

# The early years phase of schooling (K-3) guidelines



[det.wa.edu.au/education/ece](http://det.wa.edu.au/education/ece)

EARLY CHILDHOOD EDUCATION



## K-3 Guidelines—effective June 2008

These guidelines have been prepared by the Early Childhood Education Directorate to assist schools to readily access key administrative and policy information.

Information has been extracted from the *School Education Act 1999*, Teachers Certified Agreements, Teacher Assistants General Agreement and related Department of Education and Training policies.

Department policies are available at Our Policies, <http://policies.det.wa.au/>.

This information will be updated to reflect questions frequently asked by school personnel and parents.

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## ENROLMENT POLICY

For full details refer to the *Enrolment* policy at <http://policies.det.wa.edu.au/>

### Objectives of the *Enrolment* policy

The objectives of the *Enrolment* policy are to:

- offer families a choice of schools;
- ensure an appropriate educational program; and
- to maximise local access.

### Enrolment advertising

A centrally coordinated enrolment campaign is run during Term 2. Schools receive a range of promotional materials including posters and flyers. The campaign promotes high quality Kindergarten and Pre-primary programs offered at public schools, the importance of early years education and raises awareness of the application to enrol closing date.

All advertising must adhere to requirements as stated in the *Advertising and logo use* policy and must be approved by the Department. This includes information for which a school pays to appear in newspapers and other publications. It does not include school newsletters.

### Local-intake

Intake areas apply to pre-compulsory and compulsory school aged students. When families enquire about, or apply for, their child's enrolment they should be informed of the 'intake' status of the school, and the implications if any (refer to attachments 1 and 2).

### Appropriate educational programs

Provision of an appropriate educational program is consistent with the rights of a child to an education as expressed in the *School Education Act 1999* and relevant national legislation.

On the basis of need, all students of pre-compulsory or compulsory age will be provided with teaching and learning adjustments that facilitate their participation in an appropriate educational program. Students, including those with disabilities, must not be denied access to enrolment at any school on the grounds that teaching and learning adjustments are not as per policy currently available at the school.

If a student with significant and complex support needs enrolls at a school that does not have the necessary teaching and learning adjustments, the principal will make provisions for the student and negotiate their start date with their parent / responsible person (*Enrolment* policy).

## GENERAL ENROLMENT INFORMATION

### Pre-compulsory education period

The pre-compulsory education period is:

- from the beginning of the year in which the child reaches the age of four years and six months; and
- until the end of the year in which the child reaches the age of five years and six months.

Children are eligible for Kindergarten in the year they reach the age of four years and six months. That is, children must turn four on or before 30 June in their Kindergarten year. For almost all children this will mean that their Kindergarten year and their Pre-primary year will not be compulsory.

To assist in the identification and accurate placement of students refer to the Early Childhood Education's school age calculator at: <http://www.det.wa.edu.au/education/ece/calculator.html>

|      | Entry to Kindergarten | Entry to Pre-primary | Entry to Year 1     |
|------|-----------------------|----------------------|---------------------|
| 2008 | four by 30 June 2008  | five by 30 June 2008 | six by 30 June 2008 |
| 2009 | four by 30 June 2009  | five by 30 June 2009 | six by 30 June 2009 |
| 2010 | four by 30 June 2010  | five by 30 June 2010 | six by 30 June 2010 |
| 2011 | four by 30 June 2011  | five by 30 June 2011 | six by 30 June 2011 |

### Measuring distances

Under the *Interpretations Act 1984* page 45, Part VIII – Section 65:

Provisions regarding time and distance:

'In the measurement of any distance for the purposes of a written law, the distance shall be measured in a straight line on a horizontal plane'.

For consistency, to determine which student lives nearest the school, the distance should be measured in a straight line from the centre of the school site.

For community kindergartens, distance should be measured from the centre of the kindergarten site.

### Minimum hours of instruction

For full details, refer to the *School Education Regulations 2000*.

#### Kindergarten

Section 24

Subject to Regulation 27, a child enrolled at a public school in a Kindergarten program is to be provided at least 11 hours instruction during each week in which the school is open for instruction.

#### Pre-primary

Section 25

Subject to Regulation 27, on and from 1 January 2002, a child enrolled at a public school in a Pre-primary program is to be provided:

- (a) at least 25 hours and 50 minutes instruction during each week in which the school is open for instruction; and
- (b) at least four hours and 10 minutes instruction during each day in which the school is open for instruction.



## ENROLMENT PROCEDURES

### Applications for enrolment

(Refer to *Enrolment* policy, Procedures, Section 6)

Principals should have strategies in place that raise awareness and advise all parents in the local community of enrolment processes. Communication strategies should consider the needs of Aboriginal and Culturally and Linguistically Diverse communities.

Schools may take applications for enrolment for Kindergarten, Pre-primary and Year 1 from the beginning of the year prior to the year of attendance.

In accordance with the *Enrolment* policy, the principal will send home an *Application for Enrolment* form with every child enrolled in Kindergarten or Pre-primary during the first semester of each year.

Parents must be made aware at the time of initial enrolment that:

1. submitting an application does not mean the enrolment has been accepted by the school;
2. enrolment in a Kindergarten or Pre-primary program does not guarantee a child a place at the same school in the following year; and
3. a parent must apply annually for their child's enrolment in Kindergarten, Pre-primary and Year 1.

If an application to attend Pre-primary or Year 1 is made at the school attended by the child, a parent can re-sign and date the form submitted in the previous year(s). A new form is required if the child is moving to another school.

As with all applications for enrolment, principals are responsible for:

- considering all information on the *Application for Enrolment* form prior to accepting an enrolment (this includes evidence of date of birth, and for some schools, the families residential address)
- managing all enrolment decisions; and
- advising parents in writing of the outcome of their application within three weeks of the cut-off date.

If it is determined that a child cannot be accommodated at the school, the principal is to facilitate the enrolment at another school. Parents are to be advised of the appeal process if their application is unsuccessful. This process is detailed in the *Enrolment* policy.

## Enrolment of students with a disability

Under the *Disability Discrimination Act 1992* and *Disability Standards for Education 2005*, it is the responsibility of an education system to respond to the request for enrolment from the parents of a child with a disability on the same basis as that from the parents of a child who do not have a disability.

Principals must ensure parents of a child with a disability are aware of all the options available to them when enrolling (refer to *Enrolment* policy).

*Schools Plus* provides supplementary resources for schools with eligible students with disabilities. Please refer to the *Schools Plus* website and the handbook. A *Schools Plus* consultant is available to support schools in the application process and in identifying informed practices (refer to [www.schoolsplus.det.wa.edu.au](http://www.schoolsplus.det.wa.edu.au)).

## Alternative education arrangements (e.g. shared custody)

Students can only be enrolled at one school. Due to custody or family arrangements however, they may move between two schools. The enrolling school is responsible for the annual allocation of resources, monitoring of attendance and reporting. The alternative school must supply the enrolling school with regular updates of attendance and academic results for the student's approved educational program.

Resources can be re-allocated by the enrolling school to support participation in the program provided by the alternative school. The alternative school may negotiate the sharing of resources with the enrolling school.

Principals are required to take account of local factors and knowledge, including Family Court Orders, when making a decision about whether to allow a child to attend an alternative place other than the enrolling school (*Enrolment* policy for complete information and procedures).

## Dual enrolment in Kindergarten program

All eligible Kindergarten aged children are provided with 11 hours of instruction a week. If a principal has reason to believe that a child is enrolled at another school, they should contact that school or the Manager, District Operations, for clarification. Principals are advised not to accept an application for enrolment until the matter has been clarified.

## Students from overseas

Principals are reminded to refer to the *Enrolment* policy to determine the eligibility (visa status) of students who are not permanent residents of Australia.

Information regarding support for pre-compulsory students can be obtained through the ESL/ESD officers in each district education office and via the ESL/ESD website [www.edwa.edu.au/esl](http://www.edwa.edu.au/esl). An *Information Booklet for School Personnel* can also be downloaded from this website.

## Enrolment pressure

Schools should contact their district education office if they are experiencing enrolment pressure, or anticipate enrolment pressure in the following year.

In exceptional circumstances a non local-intake school may find it necessary to initiate the establishment of a local intake area to effectively manage pre-compulsory enrolments. This could occur where a school has ample accommodation for children in Years 1-7, but is under enrolment pressure in the Kindergarten or Pre-primary years.

## Prioritising pre-compulsory applications for enrolment

When the number of applications for enrolment exceeds the accommodation available at the school, priority should be assigned as follows:

### Local-intake schools

1. Children whose usual place of residence is in the intake area for the school, who have a sibling enrolled at the school for that year and who live nearest the school.
2. Children whose usual place of residence is in the intake area for the school, who do not have a sibling enrolled at the school for that year and who live nearest the school.
3. Children whose usual place of residence is NOT in the intake area for the school, who have a sibling enrolled at the school for that year and who live nearest the school.
4. Children whose usual place of residence is NOT in the intake area for the school, who do not have a sibling enrolled at the school for that year and who live nearest the school.

### Non local-intake schools

1. Children living nearest the school.

### Community kindergartens linked to local-intake schools

1. Children whose usual place of residence is in the intake area for the link school, who have a sibling enrolled at the link school for that year and who live nearest the kindergarten.
2. Children whose usual place of residence is in the intake area for the link school, who do not have a sibling enrolled at the link school for that year and who live nearest the kindergarten.
3. Children whose usual place of residence is NOT in the intake area for the link school, who have a sibling enrolled at the link school for that year and who live nearest the kindergarten.
4. Children whose usual place of residence is NOT in the intake area for the link school, who do not have a sibling enrolled at the link school for that year and who live nearest the kindergarten.

### Community kindergartens linked to non local-intake schools

1. Children living nearest the community kindergarten.

### Designated Aboriginal kindergartens and remote community schools

Designated Aboriginal kindergartens and remote community schools may enrol three year old Aboriginal children who turn four by the end of the year. Enrolments for these children should not take place until week four of Term 1 in order to give kindergarten aged children the opportunity to enrol at the start of the school year.

If remote community schools still have vacancies at the start of Term 2, non-Aboriginal children who are three but turn four by the end of the year may be enrolled.

**When enrolling, parents must be informed in writing that these students will complete two years of Kindergarten.**

## Vacancies

Schools that receive Kindergarten or Pre-primary applications after the closing date should only enrol children if vacancies exist. However, schools may wish to hold places in the event of late applications for children living locally. The number held should be consistent with 'late enrolment' trends in previous years, and in most cases would be one or two places.

## Cancellation of enrolment (*School Education Act, Section 83 and Enrolment policy*)

The principal of a school may cancel the enrolment of a student at the school if they are satisfied that:

- the enrolment was obtained by the giving of false or misleading information; or
- if the parent of a student has failed to advise the school regarding any changes to any of the details notified at the time of enrolment (*School Education Act 1999, Part 2 – Enrolment and Attendance, Section 16*).

Enrolment may also be cancelled if, in the opinion of the Director General, a child's enrolment should not continue because:

- the child's usual place of residence has changed to a place that is no longer within the intake area for a school; or
- an appropriate educational program can no longer be provided at the school for the child.

Please consult the *Enrolment* policy for further details pertaining to cancellation of enrolment, including the requirement to provide written advice and parents' right of reply.

## Ineligible enrolments

Children may not enter Kindergarten prior to the defined pre-compulsory education period. If a child is mistakenly enrolled into Kindergarten or Pre-primary before they are eligible, the parent/responsible person must be advised in writing that their child will need to complete a second year at the same year level and be assured that an educational program that meets the child's needs will be provided.

It is strongly recommended that where principals delegate the administration of enrolment applications to another officer, processes are put in place to double check birth dates.

## Appealing this process

If the parent/responsible person feels that there are exceptional circumstances regarding their child completing a second year they may appeal this position by forwarding relevant information to the Department's Early Childhood Education Directorate. Executive will provide feedback and a recommendation to the school regarding the outcome.



## ENROLMENT RECORDS

Following acceptance of the *Application for Enrolment*, the parent/responsible person will be asked to complete enrolment procedures at the school and provide the following essential information at the time of enrolment:

- birth certificate;
- identity documents (if applicable);
- immunisation certificate;
- Court Order (if applicable); and
- proof of residential address.

For children born outside of Australia, parents must also provide:

- evidence of the date of entry into Australia;
- passport or travel documents; and
- current visa and previous visas (if applicable).

### Health care

Parents need to provide accurate information regarding their child's health history including existing medical conditions or health care needs. This needs to be kept updated throughout their child's attendance at the school.

Medical records enable the school to determine what school assistance may be required.

### Immunisation

Parents are requested to provide a record of their child's immunisation history when enrolling them at school. For children under 7 years of age, the parent/responsible person may request an immunisation record for their child from the Australian Childhood Immunisation Register (phone 1800 653 890). Further information can be obtained via [www.medicareaustralia.gov.au](http://www.medicareaustralia.gov.au).

If a child does not have an immunisation record or their record is incomplete, the child can still be enrolled. Parents are requested to schedule immunisations as soon as possible and/or to provide updated records to the school.

A child who has not been immunised for health reasons or a parent's objection can be enrolled. The enrolment form must indicate that the child has not been immunised.

## ATTENDANCE

### Attendance of pre-compulsory aged students

Although there is no legal requirement in the *School Education Act 1999* for pre-compulsory aged students to enrol in a school, there is an expectation that once enrolled students will attend on a regular basis. Positive attendance patterns should be fostered by schools.

If it is considered that full-time attendance is not in the best interests of the child at any particular time, then this can be accommodated under section 25 of the Act.

Attendance and non-attendance of pre-compulsory children must be recorded as described in the Department's *Attendance* policy.

### Full or part-time Kindergarten programs

Schools, in consultation with their communities, decide whether children attend four half days, two full days or a combination of half and full days.

### Phasing in of Kindergarten and Pre-primary students

Schools are staffed for full-time attendance of all students from the commencement of the school year. An eleven hour a week Kindergarten program and five day a week Pre-primary program must be available if parents request attendance for their child from the beginning of the year.

Phasing in for Kindergarten and Pre-primary students must be negotiated with the parents of Kindergarten or Pre-primary students.

If a decision is made to phase in, children should receive at least 50 per cent of their full-time program from day one of the school year.

Phasing in must not exceed two weeks for Kindergarten and four weeks for Pre-primary.

Year 1 children commence full-time attendance from day one in first term.

\* The appropriateness of phasing in for Kindergarten and Pre-primary students is being reviewed in 2008 through school and community consultation.\*

# HUMAN RESOURCES

## Early childhood phase of schooling

Early childhood teachers are qualified to teach Kindergarten to Year 3 and need to be flexible to teach across all these groups. There are many benefits for students, teachers and schools in encouraging teachers with an early childhood qualification to work in Years 1 to 3, including Pre-primary/Year 1 classes. The allocation of teachers to classes is the principal's responsibility. Decisions should take into consideration: teachers' qualifications; teachers' pedagogies or approaches to teaching; teachers' prior experience; teachers' preferences and the needs of students and the school as a whole.

### Teachers' hours

*Refer to General Agreement 2006*  
Section 19.5

Weekly maximum face to face teaching hours:

|                |                         |
|----------------|-------------------------|
| Pre-compulsory | 21 hours and 20 minutes |
| Primary        | 22 hours and 10 minutes |

### Duties other than teaching time (DOTT)

*Refer to General Agreement 2006*  
Section 20.3

|                |   |
|----------------|---|
| Pre-compulsory | 320 minutes (exclusive of recess and lunchtime) |
| Primary        | 220 minutes (exclusive of recess and lunchtime) |

Part-time employees shall be entitled to the same entitlements as a full-time employee on a pro-rata basis in accordance with hours worked (Section 16.2 *Certified Agreement 2004*).

### Recommended class sizes

*Refer to General Agreement 2006*  
Section 21

|                                 |   |
|---------------------------------|---|
| Kindergarten                    | 20  |
| Pre-primary                     | 25 (early childhood transportable)<br>27 (purpose built centre) |
| Kindergarten/Pre-primary        | 20-27*  |
| Kindergarten/Pre-primary/Year 1 | 20 at any one time  |
| Years 1 to 3                    | 24  |
| Years 3/4                       | 23  |

\*The Department's recommended class size for Kindergarten/Pre-primary classes is 20 children at any one time. It is acknowledged however, that some schools adopt flexible approaches to the way in which the school day is organised. For example, they include all Kindergarten children in the first part of the school day (making the total number of Kindergarten and Pre-primary children between 21 and 27), with a smaller group of Pre-primary children only, remaining in the afternoon.

The *General Agreement* does not include a recommended class size for Pre-primary/Year 1 classes. When forming Pre-primary/Year 1 classes it is suggested that schools consider that the recommended maximum for Pre-primary classes is 25 (or 27 in a purpose built centre), and for Year 1 it is 24.

## Education Assistants allocation

### Kindergarten

Education assistant time is allocated whenever Kindergarten children are in attendance. It is expected that classes would be organised in ways that maximise resources.

|         |                                  |
|---------|----------------------------------|
| 0.5 FTE | one group of 20 children or less |
| 0.9 FTE | two groups of 20 children        |

### Pre-primary

|         |                       |
|---------|-----------------------|
| NIL     | less than 15 children |
| 1.1 FTE | 15 children or more   |

### Kindergarten /Pre-primary classes

Where there are less than 15 Pre-primary students in a Kindergarten/Pre-primary class, education assistant time is allocated according to when the Kindergarten children attend.

|         |   |
|---------|---|
| 0.5 FTE | where Kindergarten children attend four half day sessions (or equivalent) per week  |
| 0.9 FTE | where Kindergarten children attend eight half day sessions (or equivalent) per week |

### Pre-primary/Year 1 classes

|         |                                    |
|---------|------------------------------------|
| 0.3 FTE | 2-7 P children in the class        |
| 0.6 FTE | 8-14 P children in the class       |
| 1.1 FTE | 15 or more P children in the class |

## RIP Classes

1.1 FTE

Rural Integration Programs (RIP) operate in rural districts and combine children from at least three year levels, including Kindergarten or Pre-primary, into a single class. The defining features of a RIP are:

- the rural location;
- at least three year levels; and
- at least one year level is pre-compulsory.

## Tea/lunch breaks

*Refer to General Agreement '07*

Section 18 (Section 16, Teachers' Aides award '79)

Education assistants are entitled to a ten-minute paid tea break between the second and third hour from starting time each day. During this time they shall not be required to supervise students or undertake other duties.

Education assistants are also entitled to an unpaid meal break of at least 30 minutes and not more than one hour between 12.00 noon and 2.00 pm.

## Teachers and education assistants in off-site premises

Education assistants are entitled to a lunch break (see above). Provision for teachers should be made within the school's organisation to ensure adequate supervision of students.

## Teachers and assistance with student's self-care (including toileting)

Part of the education assistant's role is to assist with student's self care. Their role statement contains the following:

*'Assists students undressing, bathing, dressing, toileting and, where necessary, cleans soiled clothing and areas.'*

Education assistants may be deployed by the school to work with all students. It is informed practice for education assistants resourced through *Schools Plus* to work with the whole class, small groups and individual students.



## DUTY OF CARE

### Lunch time supervision

Kindergarten/Pre-primary teachers should not be expected to do any more supervision duties than other teachers in the school. The fact that early childhood teachers and secondary teachers have more DOTT time than primary teachers is an industrial issue and is not a reason for them to have more duty times.

Kindergarten and Pre-primary teachers, as well as education assistants, may all go into the duty roster. If education assistants are on lunch time duty another teacher must be within range.

### Supervision of students by education assistants

The *Duty of Care for Students* policy states that before teaching staff entrust non-teaching staff, such as education assistants, with the care of students, teaching staff must first obtain the agreement of the non-teaching staff member. In other words, the education assistant must be asked whether or not he or she is prepared to personally care for students.

When a decision is made as to whether a member of the non-teaching staff might care for children (without a member of teaching staff also being present) teaching staff must satisfy themselves that the person is suitable for the task being assigned. Teaching staff must consider the following :

- the number of children involved;
- age, experience, capabilities and behaviour of children;
- the nature of the environment;
- the activity to be undertaken; and
- the age, ability, experience and general suitability of the proposed carer.

If education assistants accept tasks that require them to personally care for students (eg supervise students without a teacher present), the *Duty of Care for Students* policy provides that they will owe the same duty of care to those students as the duty owed by teaching staff. This 'special' duty of care is more onerous than the 'general' duty of care generally owed by education assistants. It is more onerous because the education assistants will not only have to ensure that their own conduct does not result in foreseeable injury to others, but they also have to take reasonable, positive steps to ensure that the conduct of the students for whom they are responsible does not result in injury to themselves or others.

### Education assistants (Level 3)

Education assistants at this level perform tasks that 'may require activities within or outside school that result in supervision of students without the presence of a teacher' and may have limited scope to refuse to supervise students.

## **Duty of care (before school)**

The school owes students a duty of care. Where it is known that students arrive at school at a certain time, the responsibility of the school is to provide adequate supervision for the students from that time. If parents remain with their child before the start of school, they will also owe their child a duty of care.

For Kindergarten and Pre-primary students it is preferred, but cannot be insisted upon, that the parent/responsible person remains with their child until the commencement of the school day.

A refusal to acknowledge the presence of students will not provide a defence against liability. That is, refusing to open classroom doors/gates etc will not remove the teacher's responsibility.

## **Duty of care (after school)**

Great care should be taken by the school in handing a Kindergarten or Pre-primary student over to the care of a student, relative or sibling under the age of 18 years, even if the parent/responsible person has given instructions to this effect.

The duty of care owed by a school to a Kindergarten or Pre-primary student necessitates the school being satisfied that no foreseeable harm will come to the student when releasing him/her at the end of the school day. Factors to be taken into consideration are:

- the age and ability of the person collecting the student
- the route to be taken home/to the bus stop (e.g. does the student have to cross busy roads, walk past lakes, through bushland etc?); and
- parent instructions and the basis upon which those instructions were given.

Instructions regarding the collection of a Kindergarten or Pre-primary student should be provided in writing. Where, after taking into account factors (as above), the principal still has doubts about the arrangements, they should discuss and document these concerns.

## **Parents assisting on school sites**

Parents volunteering for school activities where they have a child enrolled in the school are exempt from having a *Working with Children* check.

This exemption does not apply to volunteer parents attending overnight camps unless the parent is engaged in child related work for no more than five days in a calendar year.

For further information refer to [www.checkwwc.wa.gov.au](http://www.checkwwc.wa.gov.au).

## ATTACHMENT 1

Dear Parent / Carer

Thank you for your inquiry regarding an application for pre-compulsory enrolment at <insert school name here>\_\_\_\_\_.

Our school is not a local-intake school. Local-intake areas are formally established when schools are deemed to be under enrolment pressure. Although we have a traditional 'catchment' area this is not a designated local-intake area. Priority of enrolment is given to children who live closest to this school.

While the Department of Education and Training tries to ensure continuity in each child's schooling, unfortunately we are unable to guarantee enrolment at our school in the following year(s). An application must be made for each year of Kindergarten, Pre-primary and Year 1. When children are enrolled in Year 1 they are entitled to remain enrolled at that school until the end of their primary schooling.

In all non local-intake schools, if the number of applications is greater than the number of places available enrolment is prioritised as follows:

1. Children living nearest the school.

If you submit an application for enrolment for your child, we will either confirm acceptance of enrolment or contact you to facilitate your child's enrolment at an alternative school within our local cluster of schools.

You should receive advice in the week beginning<insert week here>\_\_\_\_\_.

Thank you again for your interest in enrolling at insert <insert school name here>\_\_\_\_\_.

## ATTACHMENT 2

Dear Parent / Carer

Thank you for your inquiry regarding an application for pre-compulsory enrolment at <insert school name here>\_\_\_\_\_.

Our school is a local-intake school and priority of enrolment is given to children who live in the intake area of this school. Where possible we are pleased to accept enrolments for children who do not live in the intake area of this school. While the Department of Education and Training tries to ensure continuity in each child's schooling, unfortunately we are unable to guarantee enrolment at our school in the following year(s).

An application must be made for each year of Kindergarten, Pre-primary and Year 1. When children are enrolled in Year 1 they are entitled to remain enrolled at that school until the end of their primary schooling.

In all local-intake schools, if the number of applications is greater than the number of places available enrolment is prioritised as follows:

1. Children whose usual place of residence is in the intake area for the school, who will have a sibling enrolled at the school for that year and lives nearest the school.
2. Children whose usual place of residence is in the intake area for the school, who does not have a sibling enrolled at the school for that year and lives nearest the school.
3. Children whose usual place or residence is NOT in the intake area for the school, who does have a sibling enrolled at the school for that year and lives nearest the school.
4. Children whose usual place of residence is NOT in the intake area of the school, who does not have a sibling enrolled at the school for that year and lives nearest the school.

If you submit an application for enrolment for your child, we will either confirm acceptance of enrolment or contact you to facilitate your child's enrolment at an alternative school within our local cluster of schools.

You should receive advice in the week beginning <insert week here>\_\_\_\_\_.

Thank you again for your interest in enrolling at <insert school name here>\_\_\_\_\_.