



- 1.1 Girton Grammar School (the) is an independent, co-educational school from Prep to Year 12 that strives for excellence in both academic and co-academic areas of education in a caring Christian environment.
- 2.1 The School currently provides a school curriculum for students from:
- (a) Prep to Year 10 based on the *Australian Curriculum, F-10 Curriculum* (or equivalent if superseded).
 - (b) Years 11 and 12 based on the Victorian Certificate of Education. From time to time, the School may also provide a limited offering of Vocational Education and Training, Vocational Major and school-based apprenticeships.
- 2.2 This policy sets out the principles and requirements for families of prospective domestic and international students (collectively referred to as for convenience) who are seeking to enrol a child at the School, including specifically the School's approach to inclusivity.
- 3.1 Through this policy, the School aims to:
- (a) Maintain an open and fair procedure for students seeking enrolment to the School.
 - (b) Ensure the procedure for enrolment to the School is fair, transparent and not unlawfully discriminatory.
 - (c) Explain clearly to prospective parents/guardians (referred to as for convenience) the School's enrolment process (from enquiry to enrolment).
 - (d) Ensure the School can provide for the educational needs of all its students in a manner that reflects the School's duty of care obligations.
 - (e) Ensure the School maintains its core values.
 - (f) Ensure the School complies with its commitments to supporting students with differing and varying needs, including by making reasonable adjustments where appropriate, and providing a pastoral and learning environment that supports their disabilities.
 - (g) Comply with the requirements of the *Education and Training Reform Act 2006 (Vic)* (as amended or replaced from time to time), and other relevant legislation.



- (h) Ensure that procedures are in place for the management, storage and retrieval of enrolment data, including in relation to the child's identity, immunisation and visa status (for further detail, refer to clause 14).

3.2 To assist in achieving the above aims, the School has allocated the following responsibilities:

	<p>Ensure the School meets its legal and regulatory responsibilities, including those that relate to inclusivity.</p> <p>Review and endorse this policy.</p> <p>Review and set tuition fees on an annual basis and otherwise as required.</p>
	<p>Establish and implement an enrolment policy and procedure that is open, fair and complies with all school registration and other applicable legislation.</p> <p>Act as the final decision-maker in relation to enrolment decisions.</p>
	<p>Ensure compliance with this policy.</p> <p>Ensure enrolments are compliant with the School's Constitution.</p> <p>Provide prospective parents with the necessary information about the enrolment processes.</p>
	<p>Read and comply with this policy.</p> <p>When seeking enrolment of a prospective student, complete the application for enrolment form as contained in the School's enrolment documentation (available on the School's website).</p> <p>Disclose their child's needs (including those that are diagnosed, undiagnosed and suspected), and information that may otherwise be relevant to the School providing an education to the child, the child's welfare, or the education and welfare of other students.</p>

4.1 The main enrolment entry points into the School are traditionally:

- (a) Preparatory ()
- (b) Year 4
- (c) Year 6



- (d) Year 7
 - (e) Year 11.
- 4.2 Places of enrolment are offered at other levels if vacancies exist.
- 4.3 Parents may apply for a place at the School for their child at any time from the child's birth.
- 4.4 To be eligible for admission to Prep, children must be 5 years of age on or before 30 April in the year they begin schooling and, in the School's reasonable opinion, school-ready.
- 4.5 In determining the school-readiness of a child, which is assessed against the School's commitment to inclusivity, the following are examples of factors that will be considered:
- (a) Separation: Is the child ready to separate from the parent for a day?
 - (b) Physical independence: Can the child manage their toileting, own clothes and belongings independently on a regular basis?
 - (c) Education: Has the child completed a primary education in another mainstream or special educational practice?
 - (d) Social maturity: Is the child ready to be part of a large group with approximately 20 to 25 children and one teacher? Can the child interact with other children and adults? Can the parent and the child cope with a wide cross-section of the community with different values and behaviours?
 - (e) Confidence: Is the child able to ask for help and assistance when required?
 - (f) Language: Is the child able to communicate sufficiently in order to be understood (including with staff and other students during class and in the playground)?

English as an Additional Language () students must demonstrate satisfactory English skills, as determined by a pre-requisite English language proficiency test via the International English Testing System (), other screening tests (if applicable) and any pre-enrolment interview, to ensure a prospective student will be able to meaningfully benefit from the School's education program.

For this purpose, the School requires EAL students to achieve either:

- a minimum IELTS test score of 5.5;
- a minimum IELTS test score of 5.0 when combined with at least 10 weeks of English Language Intensive Courses for Overseas Students (); or
- a minimum IELTS test score of 4.5. when combined with at least 20 weeks of ELICOS.



- 5.1 To be eligible for enrolment, the prospective student must be either:
- (a) an Australian citizen;
 - (b) entitled to stay in Australia, or enter and stay in Australia without limitation; or
 - (c) deemed eligible and approved for enrolment by the Principal as determined at their sole discretion.
- 5.2 Additionally, a prospective international student must:
- (a) be under 18 years of age at the time an offer of enrolment is made;
 - (b) reside in the state of Victoria at all times during the enrolment and be in the care of either:
 - (i) a parent or legal guardian;
 - (ii) a close relative nominated by a parent or legal guardian and approved by the Department of Home Affairs.
- 6.1 The School has an open entry policy. However, the School may:
- (a) Offer scholarships to specific groups of students, including for academic ability, hardship or individual excellence
 - (b) Determine enrolments based on its ability to provide educational services to the particular student
 - (c) Apply the priorities for enrolment set out in clause 7.7(d) of this policy.

Review information

- 7.1 Before submitting an application for enrolment form, families of prospective students are encouraged to:
- (a) Browse the School's website
 - (b) Review this policy, and other policies and procedures available on the School's website, to fully understand the vision, mission and values that will frame a student's education at the School



- (c) Attend Open Days and School Tours, as advertised
- (d) Contact our Registrar on (03) 5441 3114 or fill out an online enquiry form [here](#) to request an information package
- (e) Book a tour of the School
- (f) Request or download an application for enrolment form.

Submit an application

7.2 An application for enrolment may be made by submitting a completed online application for enrolment form.

7.3



- (6) prospective student's willingness and ability to comply with the School's behavioural standards;
- (7) prospective student's willingness and ability to derive a benefit from the School's educational model;
- (8) prospective student's school-readiness;
- (9) willingness of each family to endorse the School's vision, mission and



- 13.1 The School is an inclusive school and welcomes students and other members of the school community – including parents and staff – with a varying range of academic, behavioural, cultural, lifestyle and religious needs.
- 13.2 In this policy, a child's relevant needs include any needs a child has (or has had) that may be relevant to the education or welfare of the child (or that may impact on the education or welfare of others). A child's relevant needs may relate to (among other things) allergies, health conditions, physical or intellectual disabilities (whether diagnosed, undiagnosed or suspected), behavioural or learning challenges or difficulties, learning support requirements, and needs of a medical, psychological, health or dietary nature.
- 13.3 The School is committed to complying with its legal obligations regarding students with disabilities, supports the National Disability Standards for Education, and is an inclusive community. However, the School is not necessarily able to cater to every prospective student's relevant needs.
- 13.4 The School must be satisfied that it is equipped to adequately respond to a student's relevant needs, and ensure they are able to meaningfully derive from the educational program on offer. In this regard, the process of offering enrolment is informed by the availability of places, as well as the suitability of programs and support levels in relation to a child's relevant needs (and the child's level of school-readiness, if applicable). This consideration is had both in relation to an individual child and also broadly with regard to the School's resources and capacity to support the needs of a cohort of students.
- 13.5 The School also reserves the right to set and enforce reasonable standards of dress, appearance and behaviour. While the School will comply with its legal obligations, the School may not be able to facilitate an enrolment in circumstances where:
- 13.5.1 A child poses a threat, or presents a risk of harm to a member of the School community (including staff, students and parents)
 - 13.5.2 The child exhibits behaviours that significantly interfere with, or compromise, the teaching and learning experiences of others in the classroom, or social integration in the playground
 - 13.5.3 The child exhibits behaviours (including violent or sexualised behaviours) that otherwise have an emotional or psychological impact on others
 - 13.5.4 The child does not have, or does not effectively respond to, strategies or supports recommended by qualified medical professionals to assist the child to self-regulate and best support their positive experiences at school.
- 13.6 Accordingly, prior to an offer of enrolment being made, parents must inform the School of all relevant needs a prospective student has.



13.7 If a parent fails to promptly inform the School of a student or prospective student's relevant



Document details	
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Other staff involved in review:	Girton Grammar School on advice from Russell Kennedy Lawyers
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