

HILLBROOK ENROLMENT POLICY

1.0 Founding Vision & Our Culture

The founding parents and teachers of Hillbrook set out to create a school that was accessible to a broad range of prospective students within our wider community.

The School's beliefs underpin the culture of our community, with emphasis on Growth, Balance, Inclusion, Learning and Anglicanism, and the School's Enrolment Policy supports these beliefs.

2.0 Purpose

The purpose of this policy is to provide clear guidelines and processes to prospective parents seeking enrolment at Hillbrook and to ensure the staff responsible for managing enrolments maintain a consistent approach.

Hillbrook is committed to meeting the educational needs of its students in a manner that complies with relevant legislation and takes into account the diverse range of individual student needs, while balancing the interests of all parties when undertaking the enrolment process.

3.0 Roles & Responsibilities

The **School Board** is responsible for ensuring this policy is developed, complied with and reviewed as appropriate; and for approving the School fee structures annually.

The **Principal** (or authorised delegate) is responsible for:

- ensuring all prospective applicants are assessed against the School's criteria, which reflects the ethos of Hillbrook and the diversity of the community;
- ensuring the enrolment process is documented and published to the current and wider School community;
- ensuring all persons involved in the enrolment process are competent and understand the *Enrolment Policy*, maintain relevant documentation and adhere to Privacy Laws;
- maintaining a waiting list and making all offers of places.

The **Chief Financial Officer** is responsible for:

- Establishing enrolment fees and annual review of fees;
- Managing and approving applications for refunds, in liaison with the Enrolments Coordinator;
- Ensuring the effective implementation of this policy and procedures;
- Managing the enrolment process and approvals;
- Providing guidance and advice in relation to privacy issues.

The **Enrolments Coordinator** is responsible for:

- implementation of this policy and procedures in a consistent and transparent manner, in conjunction with authorised delegates;
- liaising with staff in relation to enrolment practices and procedures;
- provision of recommendations to the Principal for approval all enrolment applications to offers

4.0 Policy

Hillbrook is a co-educational secondary school who enrolls students for years 7 to 12 and as far as possible will maintain an equal ratio of girls to boys, within each year level.

The major intake year level is for entry to Year 7. In any given year, entry at other year levels is possible if vacancies arise.

Enrolments are considered only when the completed application form, supporting documentation and payment of the non-refundable application fee are received.

The School will undertake assessment of the application according to its enrolment process and assessment criteria and may offer a place upon approval by the Principal, or if the enrolment list is already full for that year level, place the application on the School's year level waiting list.

Students, parents or caregivers are required to abide by and support the School's terms and conditions as outlined in the School's Enrolment Application and Agreement.

The Principal has an overriding discretion to accept, reject or cancel enrolment or vary the requirements of enrolments, fees or refunds.

Once students have commenced at Hillbrook, ongoing enrolment is contingent upon:

- both the student and their parents or caregivers demonstrating support for the School's values, Declaration of Rights and Responsibilities, policies and procedures, and
- the maintenance of diligent application by the student in all aspects of the academic, Outdoor Education and general educational programs.

5.0 Guiding Principles and Enrolment Assessment Criteria

All applications received are considered in accordance with the following principles (in no particular order) and assessed against the Enrolment Assessment Criteria:

Principle 1

The ability of the prospective student to fully participate in the age appropriate academic educational offerings of Hillbrook, Outdoor Education Program and contribute to, and be involved positively in the School community.

Criteria:

- As Hillbrook provides a rigorous academic curriculum that focuses on preparing graduates for tertiary entry, students will maintain a full subject load from Years 7-12 preparing them for ATAR eligibility;
- In keeping with our philosophy of the importance of an education outdoors student will complete activity days and camps;
- Students will contribute to the life of the School community as well as participate in activities beyond the School such as Hillbrook's Community Action Program.

Principle 2

We believe the best education for young people is when the School and parents or caregivers are working in partnership.

Criteria:

- Parents or caregivers must be willing to provide outside school support to help their child with accessing the curriculum offerings and age appropriate educational outcomes.

Principle 3

We recognise that all students have learning, social and emotional needs.

Criteria:

- The School will assess the capacity to provide sufficient levels of support services and resources required by a student to access and participate fully in its academic, outdoor education and other school programs, without causing the School unjustifiable hardship;
- The student and family are supportive and confirm their understanding of all School policies that are made available at the time of enrolment.
- The School will assess a student's individual needs and what reasonable adjustments are required to accommodate the student in accordance with the processes set out in the *Enrolment Agreement* and the *Identifying Students with Diverse Needs Policy*.

6.0 Eligibility for an Enrolment Offer

Before an enrolment offer is made each application will undertake the following enrolment process:

- **Relationship with Hillbrook**

Consideration and priority of offers are provided to:

- Siblings, meaning the brother and sister of a current student of Hillbrook, or the brother or sister who has been offered and accepted a place for the future, or the brother or sister of a past student.
- Prospective students of Hillbrook employees have a right to a place, if available, as part of their employment contract.

- **Date of Application**

Year 7 applications will be assessed in order of the date of lodgement of the application form and the completion of all relevant paperwork.

Neither submission of a completed application form, nor receipt of the related application fee, guarantees an interview or offer of a place.

- **Documentation**

The provision of all required documentation within specified timeframes, including but not limited to school reports, test results and requested aptitudinal information, which the School requires from parents in good faith to make an informed decision when offering a place.

During the enrolment process, the School may request information and documentation from specialist personnel, including, but not limited to, previous education providers, disability agencies, medical and allied health professionals, and verification personnel.

Failure to disclose a known educational, medical, functional, health, emotional or intellectual requirements, learning difficulties or learning support requirements, or any

other medical, dietary or psychological condition at any point throughout the application process may have significant implications for the ongoing support of a student seeking enrolment and may lead to cancellation of the application at the Principal's sole discretion.

- **Ability to cater to individual requirements of the student**

Where a prospective student has particular educational, medical, functional, health, emotional or intellectual requirements, learning difficulties or learning support requirements, or any other medical, dietary or psychological condition, the School is required to determine whether it can reasonably and safely accommodate the student.

- **Interview process and post interview assessment**

Review of outcomes from the interview process and post interview assessment of each individual application, in consideration of the Guiding Principles and Assessment criteria (refer Point 5.0).

7.0 Individual Needs

Hillbrook is responsive to the diverse needs of its current and prospective students.

Where applications are received for students who have individual needs (as a result of a disability, medical, psycho-social, emotional, intellectual, health, dietary or other conditions, or where the student has particular learning difficulties or learning support requirements) the application in the first instance will be considered in accordance to the assessment criteria above in 5.0 and the *Identifying Students with Diverse Needs Policy*.

In addition, an enrolment support process is undertaken to examine the resources of the School and the individual needs of the student. Consideration is given to the ability of the School to provide reasonable adjustments to support the specific needs of the student and that extra services and resources can be accommodated, without causing the School unjustifiable hardship (refer Appendix 6 definition).

Throughout the enrolment process the Principal or the Enrolments Coordinator will discuss the student's needs with the student, parent and/or guardian. In order to more accurately assess the specific needs the Principal may ask the parent in a timely manner for:

- permission to contact the student's school for additional information and further clarification on individual needs
- more information on medical, psychological or other reports from specialists, treating medical practitioners or allied health professionals
- the student to undergo an independent learning assessment
- the student to undergo an independent medical assessment

Failure to disclose or provide a known educational need by the parent may lead to cancellation of the application or enrolment.

The School will consider any particular educational, medical, functional, health, emotional or intellectual requirements, learning difficulties or learning support requirements, or any other medical, dietary or psychological condition, of a prospective student, and any reasonable adjustments in respect of those needs in accordance with the terms set out in the *Enrolment Agreement* and the *Identifying Students with Diverse Needs Policy*.

8.0 Fees and Refunds

Fees are to be paid at each step as required in the School's *Enrolment Procedures*.

Refunds of all enrolment fees will be made in accordance with the School's *Fees & Payments Policy*. All applications for refunds will be assessed in a consistent manner by the Chief Financial Officer. It is the parent's responsibility to be aware of the terms and conditions of payment of non-refundable enrolment fees when accepting a place at the School and before making application for a refund. Refer also to the School's *Enrolment Procedures* and the School's *Fees and Payments Policy*.

9.0 Privacy

All information provided during the enrolment process will be kept and used in accordance with the School's *Privacy Policy*.

Review

As with all School Policies, Hillbrook reserves the right to alter this *Enrolment Policy* at any time and for any reason. The Board will review this Policy on a biennial basis.

10.0 Related Legislation and other Documents

Related Legislation

Relevant legislation includes the following:

- *Disability Discrimination Act 1992 (Cth)*
- *Disability Standards for Education 2005 (Cth)*

Definitions

- Academic Curriculum (see Appendix 1)
- Provision of Support by Enrichment Team (see Appendix 2)
- Definition of Disability (see Appendix 3)
- Definition of Identification of Students with a Disability and Diverse Needs (see Appendix 4)
- AARA - Access Arrangements and Reasonable Adjustments (see Appendix 5)

- Unjustifiable Hardship (see Appendix 6)

Policies

- Guiding Principles for Setting Tuition Fees
- Fees and Payments
- Diverse Gender Policy - Supporting Students Diverse in Gender
- Identifying Students with Diverse Needs Policy
- Privacy
- Enrolment Procedures

Appendices

Appendix 1: Definition of Academic Curriculum

Hillbrook has a strong academic focus and all students engage in a range of intellectually challenging subjects. All students at Hillbrook complete an academic pathway and achieve an Australian Tertiary Admissions Rank (ATAR) at the end of their schooling.

Appendix 2: Provision of Support by Enrichment Team in General

The following support is currently provided by the Enrichment Team at Hillbrook:

- An Individual Learning Plan (ILP) is prepared, in conjunction with parents or caregivers, for students who have a formal diagnosis and/or verification. This ILP is provided to classroom teachers to assist in understanding the learning and/or social emotional impacts of the diagnosed condition. The ILP also provides reasonable and realistic adjustments teachers can use to support the student in the classroom.
- The LANE (Literacy and Numeracy Enhancement) Program is an elective subject offered in Years 7, 8 and 9 to assist students who require additional support with English and Mathematics. Classes are provided in a small group format with no more than 12 students.
- Students are welcome to access learning support (such as assistance with organisation and assignment writing) during break times, but the Enrichment Centre does not provide individual on-going tutoring in specific subject areas.
- Our Enrichment Team attend a limited number of classes in Years 7-10 each week to provide support for groups of students, who might require assistance during that class.
- Students who are eligible for reasonable adjustments for exams will be catered for.
- Some students are also able to access the use of a reader or a scribe during exams. These students would need a formal diagnosis such as Dyslexia or Dysgraphia.
- All students complete their specific year level work and are assessed as per the Australian Curriculum.

Appendix 3: A Disability, in relation to a person, means:

- total or partial loss of the person's bodily or mental functions; or
- total or partial loss of a part of the body; or
- the presence in the body of organisms causing disease or illness; or
- the malfunction, malformation or disfigurement of a part of the person's body; or
- a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour; and includes a disability that:
 - presently exists; or
 - previously existed but no longer exists; or
 - may exist in the future; or
 - is imputed to a person.

Appendix 4: Identification of Students with a Disability and/or Diverse Need

Students with a disability and/or diverse learning need, if known, will need to be identified at the time of enrolment. The Enrichment Team will lead this process.

The purpose of identification is to make 'reasonable adjustments' to accommodate a student with a disability and/or diverse learning need within the learning environment whilst balancing the interests of all parties affected. This process seeks to assist these students to participate within the education process and to identify the most effective methods to meet the needs of the student and incorporate their individual strengths and abilities.

The processes for the identification of prospective students with diverse needs and the making of 'reasonable adjustments', are set out in the School's *Identifying Students with Diverse Needs Policy* and in the *Enrolment Agreement*.

Appendix 5: AARA – Access Arrangements and Reasonable Adjustments

The Queensland Curriculum and Assessment Authority (QCAA) recognises that some students have a disability, impairment and/or medical condition or experiences other circumstances that may be a barrier to their performance in assessment. Access Arrangements and Reasonable Adjustments (AARA) are designed to assist these students.

Access Arrangements and Reasonable Adjustments are adjustments provided by the School to minimise, as much as possible, barriers for students whose disability, impairment, medical condition or other circumstances may affect their ability to access or participate in assessment.

When providing AARA (Access Arrangements and Reasonable Adjustments) for its students, Hillbrook adheres closely to the recommendations put forward by QCAA.

The application of AARA to student assessment is based on the *functional impact* of the condition for which AARA are sought. Students with the same condition may experience

highly varied impacts on their education, and their ability to demonstrate their learning, knowledge and skill in assessments.

AARA minimise barriers for eligible students and enables them to demonstrate their learning, knowledge and skill in assessment. It is important to note that AARA does not involve compensating for what the student does not know or cannot do.

Appendix 6: 'Unjustifiable hardship' (as defined in Section 11, Page 14 of the Disability Discrimination Act 1992)

- (1) For the purposes of this Act, in determining whether a hardship that would be imposed on a person (the *first person*) would be an *unjustifiable hardship*, all relevant circumstances of the particular case must be taken into account, including the following:
 - (a) the nature of the benefit or detriment likely to accrue to, or to be suffered by, any person concerned;
 - (b) the effect of the disability of any person concerned;
 - (c) the financial circumstances, and the estimated amount of expenditure required to be made, by the first person;
 - (d) the availability of financial and other assistance to the first person;
 - (e) any relevant action plans given to the Commission under section 64.

Example: One of the circumstances covered by paragraph (1)(a) is the nature of the benefit or detriment likely to accrue to, or to be suffered by, the community.

- (2) For the purposes of this Act, the burden of proving that something would impose unjustifiable hardship lies on the person claiming unjustifiable hardship.