist, office assistant; sales: sales assistant, motor vehicle/caravan/parts salesperson, checkout operator, cashier, bus/train conductor, ticket seller, service station attendant, car rental desk staff, street vendor, telemarketer, shelf stacker; assistant/aide: trade's assistant, school/teacher's aide; dental assistant, veterinary nurse, nursing assistant, museum/gallery attendant, usher, home helper, salon assistant, animal attendant
- **Labourers and related workers** – Defence Forces ranks below NCO not included above; agriculture, horticulture, forestry, fishing, mining work: farm overseer, shearer, wool/hide classer, farm hand, horse trainer, nurseryman, greenkeeper, gardener, tree surgeon, forestry/logging worker, miner, seafarer/fishing hand; other worker: labourer, factory hand, storeman, guard, cleaner, caretaker, laundry worker, trolley collector, car park attendant, crossing supervisor.

Group 8 Currently not in paid work

If the person is not currently in paid work but has had a job in the last 12 months or has retired in the last 12 months, please use the person's last occupation. If the person has not been in paid work in the last 12 months, tick Group 8.

Appendix 12

Please note: This letter and form is available on the intranet in the Policy and Procedure Register as a separate document for use by schools.

TCS Letter of offer and acceptance

Copy and paste to the school letterhead

dd mm yyyy

Send to signatories of the enrolment agreement only

Postal address 1

Postal address 2

City QLD Postcode

Dear [signatories to enrolment agreement's name here]

I am very pleased to provide you with an offer for [student name] to join us in [year level] at [school name], commencing [term, month, year].

Your acceptance of this offer at [school name] is confirmed by the completion and return of the Acceptance of Offer form included with this letter.

Your acceptance also confirms the information provided and agreed to by you in the Application for enrolment, which included your support and acceptance of our school and system policies and procedures. Access to these policies and procedures was provided to you through the Application for enrolment. If you have any questions regarding the policies and procedure, please do not hesitate to contact [insert name of person to contact at school].

Acceptance or otherwise of this offer would be appreciated by [due date].

Should your address, contact numbers or circumstances change, it is important that you notify [insert who at the school should be contacted] as soon as possible for your child's records to remain current.

We invite you to stay informed of the school's news and events through our website www.xxxxxx.catholic.edu.au or Facebook page www.facebook.com/xxxxxxx. From time to time we will be in contact with you specifically through the contact details you have provided.

If you have any further questions, please contact our school office on (07) xxxxxx or via email at xxxxxxx@xxxxxx.catholic.edu.au.

I look forward to welcoming you and your family to [school name] and invite you to participate in the many activities and learning opportunities that the school offers.

Yours sincerely

[Principal name]

Principal

Acceptance/Declining of offer

| Student details | | | |
|--|--|-----------------------|--|
| Surname | | | |
| Given names | | | |
| Preferred name | | | |
| Date of birth | | | |
| Parent/legal guardian details | | | |
| Parent/legal guardian name/s | | | |
| | | | |
| | | | |
| | | | |
| Acceptance or declining of offer | | | |
| Accepting the offer | | | |
| <input type="checkbox"/> I/we accept the offer from [school name]. By signing this acceptance, I/we become a party to the Enrolment Agreement and I/we agree and acknowledge that I/we will be jointly and severally liable for all fees payable to the school for the student. I/we also warrant that any information provided to the school by any signatory is true and correct. | | | |
| Signatories for acceptance | | | |
| <p>The signature of both parents or legal guardians is required. If only one parent/legal guardian is completing this form or signing the declaration below, and no court order is in place, a statement describing the parenting and fee responsibility of each parent, in relation to the child's enrolment at the school, must have been provided with the enrolment application. If circumstances have changed since enrolment, please attach details with the acceptance.</p> <p>Please note: All adults responsible for the PARENTING and PAYMENT OF FEES of the student are required to sign here.</p> | | | |
| Parent 1 or Legal guardian 1 | | | |
| Name | | Date | |
| Signature | | | |
| Parent 2 or Legal guardian 2 | | | |
| Name | | Date | |
| Signature | | | |
| If there are additional person/s responsible for the PAYMENT OF FEES to the above, please complete the following. | | | |
| Name | | Name | |
| Signature | | Signature | |
| Date | | Date | |
| Postal address | | Postal address | |
| Email address | | Email address | |
| Telephone | | Telephone | |
| Relationship to child | | Relationship to child | |

| | | | |
|--|--|-------------|--|
| Declining the offer | | | |
| <input type="checkbox"/> I/we decline the offer from [School Name] | | | |
| If declining the school's offer, please complete the following. | | | |
| Reason for declining offer | <input type="checkbox"/> financial <input type="checkbox"/> relocation <input type="checkbox"/> offer from another school <input type="checkbox"/> other (please provide details) | | |
| Parent 1 or Legal guardian 1 | | | |
| Name | | Date | |
| Signature | | | |
| Parent 2 or Legal guardian 2 | | | |
| Name | | Date | |
| Signature | | | |