

School and preschool enrolment policy

This is a mandated policy under the operational policy framework. Any edits to this policy must follow the process outlined on the [creating, updating and deleting requirements for children and young people being schools](#)

make sure department staff and parents meet their legislative and regulatory obligations when enrolling children and young people

make sure preschool and school practices in relation to enrolments are equitable and inclusive of all South Australian children and young people.

Note:

Throughout this policy, the term 'Aboriginal' respectfully refers to Aboriginal peoples and Torres Strait Islanders.

The term 'parent' refers to parents, guardians and/or caregivers with responsibility for the care of Aboriginal children.

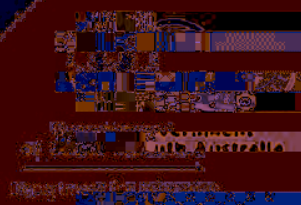
The term 'family' refers to parents, carers, families and extended families, Elders and community members involved in the education of their Aboriginal children.

Scope

This policy describes the responsibilities of schools, preschools and parents in relation to:

non-compulsory preschool.

compulsory education and the enrolment, attendance and participation requirements of children and young people under the [Education and Children's Services Act 2019 \(SA\)](#).



Contents

School and preschool enrolment policy.....	1
Overview	1
Scope.....	1
Detail.....	5
Part A – preschools	5
Eligibility for enrolment at preschool.....	5
Starting preschool	5
Interstate and overseas transfers	6

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Schools and Preschools	16
Chief Executive (or delegate).....	16
Minister for Education, Training and Skills (or delegate).....	16
Definitions	17
Aboriginal	17
additional needs and/or disability	17
admission.....	17
adult student	17
approved learning programs	17
approved panel of providers	18
best interest of a child or young person	18
child or young person.....	18
children and young people in car.....	18

placement.....	22
preschool program.....	22
qualification.....	23
reasonable effort	23
reception	23
registration of interest	23
SACE	23
school	23
specified visa.....	23
tailored learning.....	24
transfer	24
Supporting information.....	24
Related legislation.....	24
Related policies.....	24
Record history.....	25
Approvals.....	25
Revision record	25
Contact	27

Detail

Part A – preschools

Eligibility for enrolment at preschool

status, the child's residential addresses, full name, and birth date.

See the [school enrolment](#) page for further information.

Immunisation requirements

For a child to be enrolled by their parents and continue to attend a preschool, the child must meet the immunisation requirements under the [South Australian Public Health Act 2011 \(SA\)](#).

A parent must supply ~~parents approved~~ immunisation records for the

any time if the preschool has capacity to accept the child. Where the preschool does not have capacity, the child is to be placed onto a waitlist for future consideration if a place becomes available and supported to enrol an alternative preschool for placement.

Part B – schools

their parents in reception: intake 1 for children starting at the beginning of the year (term 1), and intake 2 for children starting mid-year (term 3).

Children who start reception through the mid-year (intake 2) will undertake 6 terms of reception.

Age of eligibility

Age of child	Eligibility
Turns 5 years of age before 1 May of that year	Can start reception at the beginning of that year (intake 1). Children undertake 4 terms of reception.
Turns 5 years of age between 1 May and 31 October of that year	Can start reception at the beginning of term 3 of that year (intake 2). Children undertake 6 terms of reception.
Turns 5 years of age after 31 October of that year	Can start reception at the beginning of following year (intake 1). Children undertake 4 terms of reception.

Commencing school in the year a child turns 6 years of age

For parents who do not wish to enrol their child until the year they turn 6 years of age, it is recommended the child starts school on the first day of the nearest major enrolment intake (eg the start of the school year

major enrolment intake or by their 6th birthday.

Children aged 6 to 16 years – compulsory school age

A child must be enrolled in a primary or secondary school and attend school, from when a child turns 6 years until they turn 16 years of age, unless the child has an approved [exemption](#) from attending school.

Children aged 16 to 17 years – compulsory education age

A child must attend school or participate in a full-time approved learning program, or a combination of programs, as to constitute full-time, until they turn 17 years of age. That is unless they have achieved a SACE or other qualification under an approved learning program.

Students aged 17 to 21 years – post compulsory school or education age

Current students aged 17 years to 21 years, no longer have to

the principal in line with the instructions in the [placement procedure \(PDF 751KB\)](#) (staff login required).

The department is committed to inclusion, and principals will make reasonable adjustments to ensure all children and young people with disability can attend school, on the same basis as any other child or young person.

Principals will manage admission and transfers to their school or services in a fair and transparent manner, without discrimination or prejudice as per the [admission procedure \(PDF 723KB\)](#) (staff login required) and [transfer procedure \(PDF 268KB\)](#) (staff login required).

Equal opportunity is promoted in all government schools to maximise the educational opportunities and outcomes for priority groups, including Aboriginal children and children in care.

See the [school enrolment](#) page for further information.

Develop strong connections with case managers.

Work in partnership with corporate staff, including Area Managers, to develop Tailored Learning practices in their school.

Utilise resources and tools to effectively manage Tailored Learning, tailored to their local conditions.

Youth workers (department or external provider)

Work in partnership with the school to provide support to coordinate services to meet the individual social, emotional, learning and transition needs of the student receiving Tailored Learning.

Comply with all departmental requirements for providing case management services and working with students.

Comply with the [Tailored Learning policy \(PDF 565KB\)](#) (staff login required).

Schools and Preschools

Give advice to principals, directors and education directors in the interpretation and implementation of enrolment requirements for schools and preschools determined by the Chief Executive and the department.

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Definitions

Aboriginal

This document uses the term 'Aboriginal' to refer to people who identify as:

Aboriginal

Torres Strait Islander

both Aboriginal and Torres Strait Islanders.

This usage is preferred by Aboriginal South Australians and the department.

additional needs and/or disability

Children with disability and/or additional needs including physical, sensory (hearing and/or vision), autism spectrum disorder, global developmental delay, speech, and language and/or significant challenging behaviours.

admission

The administrative process of enrolling or being allowed to enrol at a school and preschool M1-2.9 (e-2.9 (e)-6 -(2.935)a-p)-

[Skills Act 2008 \(SA\)](#).

Other programs declared by the Minister (or delegate) by notice in the government gazette.

A combination of the above.

approved panel of providers

The department established an [approved panel of providers](#) (APP) for case management services and mentoring programs. Approved providers have a rigorous selection process and signed deed of agreement with the Minister, which sets out department service requirements.

best interest of a child or young person

Consideration of the long-term and short-term welfare concerns for a child or young person, such as their intellectual, social and emotional needs, aspirations, and abilities.

child or young person

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child of compulsory education age

A child who is 16 years of age attending and/or participating in a full-time approved learning program until they turn 17 years of age unless they have achieved a SACE or other qualification.

children with significant extenuating family or individual circumstances

The principal or director can accept the early entry of a child at their school or preschool if they determine it will support the child's wellbeing. This may include:

- compassionate circumstances such as chronic homelessness, escaping domestic violence or recently orphaned

- medical reasons, including severe illness and mental health concerns or conditions (usually those that have necessitated hospitalisation or medical treatment)

- matters that significantly impact the welfare of the child.

delegate

The evidence must be to the satisfaction of the principal or director.

eligible for Tailored Learning support

Student eligibility

As part of the school referral process the student needs to be identified as a chronic or habitual school non-attender. Every attempt must then be made to re-engage the student. This includes:

- Communication with parents/caregivers via school meetings, phone calls or home visits.

- Reporting the student to the Social Work duty line if the student has been absent for 10 days

- Completing a Child Abuse Report Line (CARL) notification where appropriate

- Interventions and strategies put in place to support the student in mainstream.

These attempts to reengage the student must be documented, including any data available for attendance, wellbeing and learning and provided to the Tailored Learning leader. This internal referral information will help to complete a Tailored Learning assessment for each referred student.

Age suitability for Tailored Learning

Tailored Learning targets students who are at risk of disengagement or disengaged from learning in senior secondary years, who have limited time to prepare for positive post school pathways and are chronic non-attenders.

Year 7 students are ineligible for participating in Tailored Learning.

Students should be in year 8 or above and not over the age of 21 years. If a student is 21 – 25 years old they must comply with the department's adult education enrolment policy and email the Tailored Learning State manager with a copy of the application.

Year 8 and 9 students are strongly discouraged and, if included, need to be in a school setting rather than an offsite location where appropriate. Year 8 and 9 students are at an age where connections and relationships are very important with their peers and their teachers.

Students with disability

Students recommended for or currently placed in Special Options, including Special Class, Special School / Unit placements are ineligible for Tailored Learning.

Students with disabilities are best supported through IESP funding within a school-based setting, where strong school oversight and onsite support ensures their needs are effectively met. Students with disabilities, but not in Special Options, may be considered for Tailored Learning with ongoing support through their One-Plan, after all other options including school support practices, operations and strategies have been identified and thoroughly evaluated.

living in South Australia

The child's primary place of residence (physical home) is located within South Australia.

personalised learning plan (One Plan)

A document that sets out the needs, aims and objectives for individual children or young people.

[Adult education enrolment policy \(PDF 625KB\)](#)

[Attendance policy \(PDF 661KB\)](#)

[Belonging, Being and Becoming: The Early Years Learning Framework \(EYLF\) v2.0](#)

[Children and students with disability policy \(PDF 195KB\)](#)

[Exemption from school procedure \(PDF 657KB\)](#) (staff login required)

[National Preschool Reform Agreement 2021-2026](#)

[Open Access College enrolment policy \(PDF 223KB\)](#)

[Placement procedure \(PDF 751KB\)](#) (staff login required)

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