

AUGUST 2024

# Enrolment Procedure

# Table of Contents

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<b>1</b>	<b>PURPOSE .....</b>	<b>5</b>
<b>2</b>	<b>OVERVIEW.....</b>	<b>6</b>
<b>3</b>	<b>LEGAL REQUIREMENTS.....</b>	<b>7</b>
<b>4</b>	<b>GENERAL ENROLMENT PRINCIPLES.....</b>	<b>8</b>
4.1	NEW ENROLMENT.....	8
4.1.1	<i>Who can enrol a child? .....</i>	8
4.1.2	<i>Determining place of residence .....</i>	9
4.1.3	<i>Student behaviours posing a risk.....</i>	9
4.1.4	<i>Levies.....</i>	9
4.1.5	<i>School procedure for new enrolments.....</i>	10
	<i>Table 1: Proof of identity for new enrolment .....</i>	10
	<i>Table 2: Evidence of residential address.....</i>	11
	<i>Table 3: Additional evidence .....</i>	11
4.2	ENROLMENT AREAS .....	13
4.2.1	<i>'In-Area' students .....</i>	13
4.2.2	<i>Out-of-Area (OOA) enrolments.....</i>	14
4.3	INDEPENDENT STUDENTS.....	14
4.4	OVER 18 YEARS.....	15
4.5	INTERSTATE STUDENTS.....	15
4.6	VISA HOLDERS .....	15
4.6.1	<i>Students requiring documentation from GETI .....</i>	15
4.6.2	<i>Permanent visa holders.....</i>	16
4.6.3	<i>Temporary Resident Program (TRP) – dependent visa holder .....</i>	17
4.6.4	<i>Humanitarian visa holders .....</i>	17
4.6.5	<i>Full Fee-Paying Student – student visa holders.....</i>	17
4.6.6	<i>Full Fee-Paying Student – Visitor Visa Holders.....</i>	17
4.6.7	<i>Exchange Students.....</i>	18
4.7	STUDY TOUR PROGRAMS .....	18
4.8	TASMANIAN STUDENTS ON EXCHANGE PROGRAM .....	18
<b>5</b>	<b>ENROLMENT AT SUPPORT SCHOOLS .....</b>	<b>19</b>
5.1	ENROLMENT AFTER EARLY CHILDHOOD INCLUSION SERVICES (ECIS).....	19
5.2	TIMEFRAMES FOR APPLICATION .....	19
5.3	REVIEW PROCESS .....	20
5.4	TRANSPORT.....	20
<b>6</b>	<b>TRANSFERRING OR CHANGING ENROLMENTS.....</b>	<b>21</b>
6.1	TRANSFERS <b>BETWEEN</b> TASMANIAN GOVERNMENT SCHOOLS.....	21
6.2	TRANSFERS <b>FROM</b> NON-GOVERNMENT SCHOOLS.....	21
6.3	TRANSFERS <b>TO</b> HOME EDUCATION .....	21
<b>7</b>	<b>CHANGING ENROLMENT INFORMATION .....</b>	<b>22</b>
7.1	CHANGE OF ADDRESS.....	22
7.2	CHANGE OF PARENT CONTACT INFORMATION.....	22

7.3	CHANGE OF STUDENT NAME .....	22
7.4	CHANGE OF GENDER .....	23
<b>8</b>	<b>ANNUAL VALIDATIONS .....</b>	<b>24</b>
<b>9</b>	<b>CLOSING ENROLMENTS .....</b>	<b>25</b>
9.1	PROCESS FOR CLOSING AN ENROLMENT .....	25
9.2	NO FORMAL NOTIFICATION RECEIVED .....	26
9.3	TRANSITION FROM YEAR 6-7 AND YEAR 10-11 .....	26
9.4	YEAR 12 EXITING .....	26
9.5	STUDENTS TRAVELLING INTERSTATE OR OVERSEAS .....	26
<b>10</b>	<b>SPECIALISED ENROLMENT PROCESSES .....</b>	<b>27</b>
10.1	PART-TIME ATTENDANCE STUDENTS .....	27
10.2	PART-TIME HOME EDUCATED STUDENTS .....	27
10.3	SHARED STUDENTS .....	29
10.3.1	<i>Years 11/12 - Participation of non-government students in senior secondary courses .....</i>	<i>29</i>
10.3.2	<i>Kindergarten to Year 10 – non-government .....</i>	<i>30</i>
10.3.3	<i>Dual enrolment – support and mainstream schools .....</i>	<i>30</i>
10.3.4	<i>Mainstream schools K-10 .....</i>	<i>31</i>
10.3.5	<i>Senior Secondary students .....</i>	<i>31</i>
10.4	EARLY ENTRY TO KINDERGARTEN OR PREP .....	32
10.4.1	<i>Gifted Category .....</i>	<i>32</i>
10.4.2	<i>Mobile Category (for Interstate students) .....</i>	<i>33</i>
10.5	TASMANIAN eSCHOOL .....	33
10.5.1	<i>Enrolment criteria .....</i>	<i>33</i>
10.5.2	<i>Access to Tasmanian eSchool .....</i>	<i>34</i>
10.6	ASHLEY SCHOOL .....	35
10.6.1	<i>Entering Ashley School .....</i>	<i>35</i>
10.6.2	<i>Leaving Ashley School .....</i>	<i>35</i>
10.7	T4 ENGAGEMENT PROGRAMS .....	36
10.8	BIG PICTURE LEARNING .....	37
10.9	REPEATING OR ADVANCING A YEAR LEVEL .....	38
10.9.1	<i>Repeating a Year Level .....</i>	<i>38</i>
10.9.2	<i>Advancing a Year Level .....</i>	<i>38</i>
10.10	APPRENTICESHIPS AND TRAINEESHIPS FOR SCHOOL-AGED LEARNERS .....	38
10.11	PACKAGES OF LEARNING .....	40
<b>11</b>	<b>SENIOR SECONDARY ENROLMENT PROCESSES .....</b>	<b>41</b>
11.1	YOUTH PARTICIPATION DATABASE .....	41
11.2	SCHOOL/COLLEGE FULLTIME HOURS .....	42
11.3	COMBINED FULL-TIME APPROVED LEARNING PROGRAM (ALP) .....	42
11.4	SENIOR SECONDARY SUBJECT ENROLMENTS .....	42
11.4.1	<i>Vocational Education and Training (VET) subject enrolments .....</i>	<i>43</i>
11.4.2	<i>UTAS subject enrolments .....</i>	<i>43</i>
11.4.3	<i>Nationally or Interstate Assessed Languages (NIAL) .....</i>	<i>43</i>
11.4.4	<i>TASC subject enrolments .....</i>	<i>43</i>
11.4.5	<i>Secondary students undertaking TASC subjects .....</i>	<i>44</i>
11.4.6	<i>Applied Capability Qualifications Process .....</i>	<i>44</i>
11.4.7	<i>Year 11 and 12 students with additional needs .....</i>	<i>44</i>
11.5	VIRTUAL LEARNING TASMANIA (VLT) .....	44
11.6	YEAR 13 .....	45

<b>12</b>	<b>LAUNCHING INTO LEARNING (LIL) ENROLMENT PROCESS .....</b>	<b>47</b>
<b>13</b>	<b>CHILD AND FAMILY LEARNING CENTRE (CFLC) ENROLMENT PROCESS.....</b>	<b>48</b>
<b>14</b>	<b>EARLY CHILDHOOD INCLUSION SERVICES (ECIS) .....</b>	<b>50</b>
<b>15</b>	<b>SUPPORTING INFORMATION .....</b>	<b>51</b>
15.1	LEGISLATION .....	51
15.2	RELATED POLICIES .....	51
15.3	RELATED PROCEDURES AND GUIDELINES .....	52
<b>16</b>	<b>DEFINITIONS .....</b>	<b>53</b>
<b>17</b>	<b>ACRONYMS .....</b>	<b>56</b>

# 1 Purpose

The Department for Education, Children and Young People (DECYP) has a responsibility to ensure all in their care are known, safe, well and learning.

The aim of this document is to provide clarity for school staff in relation to the requirements for school enrolment under *Education Act 2016* (the Act), including Ministerial and Secretary's Instructions (links provided in Section 15.1 - Legislation).

In addition, enrolment processes for Early Years Learning are included, however, it should be noted that these do NOT fall within the scope of The Act.

Following the processes outlined will ensure students are correctly and consistently enrolled in DECYP schools or Early Years Learning.

For further information on some processes, links have been provided to current policies and procedures.

## 2 Overview

The enrolment process for a child, youth or person in a government school has three main stages, each requiring schools to check and validate information:

- New enrolments (any first-time enrolment in the government system regardless of year level),
- Changing or transferring enrolments (including annual validations), and
- Closing enrolments.

In addition, there are specific requirements around certain programs or enrolment types that schools must be aware of and follow. This includes:

- Senior Secondary enrolments,
- Specialised programs, and
- Non-compulsory education programs [ie. Child and Family Learning Centres (CFLC), Launching into Learning (LiL), and Early Childhood Inclusion Services (ECIS)].

### 3 Legal requirements

Under the Act every child, youth or person has the right to receive an education until they complete Year 12, the year of home education equivalent to Year 12, or an approved learning program.

Adults who have not completed their entitlement should be directed to Libraries Tasmania's Lifelong Learning service or to alternate learning environments, e.g. TasTAFE, UTAS and other RTOs. Adults are not enrolled in schools and colleges.

Unless exempted, all children who are permanent Australian residents in Tasmania and at least 5 years of age as at 1 January in any year **MUST** be enrolled in a school, or an approved home education program until they complete Year 10.

Once a young person has completed Year 10, they must participate full-time in an Approved Learning Program until they obtain a Year 12 completion certificate, or receive a Certificate III, or reach the minimum leaving age of 18 (whichever comes first) unless they are home educated, have an approval for part-time attendance (from relevant Deputy Secretary) or have an exemption.

## 4 General enrolment principles

### 4.1 New enrolment

When a child is enrolled at a Tasmanian Government school/centre for the **FIRST TIME**, this is a new enrolment, and the following forms must be completed in full:

- a) Application for Enrolment - Student Information (Form A),
- b) Application for Enrolment - Parent Contacts (Form B),
- c) Application for Enrolment - Supplementary Information (Form C).

#### 4.1.1 Who can enrol a child?

The enrolment form only needs to be completed by ONE parent or person considered to be a 'parent' defined under the Act as:

- d) a legal guardian of a child; and
- e) another person who has the care, control or custody of a child; and
- f) another person who generally acts in the place of a parent of a child and has done so for a significant length of time.

While this includes the child's natural parents, it also means any of these people, including informal kinship carers<sup>1</sup> are equally empowered to enrol a child in school under the Act.

Where doubt arises in resolving issues, the educational interests and welfare of the child are to be the paramount consideration for accepting a new or change of enrolment.

Further clarification is available on the Legal Services Toolkit site or by contacting Legal Services (email – [legal.services@decyp.tas.gov.au](mailto:legal.services@decyp.tas.gov.au) or by phone - 6165 6187)

On the enrolment form contacts are listed as 'Enrolling Parent' or 'Other Parent/Contact'. The 'enrolling' parent is the person completing the form and is henceforward regarded as the nominated main contact.

In addition, evidence of the following is required:

- the student's identity (see Table 1),
- the enrolling parent's identity (see Table 1) and place of residence (see Table 2),
- health information (including immunisation history, allergies, and any medical conditions if applicable),

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<sup>1</sup> An informal kinship carer is an adult who is caring for someone under the age of 18 through an informal arrangement because the child's parent is not able to and there is no formal agreement or court order in place. This might include grandparents, uncles, aunts, siblings or other adults who have a connection to the child, such as neighbours or a close friend of the family. It can also include a member of the young person's community (in accordance with their culture). The *Carer Recognition Act 2023 (Tas)* recognises informal kinship carers within the definition of 'carer'.



- Legal Orders (if applicable),
- student's independent status (if applicable) (see Table 3).

A validation process is in place to confirm and update information annually; and this is also used when changing schools. In exceptional circumstances, especially involving changes of custody, a new enrolment form can be completed.

**Note:** *non-presentation of evidence of identity **does not prevent** a student's enrolment. The school must make all effort to acquire the evidence but must not stop a child or youth attending because it has not been presented. If evidence is not provided to the school within 30 days of enrolment, the school **MUST** send a '[Non Supply of Evidence of Identity](#)' letter to the parent to request it. If there is still no response the school should continue to send the letter of request each term*

#### 4.1.2 Determining place of residence

For a student enrolment in Tasmanian Government schools, a student's place of residence is the address at which they reside at the time of enrolment. If a student resides at multiple addresses, the student's residence for enrolment purposes is the address at which they spend the majority of their weekdays.

If the student spends an equal amount of time at two addresses, both addresses will be considered the student's residence, and the student will be entitled to enrol at the in-area school for either address.

If a student is 18 years and over, independent or from interstate additional requirements must be fulfilled as outlined in Table 2 – Evidence of Residential Address.

#### 4.1.3 Student behaviours posing a risk

If a parent has indicated on the Enrolment Form (under Health and Safety Information) that the student has behaviours that may pose a risk to the health and safety of the child or others at the school. The school principal must be notified and is to approve each enrolment.

The principal will develop and maintain strategies to eliminate or ameliorate the likelihood of the child who is attending, or who will attend, from posing a health and safety risk to themselves or others at the school (see [Ministerial Instruction No 7](#) for Elimination or Amelioration of Risks to Health and Safety of Persons at School).

If a principal has concerns about how the school can provide appropriate and safe support for students with specific needs, they must contact the department's Student Support team.

#### 4.1.4 Levies

- Principals, in consultation with their School Association, determine what levies or charges are set for the school. Levies incorporate required costs while charges are for optional costs. Further information is available in the [School Levies and Charges Procedure](#).
- If a principal becomes aware of a dispute between parents regarding the liability for levies and charges, a principal is to apply the liability equally between the parents until the parents either

agree to a different percentage, or a legal order comes into force to direct a different liability proportion.

**Note:** Levies are not payable by students eligible for Student Assistance Scheme (STAS) or Full Fee-Paying Students (visa subclass 500).

#### 4.1.5 School procedure for new enrolments

Once the school has received the completed Enrolment Form and the enrolment is approved by the principal, the school **MUST**:

- Create an enrolment in EduPoint and enter all the data provided on the enrolment form using the Enrolment Wizard and **checking historical records** in EduPoint to ensure student and contacts do not already exist before creating new records. Use the 'Date of Birth' field in the first instance when searching.
- Ensure the parent details or other contact details are entered regarding:
  - Levies,
  - Emergency contact sequence, and
  - Receiving communication.

**Table 1: Proof of identity for new enrolment**

TYPE	EVIDENCE
<b>Student ID</b>	An original or certified copy of <b>one</b> of the following <b>MUST</b> be provided: <ul style="list-style-type: none"><li>• Australian Birth Certificate (or if born in Tasmania, confirmation of birth by Birth, Deaths and Marriages),</li><li>• Current Australian or foreign passport and visa,</li><li>• Current Australian Driver Licence or Tasmanian Learner Licence,</li><li>• Citizenship papers,</li><li>• Department of Home Affairs (DHA) issued travel documents, including visa,</li><li>• DHA Certificate of Resident Status,</li><li>• Tasmanian Personal Information Card.</li></ul>
<b>Parent/Carer ID</b>	An original or certified copy of <b>one</b> of the following <b>MUST</b> be provided: <ul style="list-style-type: none"><li>• Birth Certificate,</li><li>• Current Australian or foreign passport and visa,</li><li>• Current Australian Driver Licence or Tasmanian Learner Licence,</li><li>• Citizenship papers,</li><li>• Department of Home Affairs (DHA) issued travel documents, including visa,</li><li>• DHA Certificate of Resident Status,</li><li>• Tasmanian Personal Information Card.</li></ul>

Some families and students may have significant difficulty in sourcing and providing proof of residence documents (e.g. families residing short term at a caravan park or short term at a shelter, transient families, independent students, students living in foster care or out-of-home care, students with Care and Protection Orders).

In these circumstances, proof of residential address requirements may be modified to ensure these documents do not act as a barrier to school attendance (e.g. letter from shelter, Statutory Declaration from person/family the student is staying with).

Principals can seek advice from Student Support, via their Student Support Coordinator, where necessary regarding proof of residential address requirements in exceptional circumstances.

When enrolling, parents/independent students **MUST** provide **two (2)** proof of residential address documents with **matching** addresses.

**Table 2: Evidence of residential address**

	EVIDENCE
When enrolling, parents/independent students <b>MUST</b> provide <b>two (2)</b> proof of residential address documents with <b>matching</b> addresses.	<p><b>One</b> of these <b>original</b> documents <b>MUST</b> be provided/sighted*:</p> <ul style="list-style-type: none"> <li>• Current rental agreement or rental bond receipt (current at time of application for enrolment),</li> <li>• Unconditional contract of house sale,</li> <li>• Recent council rates notice,</li> <li>• Recent water, electricity, or gas bill</li> </ul> <p><b>AND</b></p> <p>A copy of <b>one</b> of the following <b>MUST</b> be provided/sighted*:</p> <ul style="list-style-type: none"> <li>• Centrelink statement showing home address,</li> <li>• Insurance notice showing home address,</li> <li>• Registration or drivers licence renewal notice,</li> <li>• Australian Taxation Office Assessment from the current or last year,</li> <li>• Electoral enrolment document,</li> <li>• Bank correspondence showing home address.</li> <li>• Formal advice to school from GETI for a full fee-paying international student.</li> </ul>

**\*Note:** Some families and students may have significant difficulty in sourcing and providing proof of address documents (e.g. families residing short term at a caravan park or shelter, independent students and students living in foster care or out-of-home care). In these circumstances, proof of address requirements maybe modified (e.g. letter from shelter, Statutory Declaration from person/family the student is staying with).

**Table 3: Additional evidence**

STUDENT TYPE	EVIDENCE
<b>Independent students</b>	<p><b>Note:</b> Independent students may be provided with support from school support staff (e.g. school social worker) to provide proof of residential address documents.</p> <p>An Independent Student <b>MUST</b> provide <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• Proof of Centrelink payment,</li> <li>• Rental Agreement or water, electricity, or gas bill along with a letter from a Social Worker,</li> <li>• A document signed by the parent stating the student is independent,</li> <li>• Youth Allowance or ABSTUDY Notice of Assessment.</li> </ul>

<b>18 years and over</b>	<p>A student aged 18 years and over who is not currently enrolled within a DECYP school, transferring from non-Government school or another State/Territory MUST hold a current Tasmanian Registration to Work with Vulnerable People (RWVP) with a status of at least Volunteer prior to commencement of study. (This RWVP requirement does not apply to online learning that does not require attendance at classes on school or college premises.)</p> <p>Until a current Tasmanian RWVP is obtained, an individual's enrolment application will be deemed "not complete". The student must not attend classes on the school or college premises until they have a current RWVP, and it has been noted within EduPoint.</p> <p>If an application for RWVP is still awaiting clearance at the commencement of classes, then alternative arrangements must be made until a clearance is received.</p> <p>For continuing students 18+ (i.e. known to DECYP/continuation of study within DECYP) a RWVP is not required.</p>
<b>Interstate students</b>	<p>The school MUST request a transfer of information from the student's previous school using the Interstate Student Data Transfer Note (ISDTN).</p> <p>The ISDTN requests information about school information, student progress, support needs and student behaviour and management issues.</p> <p>Full details can be found on the internet <a href="#"><u>Transferring Student Data Interstate - Department of Education, Australian Government</u></a></p>
<b>Temporary Resident Program students (visa holders) and international students</b>	<p>See section 4.6</p>

## 4.2 Enrolment Areas

All students are entitled to enrol at their local 'in-area' Tasmanian Government school.

- For primary students (K to 6) - Schools and families can view intake area maps on the Department's Find Your Local Primary School webpage; [\[https://www.decyp.tas.gov.au/learning/find-your-local-school/intake-areas-tasmanian-government-schools\]](https://www.decyp.tas.gov.au/learning/find-your-local-school/intake-areas-tasmanian-government-schools)
- For secondary students – Schools and families can use the Department's Find Your Local High School webpage for information on the intake high school/s for each State primary school; [\[https://www.decyp.tas.gov.au/learning/find-your-local-school/find-your-local-high-school/\]](https://www.decyp.tas.gov.au/learning/find-your-local-school/find-your-local-high-school/)
- Although DECYP encourages the enrolment of students at their local intake area school, there may be reasons why parent may seek to enrol their child at a school outside of their intake area.

### 4.2.1 'In-Area' students

All students living within an intake area for a primary or district school are entitled to enrol at the Tasmanian government school within that area.

At the completion of Year 6, all students enrolled at a Tasmanian government primary school are entitled to enrol at the intake high school/s for their primary school.

In the following circumstances, a school (including a school that is at-capacity or nearing capacity) may be required to enrol a student who is determined to be out-of-area, using a standard Enrolment Form:

- The enrolling student has a sibling who is currently enrolled at the school\*
- The school has been directed to enrol a student, due to exceptional circumstances, by a Student Support Leader or the Director Operations \*\*
- The school has been directed to enrol a student by the Manager, Government Education and Training International (GETI)\*\*

#### **Enrolment of siblings\***

Siblings of a student currently enrolled at the school are entitled to enrol using a standard Enrolment Form. Siblings **MUST** be enrolled at the school at the same time for this entitlement to apply.

The following rules apply when assessing whether a student is considered in-area because of their sibling's enrolment at a school.

- Siblings **MUST** be residing together at the same address at least 50 percent of the time.
- Siblings **MUST** be enrolled at the school at the same time.

Siblings include step-siblings, half-siblings and siblings in statutory out-of-home care arrangements (including foster care, kinship care, permanent care), and students residing together in one residence as part of genuine multiple family cohabitation.

#### **Exceptions to enrolment under the sibling criterion\*\***

If the school offers a specialised program in which out-of-area students are invited to participate (e.g. Big Picture Program) the siblings of these students are not eligible to enrol under the sibling criterion. The school **MUST** ensure that families of students in these programs are aware of this.

If a district (K to 12) school does not have capacity in some or all primary classes, the Principal **MAY**, with the permission of the Director Operations, reject enrolment requests for primary-aged siblings of secondary students enrolled at the school.

An exception may also apply to the siblings of students placed by Learning Services due to exceptional circumstances (under Section 7.9), in consultation with the Director Operations.

**NOTE:** Enrolment in Launch into Learning (LiL) does **NOT** mean a student is considered as 'in-area' and does not guarantee a place at the school.

Principals **MUST** ensure that families with children enrolled in LiL are made aware of this.

### **Schools that are at-capacity or nearing capacity**

If a school is at-capacity or nearing capacity, the relevant decision-maker (i.e. Student Support Leader, Director Operations or the Manager, Government Education and Training International) **MUST** consider whether schools that are not at-capacity could accommodate the student/s.

## **4.2.2 Out-of-Area (OOA) enrolments**

Principals and their delegates **MUST** adhere to the [Out-of-Area Enrolment Procedure](#) when determining and managing whether a student is in-area or out-of-area enrolments.

- DECYP encourages the enrolment of students at their local 'in-area' school, while acknowledging that parents may have reasons to seek enrolment at an out-of-area school.
- The only acceptable reasons for out-of-area enrolment are those listed in the [Enrolment from Outside Intake Area - Secretary's Instruction No. 2](#).
- DECYP is committed to ensuring that any applications for out-of-area enrolments are assessed consistently, equitably and transparently.
- All schools are required to adhere to the [Out-of-Area Enrolment Procedure](#) except Ashley School, Support Schools, Tasmanian eSchool and Launceston Big Picture School, all of which are exempt from having an intake area.
- Year 11 and 12 students are exempt from having an intake area and are not subject to feeder school arrangements. All students in Year 11 and 12 are to be enrolled using a standard Enrolment Form.

## **4.3 Independent students**

Under The Act a school-aged child or youth who is living independently from their parents is an 'Independent Student'.

Living independently can be due to extreme circumstances where the student is unable to live at home or their parents cannot take care of them, and they have been assessed as 'temporarily independent' for the Youth Allowance. In addition, a student may be regarded as independent when evidence has been provided by a Social Worker or documentation signed by the parent stating that the student is independent.

- Schools must ensure the 'Independent' box is selected in EduPoint and the details are completed, including what evidence has been sighted.

## 4.4 Over 18 years

If a student is currently enrolled in a DECYP school and turns 18 during the year, the student does not need to obtain a Registration to Work with Vulnerable People (RWVP).

If a person applies for Year 13, is over the age of 18 and was not enrolled in Year 12 at a Tasmanian government school the prior year, they DO need to show a current RWVP.

If a person over 18 years of age and not currently enrolled in a DECYP school, contacts a school to enrol, the principal should determine if they have completed their education entitlement (Part 4 of the Education Act) or is seeking to enrol in Year 13 (see Year 13 process). If they have completed their entitlement or not eligible for Year 13, they should be referred to Libraries Tasmania Lifelong Learning service [Lifelong learning - Libraries Tasmania](#).

## 4.5 Interstate students

If a student has previously been enrolled in a school in another state or territory, the full enrolment form must be completed and a request from the student's previous school made using the 'Interstate Student Data Transfer Note' (ISDTN).

Due to the different state and territory school starting ages, parents may request for a student to be placed in a year level equivalent to their previous interstate enrolment. Principals are encouraged to discuss and determine with the parents the most appropriate year level, which may include parents providing proof of previous course work undertaken.

If the student is placed in a year level which does not match the Tasmanian recommended year level an explanation should be recorded in EduPoint under 'Enrolment Notes', and the recommended year level should be updated to reflect the year level being undertaken.

## 4.6 Visa holders

If a student is not an Australian or New Zealand citizen, they must hold a visa which allows them to study in Tasmania. This includes both temporary and permanent visa holders.

Visa information must be entered into EduPoint to enable the department to meet national reporting requirements and to identify students for payment or exemption of levies.

If a school receives an enrolment form and is not sure of the visa category, contact the Temporary Residents Program at Government Education and Training International (GETI) in first instance to determine what documentation is required.

The GETI ['Visas at a Glance'](#) information sheet can also be used to check which visa sub-class is classified into which residency status.

### 4.6.1 Students requiring documentation from GETI

Depending on the visa, students may need to supply documentation from GETI when enrolling. The following table outlines these requirements.

**Table 4: Visa types with required GETI documentation**

VISA TYPE	GETI DOCUMENTATION
<b>Temporary</b> Resident Program (TRP) visa holders (including bridging visas)	Authority to Enrol (AtE)
<b>Full fee-paying</b> students (FFPS) – student visa (visa subclass 500 – schools sector)	Confirmation of Enrolment (CoE)
Full fee-paying students (FFPS) – visitor visa (visa subclass 600 series)	Verification of Enrolment (VoE)
<b>Permanent</b> visa holders Humanitarian visa holders Registered student exchange program	Not required
<b>Exchange</b>	Not required

## Requirements

Requirements vary slightly depending on the student's visa category. Along with the evidence of identity required for general enrolment, the parent must provide the appropriate evidence (shown in table 5).

**Table 5: Visa category with requirements**

VISA CATEGORY	VISA TYPE	VISA SUB-CLASS NUMBER	ARRIVAL DATE	IMMICARD	GETI DOCUMENT	LENGTH OF STAY
Permanent	✓	✓	✓			
Temporary (TRP)	✓	✓	✓		AtE	
Humanitarian	✓	✓	✓	✓		
Full fee paying – student visa	✓	✓	✓		CoE	
Full fee paying – visitor visa	✓				VoE	
Exchange	✓	✓	✓			✓

### 4.6.2 Permanent visa holders

A student who is not an Australian or New Zealand citizen but holds a permanent resident visa is NOT classified as an international student and should NOT be flagged as an 'International Student' on EduPoint.

Schools should keep a copy of the permanent residency visa on the student's short term temporary file, and the 3-digit visa subclass details must be recorded in EduPoint.



### **4.6.3 Temporary Resident Program (TRP) – dependent visa holder**

These students are named as dependent on their parent's visa. Typically, their parents are in Tasmania for study or work. Although they might be informally referred to as 'international students', they are not governed by the Education Services for Overseas Students Act 2000 (ESOS Act). They can attend any school in Tasmania, provided they meet the same local area qualifications as local students.

- The residential address information recorded on EduPoint for a temporary visa holder must be a Tasmanian address.
- The 3-digit visa subclass details must be recorded in EduPoint.
- Temporary visa holders DO pay school levies.

### **4.6.4 Humanitarian visa holders**

Although students with a humanitarian or protection visa are 'Temporary Visa Holders', they are identified separately as they have specific needs and processes. When enrolling a humanitarian entrant in a school, a case worker from English as an Additional Language (EAL) Program within DECYP will contact the school to organise the enrolment with the support of an interpreter.

- The residential address information on EduPoint for a Humanitarian visa holder must be a Tasmanian address.
- The 3-digit visa subclass details must be recorded in EduPoint.

### **4.6.5 Full Fee-Paying Student – student visa holders**

These are students who pay international student tuition fees, are the primary holders of a student visa (subclass 500 – Schools Sector) and must adhere to the visa compliance conditions under the ESOS Act. Their enrolment is exclusive to CRICOS-accredited schools, and they are governed by this policy.

- The residential address information on EduPoint for a full fee-paying student must be a Tasmanian address.
- The 3-digit visa subclass details must be completed in EduPoint.

#### **IMPORTANT:**

- Under The Act these students are EXEMPT from paying school levies.
- These students cannot be a DECYP funded EAL student. As the school receives an allocation from GETI. Any language support required would need to be a fee for service arrangement between EAL and the school.

### **4.6.6 Full Fee-Paying Student – Visitor Visa Holders**

Students holding a subclass 600 series Visitor visa, can study for a period of up to three months. Although they might be informally referred to as 'international students', they are not governed by

the ESOS Act. They can attend any school in Tasmania, provided they meet the same local area qualifications as local students.

- The residential address information on EduPoint for a Visitor visa holder must be a Tasmanian address.
- The 3-digit visa subclass details must be completed in EduPoint.

#### IMPORTANT

- These students are EXEMPT from paying school levies.
- These students cannot be a DECYP funded EAL student. The school receives an allocation from GETI. Any language support required would need to be a fee for service arrangement between EAL and the school.

### 4.6.7 Exchange Students

These are students who are participating in a Student Exchange Program registered by TASC. The school the student will be attending must have agreed to the arrangement.

- The residential address information on EduPoint for an exchange student must be their host family address in Tasmania.
- The 3 digit visa subclass details must be completed in EduPoint.

## 4.7 Study tour programs

If a school participates in a study tour program, where a group of students from overseas attend your school for a short period (i.e. 1-4 weeks), the school may choose to:

- enrol the students in EduPoint to assist in timetabling and marking attendance.

## 4.8 Tasmanian students on exchange program

If a student is participating in a registered exchange program the student's enrolment can be Finished on EduPoint, at the Tasmanian school, while the student is overseas. Once the student returns the enrolment should be resumed.

## 5 Enrolment at Support Schools

Nomination for placement at a Support School **MUST** be requested by a parent. It will be considered when:

- The student has a significant, identifiable disability. This includes a moderate to severe intellectual disability (a Griffiths, WISC or equivalent cognitive assessment showing an intellectual quotient or developmental age noted; and within the last 12 months is required). The student's intellectual disability may or may not be accompanied by severe physical disability or moderate to severe diagnosis of autism spectrum disorder (ASD).
- The Support School Placement Committee agrees that Support School enrolment is the most appropriate school enrolment for the student.
- The student's opinion has been considered wherever possible.

Most students eligible for enrolment at a Support School need extensive educational adjustments to access and participate in their educational program.

Eligibility for enrolment does not guarantee placement within a Support School in Tasmania. Placement is determined by the Placement Committee.

All Kindergarten enrolments will be reviewed before commencing Prep. This review will decide if an ongoing enrolment at a Support School best meets the student's educational needs.

A student's enrolment at a Support School can be reviewed periodically to decide if an ongoing enrolment at a support school best meets the educational needs of the student.

Current information on eligibility and enrolment is available on DECYP website and on share point and includes:

- [Nomination for Placement at a State Support School Procedure \(staff only\)](#)
- [Nomination for Enrolment at a State Support School Checklist for Families](#)
- [Nomination Form](#)

### 5.1 Enrolment after Early Childhood Inclusion Services (ECIS)

Parents of children who have completed a Pre-Kindergarten year in an ECIS may submit a nomination for their child to a Support School rather than a mainstream Kindergarten. The student's parent **MUST** visit the Support School and their local school prior to nomination.

For eligibility criteria and nomination process go to the [Nomination for Placement at a State Support School Procedure](#) for all enrolment information for eligible students.

### 5.2 Timeframes for application

**ALL** nominations are due to the relevant Support School Principal by Monday of Week 2, Term 3.

The Placement Committee will generally meet in Week 6, Term 3, in order for transition programs to be undertaken across Term 4 in preparation for the following year.

## **Interstate and non-DECYP school Enquiries**

Enquiries from interstate and non-DECYP schools will be reviewed during the year by the Oversight Committee to determine if the Placement Committee should be stood up to consider the application.

## **5.3 Review process**

The student's parent may ask the Support School Principal and Placement Committee for a review of the decision made by the Placement Committee. Review applications MUST be in made in writing and emailed to the relevant Support School Principal.

If the parent still disagrees with the reviewed decision, they may contact Learning Services Student Support. Learning Services will work with Inclusion and Cultural Diversity to evaluate the claim.

The parent may appeal the decision of Learning Services Student Support and Inclusion and Cultural Diversity. This appeal can be made through the Ombudsman.

## **5.4 Transport**

The Transport Assistance Guidelines will be applied equitably to all students, including those attending a Support School. Enrolment in a Support School does not give automatic access to Transport Assistance. Refer to the [Transport Assistance Program for Students with Disability Procedure](#) document for further information.

## 6 Transferring or Changing Enrolments

### 6.1 Transfers **between** Tasmanian Government schools

If a school receives a request to enrol a student who has previously been enrolled in a Tasmanian Government school, a new enrolment form is NOT required - a full enrolment form is only required ONCE for a student enrolling in a Tasmanian Government school.

The parent or carer who appears on the validation form as the enrolling parent should be asked to complete an enrolment validation form – 'Student Information Validation Report B' (available from EduPoint).

The new enrolling school **MUST**:

- Enter the enrolment for the student on EduPoint.
- Contact the previous school to request the transfer of the student files.

The previous school **MUST**:

- Ensure attendance has been marked in EduPoint up to the point of the enrolment finishing.
- Finish and Exit the enrolment on EduPoint, including the reason and destination once the enrolment has been accepted by the new school.
- Transfer the student's file to the new school within five working days.

### 6.2 Transfers **from** non-government schools

If a school receives a request to enrol a student who has previously attended a non-government school, the enrolment should be treated as a new enrolment and the full enrolment form completed.

There is no agreement in place for the transfer of files between government and non-government schools within Tasmania. The new enrolling school should liaise with the previous school to gain parental consent for information to be shared.

### 6.3 Transfers **to** Home Education

If a parent has indicated to the school they are applying for Home Education registration, the student **MUST** remain enrolled, and attendance marked, at the school until the school receive written advice from the Office of the Education Registrar that provisional registration is granted.

Once advice is received the school must Finish and Exit the student from EduPoint, noting the reason and the student's destination.

- [Ministerial Instruction 13](#) provides further information on Home Education.

## 7 Changing enrolment information

### 7.1 Change of address

Changes to a student's address **MUST** only be made by a parent or independent student, or by GETI, in the case of a full fee-paying international student in managed homestay.

- The school **MUST** have proof of the new address and make the change using the validation form.
- The school **MUST NOT** change the address unless they have proof of the new address (see Table 2: Proof of residential address).

### 7.2 Change of parent contact information

To change a student's nominated main parent (i.e. the 'enrolling parent on [Application for Enrolment - Contacts \(Form B\)](#)) one of the following documents should be sighted and a file copy made:

- Signed Mutual Agreement
- Court Orders.

If a new parent is to be added, the new main parent will need to complete "[Application for Enrolment - Contacts \(Form B\)](#)" in full and provide appropriate evidence (i.e. identity and address).

The school should:

- Update the Relationships for the student on EduPoint to reflect the new situation. It should be noted that the previous parent **should not** be deleted from EduPoint, they can be made 'inactive' if they are to no longer be listed as a parent.
- Make a Diary entry in EduPoint recording details of the change and when it took effect.
- Enter details of any court orders (residency/care and protection/custody) in EduPoint (Welfare > Legal)
- File a copy of all documentation on the student's long term temporary record file.

### 7.3 Change of student name

To change the **legal** name of a student, two methods are allowed:

1. Both birth parents sign a '[Student Change of Name Application Form](#)', and no legal documents are required.
2. Students of any age can provide a 'Student Change of Name Application Form' and **one** of the following original documents:
  - Student's Certificate of Change of Name or Deed Poll issued by the Registry of Births Deaths and Marriages.

- Court issued adoption papers specifying the student's new name.
- Court issued guardianship papers specifying the student's new name.
- Order of the Family Court specifying the student's new name. Parent divorce papers are not enough.
- Student's certificate of divorce.
- Student's current Australian or foreign passport in their new name.
- Student's Marriage Certificate in their new name.
- Student's Birth Certificate in their new name (certified copy, not an extract or photocopy).

A preferred given name can be recorded in EduPoint – this can be used for students who do not have any legal documentation for a change of name.

## 7.4 Change of gender

The Department recognises that individuals may identify and be recognised on formal identity documents as a gender other than the sex they were assigned at birth, or as a gender which is not exclusively 'male' or 'female'.

For a student to request a change of gender one of the following legal identity documents can be supplied to provide proof of the student's gender:

- A state or territory birth certificate – with or without specifying gender.
- A valid Australian Government travel document, such as a valid passport.
- A state or territory Gender Recognition Certificate or Recognised Details Certificate showing a state or territory Registrar of Birth, Deaths and Marriages has accepted a change in sex and/or gender.

When changing a student's gender on EduPoint, a record of the documentation sighted must be recorded in the 'Welfare > Identity' area.

If a student wishes to be recorded in EduPoint without specifying gender and has provided as evidence a birth certificate which does NOT specify the student's gender, the gender is to be recorded as 'Prefer not to answer'.

If a student wishes to be identified as a particular gender within the school community that is different to their legally recognised gender, the following is recommended, noting that EduPoint should only reflect legal gender identity.

- Notes can be made in welfare or other comment fields in EduPoint if determined beneficial by the school, or in Student Support System (SSS) if it is considered that this would provide information for the school to support the student and how they wish to be known in the school community.
- 'Preferred name' can be used to help support students with expressing their preferred identity.

## 8 Annual Validations

Parent consents and confirmation (or updating) of details are required each year. To ensure details are correct and updated on EduPoint, validations MUST be completed each year by the end of Term 1.

Schools must provide the 'Student Validation Report B' report for parents to confirm and/or update their details, including:

- Addresses
- Medical information and immunisations
- Parent relationships, background information and contact details
- Emergency contact details
- Permissions

**Note:** *Validation forms must be signed by an existing parent as listed on the form – i.e. either the main contact or the other parent. If parents want to change who is listed as parent or the main contact, they must follow the 'Change of Parent' process above.*



## 9 Closing Enrolments

### 9.1 Process for closing an enrolment

The parent or independent student **MUST** notify, in writing, the school or schools which the student is enrolled in, that the student will be leaving.

The school the child is leaving **MUST** leave the student enrolled on EduPoint with the appropriate attendance marked until notified in writing (including electronic) by another government school, or the parent that the student has:

- enrolled in another Tasmanian Government school,
- left the state,
- enrolled in a non-Government school,
- provided evidence of being granted Provisional Home Education Registration status from the Office of the Education Registrar,
- evidence of an Exemption Certificate issued by the Minister or Minister's delegate,
- completed the legal requirements for school enrolment,
- If the student is enrolled in a specialised program e.g. VLT the school should inform the program of the student's departure.

#### **If the student has moved to another government school:**

- The enrolling school **MUST** notify the previous school, in writing (including electronic) once the student has enrolled and been accepted on EduPoint.
- The previous school, once they have received notification the student has been accepted on EduPoint, **MUST** Finish and Exit the student on EduPoint, including both the Reason and Destination.

#### **If the student is NOT moving to another government school:**

- If the school has been notified that the student is leaving, they should Finish and Exit the student on EduPoint, including both the Reason and Destination. This may include the moving to a non-government school, or another ALP provider, completion of a Certificate III or is 18 years of age.
  - Note: If the student is moving to a non-government school the government school principal should notify the principal of the new school (if known) in writing, of the intention of the student to enrol.
- Where applicable, keep a copy of the Provisional Home Education Registration, Exemption from Enrolment or Exemption from Participation in an Approved Learning Program in the student's short term temporary file.

## 9.2 No formal notification received

Schools should not close an enrolment for a child or young person under 18 years of age until formal notification has been received. The school **MUST** leave the student enrolled on EduPoint with the appropriate attendance marked until notification is received.

If the student has turned 18 years of age, there is no longer a requirement under the Act for the young person to be engaged in education or training.

- The enrolment can be Finished and Exited on EduPoint with the exiting reason of 'Withdrawn: turned 18'.

## 9.3 Transition from Year 6-7 and Year 10-11

If a student is not enrolled in a combined school, they will need to change schools when transitioning from Year 6 to Year 7. Students may also change schools from Year 10 to Year 11.

### **The Year 6 or Year 10 school MUST:**

- Finish the enrolment and complete the 'Exiting' details for the students in EduPoint, even if they are transferring to another Tasmanian Government school.

### **The Year 7 or Year 11 school MUST:**

- ONLY enrol students on EduPoint where they have received advice from the Year 6 or Year 10 school of student's intention to enrol at their school (see Youth Participation Database Section for Year 11 enrolments).
- Schools must NOT bulk enrol all Year 6 or Year 10 students from feeder or associated schools.
- If a school has created 'Intended' enrolments for students who do not proceed and become 'Accepted' at the start of the next year, these must be made 'Redundant' on EduPoint.

## 9.4 Year 12 exiting

Students who have completed Year 12 must be Finished and Exited from the school on EduPoint at the end of the year, unless an approval is granted for Year 13. (see Year 13 process).

As per other year levels, the enrolment end date for Year 12 students should be set for the end of December in EduPoint even if they do not have scheduled classes after the exam period.

## 9.5 Students travelling interstate or overseas

Schools may receive advice that a student will not be attending school due to overseas/interstate travel, depending on the length of trip the following processes should be followed:

- If the student is approved for enrolment at the Tasmanian eSchool (see section 10.5) the enrolment should be Finished on EduPoint once the enrolment has been processed by the eSchool.
- In all other circumstances, the enrolment should remain at the school.

## 10 Specialised Enrolment Processes

### 10.1 Part-time attendance students

If a student has been authorised to attend school on a part-time basis, the school MUST:

- Keep a copy of the Certificate of Part-time attendance in the student's short term temporary file.
- Make an 'Enrolment Note' in EduPoint with the part-time hours and dates. The FTE does not need to be adjusted.
- If a student is in Years 11,12 or 13, ensure the subject information on EduPoint reflects the hours of attendance.

For further information on eligibility for Part-time attendance refer to the [Attendance Procedure](#).

### 10.2 Part-time Home Educated students

The Office of the Education Registrar (OER) is responsible for the registration and monitoring of home education in Tasmania.

The Act provides for home educated students to apply to attend school part-time for a maximum of the equivalent of two days a week in one school.

**Note:** *A principal may approve a home educated student to enrol part-time to attend school for more than two days a week, if the principal is satisfied that the child will attend the school full-time in the following school year.*

The principal is responsible for assessing applications for part-time enrolment of a home education student in their school.

Subject to existing conditions, students enrolled at Census 1 will attract funding on a pro-rata basis.

#### Assessing an application

A principal must assess an application for part-time enrolment on the following criteria:

- The capacity and ability of the school to cater for the prospective student, either generally or in the particular class or classes to which the student is applying.
- In accordance with the [Out-of-Area Enrolment Procedure](#), an application from a home educated student residing within the intake area of a school must be given priority over a student applying for fulltime enrolment from out of intake area.
- The educational level of the prospective student and whether the year group in which enrolment is sought is the correct year group for the student.

A principal may decline an application for part-time enrolment based on the following circumstances:

- The year level or class has reached capacity.

- The school does not have the ability to fulfil the Home Education Program at the school.
- The enrolment commences after the funding census date (3rd Friday of first term).
- The child is already enrolled part-time in another school.

**Note:** *As far as reasonably practical, applications must be made to the school by the end of Term 3, for enrolment in the following school year.*

### Conditions of enrolment

Unless otherwise agreed at time of enrolment, the following conditions apply:

- Part-time enrolments will be assessed on an annual basis.
- Levies and charges will be calculated and charged on a pro-rata basis.
- The student will be expected to attend and participate in all aspects of the program which occur on the days they are enrolled to attend.
- Participation in whole-of-school events which occur outside the hours the student is enrolled to attend, will be negotiated on a case by case basis.
- Schools are only required to provide work relevant to the actual classes the child is enrolled to attend.
- The student will be subject to the same prioritisation process for accessing adjunct services (e.g. Professional Support Staff), on a pro-rata basis.
- All school policies and procedures apply, including those relating to dress code, behaviour management and levies and charges.
- The student will be eligible to receive a report on their progress in the specified activity.
- The student will be eligible to sit the National Assessment Program Literacy and Numeracy (NAPLAN), recognising that this can only be administered in a school-based setting.

### Process

- The student should be enrolled on EduPoint with the FTE reflecting the student's contact hours as outlined in Table 6.
- If a student is undertaking senior secondary subjects, the student should be enrolled in subjects as per normal enrolments.
- It is recommended that an 'Enrolment Note' is added on EduPoint to indicate the student is part-time home educated.

**Table 6: Weekly Contact Hours to FTE equivalent**

CONTACT HOURS PER WEEK	DAYS	FTE FOR EDUPOINT
Fewer than or equal to 2.5hrs	Half a day	0.1 FTE
Greater than 2.5hrs and fewer than or equal to 5hrs	One day	0.2 FTE
Greater than 5hrs and fewer than or equal to 7.5hrs	One and a half days	0.3 FTE
Greater than 7.5hrs and fewer than or equal to 10hrs	Two days	0.4 FTE

## 10.3 Shared students

### 10.3.1 Years 11/12 - Participation of non-government students in senior secondary courses

At the discretion of the principal of a DECYP school, non-government students can access DECYP courses for a fee. The agreement for a non-government student's participation in a DECYP course would be done through mutual agreement with the government school and either Catholic Education Tasmania or the individual independent school, not directly with either the student or parent.

Non-government students will NOT be considered enrolled in a DECYP school when participating in a DECYP course as their full FTE is allocated to their non-government 'home school'.

Participation is at the discretion of the principal of the DECYP host school where the course is delivered and must not prevent or exclude provision to students enrolled in government schools.

Whilst a non-government student is attending a DECYP educational site and/or participating in a DECYP course online (e.g. Virtual Learning Tasmania (VLT)), the applicable policies and procedures of DECYP and the school will apply to the student.

#### **Determining school ability to accept non-government students:**

- The principal or delegate of the DECYP host school must ensure their school has the capacity to accept students from other educational sectors prior to formally accepting a student into a course.
- The principal or delegate must ensure that having non-government students participate will not affect the capacity of the school to cater for any eligible DECYP students who may enrol during the course of a school year.
- It is at the discretion of the DECYP host school principal or delegate whether or not they choose to manage a waitlist for applications that are received throughout the year.
- If the principal or delegate determines that the school does not have the ability to accept students from other sectors for any reason, they or their delegate must communicate this decision as soon as practical.
- At the discretion of the DECYP host school principal or delegate, evidence may be required to support a non-government student's application. Supporting evidence may include prior assessments, results and/or attendance records.
- At the discretion of the DECYP host school principal or delegate, an entry interview may be required prior to a non-government student's request for participation accepted. This may be held in person or via a video conferencing platform.
- This procedure strongly encourages schools to require the student's parent/s or guardian and/or home school representative to attend this interview.

## Informing the non-government school

- The DECYP host school Principal or their delegate must notify the student's home school whether their application to participate in a DECYP course was successful as soon as practicable.
- At the time of notification of successful application, the student's home school must be provided with the Non-Government Student Participation Form along with any other relevant DECYP forms to complete and return.
- If the participating student is from an independent school, an Agreement between DECYP school and Independent School for Non-Government Student Participation must be completed by both school leaders.
- A head agreement between Catholic Education Tasmania and DECYP has been prepared covering students participating from the Catholic Education sector. As such, it is not necessary for a school level agreement to be completed.

## Process

*The non-government home school must:*

- Supply a completed 'Non-Government Student Participation Form' to the DECYP host school along with the student's evidence of identity (see Table 1).
- Supply a completed and signed *DECYP ICT Agreement* prior to commencing participation in a DECYP course.

*The host DECYP school must:*

- Enrol the student on EduPoint in the appropriate course.
- Ensure the student is identified in EduPoint by selecting 'Non-Government' in the Teaching Set field and entering the name of the school in the Enrolment Notes field.
- Each participating non-government student will have a Student Support System (SSS) and Student Assessment and Reporting Information System (SARIS) profile automatically generated.

See **Appendix 2** for further details regarding attendance, reporting, duty of care and communications.

### 10.3.2 Kindergarten to Year 10 – non-government

If a K-10 student is enrolled in a non-government specialist school such as 'Giant Steps' the government school must ensure the student's FTE is recorded as the number of days the student attends their school.

Attendance records must be kept on the days the student is attending the government school.

### 10.3.3 Dual enrolment – support and mainstream schools

Under *Ministerial Instruction No 2* of the *Education Act 2016*, students maybe enrolled in both a support and a mainstream school under the following circumstances:

- A student with a disability currently enrolled in Prep to Year 12 in a mainstream Government School MAY apply to dual enrol on a part-time basis in a Support School.
- A student with a disability currently enrolled in Prep to Year 12 in a Support School MAY apply to dual enrol on a part-time basis in a mainstream Government School or non-government school.
- A student with a disability currently enrolled in Prep to Year 12 in a non-government mainstream school MAY apply to dual enrol on a part-time basis in a State Support School.
- A student with a disability currently enrolled in Prep to Year 12 in a non-government support school MAY apply to dual enrol on a part-time basis in a state mainstream Government School.
- Dual enrolment in a Support School is available to students with disability who require extensive levels of adjustment to support their learning program.

## **Process**

Enrolment will be based on student need, and preference will be given to students with the highest need who are currently enrolled within the Tasmanian Government education system.

The Support School Placement Committee will have the right of ultimate determination to approve or not approve enrolment.

The educational instruction time at each school MUST be negotiated by the schools and recorded as the appropriate FTE on EduPoint. Each school is responsible for recording attendance at their school.

Levies and charges (where applicable) MUST be determined on a proportional enrolment full-time equivalent (FTE) basis.

Non-government schools MUST have a clear charging policy to cater for part enrolment on a pro-rata basis.

### **10.3.4 Mainstream schools K-10**

Due to family circumstances a student maybe be enrolled and attend two mainstream government schools. In these circumstances, both school Principal's must be aware of, and agree to the arrangement.

The educational instruction time must be negotiated by the schools and recorded as the appropriate FTE on EduPoint. Each school is responsible for recording attendance at their school. Levies and charges (where applicable) must be determined on a proportional enrolment FTE basis.

The responsibility for assessment must be negotiated and agreed to by both schools.

### **10.3.5 Senior Secondary students**

To undertake their Approved Learning Program (ALP), Year 11/12 students may be enrolled in more than one school to access their selected courses.

All schools must negotiate and agree to the subjects being delivered by each school. All schools must ensure the student's total educational instruction time is equivalent to a fulltime load (600 hours).

Each school is responsible for recording attendance in the courses they are delivering. Each school is responsible for assessing the student in the courses they are delivering. Levies and charges (where applicable) must be determined on a proportional enrolment FTE basis.

For further information on ALPs refer to the [ALP Requirements and Guidelines](#).

## 10.4 Early Entry to Kindergarten or Prep

Students can be granted early entry to Kindergarten or Prep based on two categories – gifted or mobile agreement for interstate students.

Each category has specific processes that must be followed.

### 10.4.1 Gifted Category

#### Eligibility

To apply for Early Entry to Kindergarten or Prep, the child **MUST**:

- be aged at least three years and six months on or before January 1 for Kindergarten, and four years and six months on or before January 1 for Prep, of the year in which entry is requested.
- be assessed in the 'Very Superior' range of cognitive function, through formal testing by a registered psychologist.

#### Application process

The parent **MUST** inform the principal of the intention to apply for early entry by the last Friday in August of the year prior to enrolment.

The Principal **MUST**:

- check the age of the child for whom early entry is to be considered
- contact the Manager Extended Learning (Inclusion and Diversity)
- provide the parents with the [Early Entry to School for Gifted Students Application Form](#)
- make arrangements for the formal assessment by the School Psychologist, done in September each year, at no cost to parents.
- forward the completed Application Form and Assessment Report to the Manager Extended Learning (Inclusion and Diversity).

The Manager, Extended Learning **MUST**:

- forward the application to the Early Entry to School Cross-Sectoral Placement Committee which meets in October each year.
- send a summary of the committee's decisions to the Director, Student Support.

#### Important dates



The child's parent MUST complete the [Early School Entry for Gifted Students Application Form](#) and return it to the school by no later than the last Friday in August of the year prior to enrolment.

A copy of the Psychologist's Assessment Summary and the completed Application Form MUST be forwarded to the Manager Extended Learning by the end of September.

The Early Entry to School Cross Sectoral Placement Committee will consider applications in October each year and MUST advise the parents and the principal of the outcome in writing.

### **10.4.2 Mobile Category (for Interstate students)**

#### **Eligibility**

To ensure a child moving interstate is not disadvantaged in their progress through the school system due to different state and territory school starting ages, a parent can seek early entry under the national 'Mobile Category Agreement'.

#### **Application process**

The parent MUST provide:

- the child's birth certificate,
- a copy of the child's enrolment form from the previous school or a dated letter of confirmation of enrolment from the previous school,
- a copy of the child's most recent school report, and
- evidence of a change in residential address for the child's parents from interstate to Tasmania.

When assessing an application for Early Entry under the Mobile Category, the principal MUST:

- authenticate the required documentation,
- in consultation with the parents, determine if it is in the best interest of the child,
- place the student in an age-appropriate year level, unless the parents specifically request, they be placed in a year level equivalent to their previous enrolment, or that will provide continuity when they move interstate in the future, and
- ensure copies of the required documentation are kept in the student's file.

## **10.5 Tasmanian eSchool**

Meeting eligibility criteria does not guarantee an enrolment at the Tasmanian eSchool. Applications and supporting evidence are considered by the Tasmanian eSchool Referral Panel to determine if the student can be successful in an online learning environment.

The Tasmanian eSchool Application Form requires approval by School Support and Wellbeing Team Lead and the school principal.

### **10.5.1 Enrolment criteria**

Students who fall under the following criteria are eligible to apply to enrol at the Tasmanian eSchool:

- Isolation
- Travel
- Pregnancy
- Medical

### ***Isolation***

This applies to students living at distances from the nearest appropriate school that falls within State and Commonwealth criteria. Students are considered isolated, depending on the distance of their home address from the nearest appropriate school, in combination with the distance from transport to the nearest appropriate school, as per the table below.

This may also include a student isolated because the road is impassable; or a very young student for whom a daily bus journey is regarded as too long. Supporting documentation may be required.

**Table 7: Distance from nearest appropriate school to home address to determine isolation**

Distance between home and nearest appropriate government school(s)	Distance between home and available transport service(s) to nearest appropriate government school(s)
45 kms or more	Any distance
12 kms or more	4 kms or more
6 kms or more	6 kms or more

### ***Travel***

A student for whom constant travel away from home is necessary, making enrolment at a local school difficult, or where a local school is not accessible. This refers to the children of itinerant workers and the children of Tasmanian residents who are living in inaccessible areas outside the state for work reasons.

Students who are involved in travel for recreational purposes for a minimum of two terms can also be enrolled. Supporting documentation is required.

### ***Pregnancy***

This applies to a student who is pregnant, and where attendance at their local school is no longer in the student's best interests. This must be supported by appropriate evidence from a medical professional. Such enrolments may be extended into the post-natal period.

### ***Medical***

This applies to a student if they have a diagnosed medical or psychological condition verified by a current assessment/report from a treating practitioner.

## **10.5.2 Access to Tasmanian eSchool**

There are two pathways to access the Tasmanian eSchool:

### **Enrolment:**

Eligible students, not enrolled in a DECYP school, can be directly enrolled in Tasmanian eSchool.

### **School Initiated (Registration)**

If students are currently enrolled in a DECYP school, students access Tasmanian eSchool on a fee-for-service basis from their enrolling school. Registrations carried over into the next calendar year will automatically become an eSchool enrolment.

- Full-time students are to be enrolled at the eSchool only with 1.0 FTE.
- If a student is a part-time registered enrolment and part-time at another school – the FTE split must be negotiated and agreed to between the schools and equal 1.0 FTE when totalled.
- The eSchool MUST ensure the 'Teaching Set' field in EduPoint is set to 'Registration'.
- The originating/previous school MUST finish the enrolment once the registration has been approved.

Further information is available on the Tasmanian eSchool website:

[www.tasmanianeschool.education.tas.edu.au](http://www.tasmanianeschool.education.tas.edu.au)

## 10.6 Ashley School

### 10.6.1 Entering Ashley School

Students who are enrolled at Ashley MUST also remain enrolled at their local school if they are currently enrolled.

Ashley is responsible for contacting the local school to inform them the student is at Ashley:

- The local school must amend the student's FTE on EduPoint to 0FTE to allow Ashley to record the student as 1FTE.
- The local school must respond to Ashley's request within one day of notification.

While the student is at Ashley the local school has no responsibility for the student. Schools MUST put the student into a Home Group on EduPoint with no sessions attached called 'Ashley'. Ashley will be responsible for the student including assignment to classes/subjects, attendance marking and assessments.

If a student is in Year 11 or 12, they should be enrolled in 600 hours of Subject Master List (SML) subjects. A Preliminary placeholder code from the SML can be used if required to make the 600 hours.

If the student at Ashley is also undertaking a T4 program – the T4 program manager should inform DSI to ensure the student is set-up in a T4 Home Group on EduPoint.

### 10.6.2 Leaving Ashley School

Prior to the student finishing, Ashley MUST contact the relevant Intensive Student Support Coordinator (ISSC). The relevant ISSC will support the local school (or new school enrolment) or relevant educational provision.

Ashley will Finish the enrolment on EduPoint.

The local school MUST change the FTE from 0.0 FTE to 1.0 FTE (unless Year 11/12 student who will remain 0.0 FTE) once the enrolment has been finished at Ashley. The local school will then take responsibility for the student including assignment to classes/subjects, attendance marking and assessments (or SML for Year 11/12).

If the student is also undertaking a T4 Engagement program (T4) – the T4 program leader should inform DSI to ensure the student is set-up in the correct T4 Home Group on EduPoint.

## 10.7 T4 Engagement Programs

Students (K-12) enrolled in the DECYP's endorsed off-site re-engagement programs i.e. T4 Engagement (T4) must be enrolled at their local base school (usually the school where the student has been previously attending).

Although the school will be assigned the FTE, the student will be the responsibility of the program delivered through the T4 site.

### School Responsibilities

- Students to be identified through agreement between the school Principal, Learning Services and Program Managers. Local base school to enrol identified student on EduPoint with 1.0 FTE.
- **NOTE:** Schools should NOT create their own T4 Home Groups – this will be set up by Data, Systems and Insights (DSI) on the advice of the T4 Program Leaders and students moved into the Home Group.
- Local base school to allocate the 'EduPoint\_Attendance Editor' MyLogin role to relevant Program Managers as advised by Program Leaders. Local base school to provide Program Manager hard copy of Student Information Validation Form.
- If a Program Manager advises the school that a student has exited the T4 program, the student's Home Group must be changed back to a school-based Home Group.

### Program Leaders Responsibilities

- Provide co-ordination between the schools and programs. Inform DSI of T4 program names (currently T4 Outreach and T4 Engagement) and the central co-ordinator for communication.
- Provide a list of T4 students to DSI before the First Term Census and prior to the Term 4 PAT assessments. This list should include:
  - Student name, EDID
  - School, teacher/s
  - Program name, time, day/s
- Program Leaders to ensure attendance is maintained on EduPoint and assessments are undertaken in SARIS. Program Leaders to inform the school if a student exits the program to return to their base school.

- Program Leaders to ensure Student Validation forms have been completed and returned to local base school for processing on EduPoint.

### **Marking Attendance Procedure**

Attendance for students enrolled in the T4 Home Groups is to be recorded in EduPoint throughout the year by the Program Leader/teachers. Where a student is Present at the program use the normal present category of In Class. If a student hasn't attended use the normal absence categories.

### **Students attending Ashley and T4**

Students enrolled in a T4 program that temporarily attend Ashley School will need to be a shared enrolment between the local base school and Ashley.

When the student enrolls at Ashley, the local base school must:

- Keep the enrolment on EduPoint but move the student out of the T4 Home Group
- Place the student into a Home Group called "Ashley".
- Change the FTE to 0.0.
- No attendance marking is required.

Ashley School must:

- Enrol the student on EduPoint with 1 FTE (or in SML courses for Year 11/12).
- Mark attendance for the student.

The T4 Program Leader should inform DSI this has occurred to ensure a T4 Home Group is set up at Ashley on EduPoint and the student place in the Home Group.

When the student finishes at Ashley School and returns to the local base school in a T4 program:

- The T4 Program Leader should inform DSI to ensure the student is place in the T4 Home Group.
- Ashley School will finish the enrolment on EduPoint.
- Inform DSI to move the student back into the T4 Home Group
- Change the FTE back to 1.0 FTE
- The local base school will enrol the student in SML courses for Year 11/12/13.

## **10.8 Big Picture Learning**

Currently two schools run Big Picture Learning programs, the Launceston Big Picture School and Hobart City High School.

Students undertaking Big Picture Learning should be enrolled in EduPoint as per normal enrolment procedures.

If a Year 11/12 student is undertaking Big Picture Learning students must be enrolled in the 'International Big Picture Learning Credential' Subject Master List (SML) subject.

## 10.9 Repeating or Advancing a Year Level

### 10.9.1 Repeating a Year Level

The department does not recommend students repeating a year level, however, if a parent makes a request, the Principal can make a determination based on the best interests of the student. If a student has moderated disability, schools must consult Inclusion and Cultural Diversity Services to discuss the implications of the student repeating the year.

Schools should ensure the 'Year Level' field is changed from the default age-based year level and a note added to the 'Enrolment Notes' in EduPoint.

### 10.9.2 Advancing a Year Level

If it is in the best interest of the student to **advance** a year i.e. to 'skip a year', the principal must discuss the decision with the parents.

Schools should ensure the 'Year Level' field is changed from the default age-based year level and a note added to the 'Enrolment Notes' in EduPoint.

## 10.10 Apprenticeships and Traineeships for School-aged Learners

Apprenticeships and Traineeships for School-aged Learners (ApTSLs) is a learning pathway that combines paid employment and on-the-job training under a formal training contract. These can be taken full-time, part-time or as a school-based apprenticeship/traineeship (ASbA).

Students in Years 11 and 12 can undertake a part-time apprenticeship/traineeship.

A Year 9 learner (in Year 9 from 1 January of that year) will be considered for a training contract where a case-specific arrangement has been designed in conjunction with the parties and the learner's school and/or relevant Education Authority and the arrangement is clearly agreed by these parties to be in the interests of the learner and complies with the Education Act.

ASbAs enables a student in Year 10, 11 or 12 to combine school, work and training to achieve a nationally recognised qualification. Students are expected to attend school and work toward their TCE.

If a student is undertaking an ASbA, the school must:

- ensure that students are enrolled in ASbA subjects from the official Subject Master List equivalent to the hours of paid employment ie. eight hours = 150 (ASBA010), 15 hours = 300 hours (ASBA030).
  - **Note:** the school should not enrol the student in the VET qualification they are undertaking for their ASbA, the ASbA SML code is used instead.

- for ASbA students in Years 11 and 12, ensure the combination of the ASbA hours and TCE/VET courses are meeting the minimum 600 hours to be a full-time student.
- For further information refer to the [ApTSLs Subject Codes for DECYP Schools](#)

### **Process for an ASbA**

- Learner signs up with apprenticeship provider – training contract created.
- School Endorsement Form (SEF) sent to ApTSL Team (in the Vocational Learning business unit) from apprenticeship provider who then forward to school/college for endorsement.
- SEF endorsed/signed by Assistant Principal / Principal and sent back to APTSL team.
- SEF emailed to apprenticeship provider by ApTSL Team who forward to Skills Tasmania to activate the training contract.
- School/college to add in the ASbA timetable codes – [ApTSLs Subject Codes for DECYP Schools](#)
- Within one month of active contract, the Registered Training Organisation (RTO) meet with employer, learner to create a training plan.

### **Process for Full Time Apprenticeships/Traineeships (Education Act 2016 – anything 35 hours per week or more)**

- Learner signs up with apprenticeship provider – training contract created.
- School Endorsement Form (SEF) sent to ApTSL Team from apprenticeship provider who then forward to school/college for endorsement.
- SEF endorsed/signed by Assistant Principal / Principal and sent back to APTSL team.
- SEF emailed to apprenticeship provider by ApTSL Team who forward to Skills Tasmania to activate the training contract.
- Within one month of active contract, the Registered Training Organisation (RTO) meet with employer, learner to create a training plan.

### **Part Time Apprenticeship (no school contact)**

ApTSL Teamwork with school/college and parent to gain approval from the Deputy Secretary for Schools and Early Years for the part -time Approved Learning Program (ALP)

- Learner signs up with apprenticeship provider – training contract created.
- SEF sent to ApTSL Team who forward to school/college for their signing.
- SEF endorsed by Assistant Principal/Principal – School/college can close the student's enrolment.
- SEF emailed to apprenticeship provider by ApTSL Team who forward to Skills Tasmania to activate the training contract.
- ApTSL Team are responsible for the pastoral care (contacts parent every two terms until student either completes the qualification or turns 18)
- Within one month of active contract, the Registered Training Organisation (RTO) meet with employer, learner to create a training plan

**Note:** *If exemptions are required, ensure all approvals prior to the commencement of the training contract.*

For more information, please see the [ApTSL Policy](#) and Procedure (noting these documents are under review).

## 10.11 Packages of Learning

Packages of Learning (PoL) is an integrated approach to teaching the Australian Curriculum areas for Years 9 and 10 students and are taught with an industry focus.

To ensure consistency and easy identification of students undertaking Packages of Learning, specific 'Organisation' type subject codes have been created in EduPoint. These codes must be used by schools offering Package of Learning to their students.

When new Packages of Learning are created, they will be added to the available subjects on EduPoint. If a Package of Learning is not available, please contact DSI ([dsi.support@education.tas.gov.au](mailto:dsi.support@education.tas.gov.au)) **DO NOT** create your own 'Shared' subject on EduPoint.

Students who undertake Packages of Learning must be enrolled on EduPoint in the relevant PoL 'Organisation' type subject code:

- Ensure the Package of Learning subjects are in your Year Level offerings for Year 9 and 10.
- Follow the normal EduPoint or Timetabler processes for setting up subjects and sessions.
  - Detailed instructions can be found in the following **Quick Reference Guides - EduPoint Annual Tasks** for schools not using Timetabler and **EduPoint Annual Tasks** for schools using Timetabler. [Annual Tasks \(sharepoint.com\)](#)
- Attendance should be marked as per normal processes.
- Assessment Process Assessments for Packages of Learning should be recorded in SARIS against the Australian Curriculum areas of English, Science, Maths, History or Geography, Work Studies and Technologies.



# 11 Senior Secondary Enrolment Processes

Under the Act, once a student has been issued with a Transition Statement at the completion of Year 10, schools must:

- Ensure youths in school are enrolled in at least 600 hours of education/training to qualify as 'full-time' in an Approved Learning Program (ALP).
- Ensure students are enrolled in subjects from DECYP's official [Subject Master List \(SML\)](#) which contains the accredited senior secondary courses and VET qualifications.
- Ensure students are assigned the appropriate year level in EduPoint.
  - If a student did not complete a full year of study, they MAY repeat the year ie. a Year 11 student left after Easter and returns the following year to enrol, this enrolment would be Year 11 again.
  - If a student is enrolled at more than one school for subject delivery – both schools MUST ensure students are enrolled in the same year level.
- If a student is to attend less than 600 hours and is not undertaking part of their ALP with another provider, the student MUST apply and be approved for part-time attendance in an Approved Learning Program.

**Note:** *Currently if a student is not full-time at a school but is undertaking education or training through TasTAFE or a private RTO (not organised by the school) – DECYP is unable to access this enrolment information.*

- Under normal circumstances a senior secondary student's home school MUST be responsible for direct provision (face-to-face classroom delivery) of at least 50 per cent of a student's instructional load and overall duty of care.

## 11.1 Youth Participation Database

The [Youth Participation Database](#) (YPD) is an online system established to support the implementation of the Act. It enables the Department to know, and report on, the participation status in an ALP of all youths in Tasmania.

Under the Act, Principals in all schools must notify the Secretary of their students' post-year 10 intended destinations through the issuing of a [Transition statement](#) (at the completion of Year 10). The YPD is the mechanism for collecting this information on behalf of the Secretary.

### Summary of Process

1. Year 10 and Year 11 students nominate their destination for the following school year, through their Transition Plan (see [Transition Plan Procedure](#))
2. Schools record student attendance, in line with the DECYP [Attendance Policy](#) and [Attendance Procedure](#). If the student attends their intended destination and are marked as present, they are marked as an "active" enrolment in the YPD. Students not in an ALP require follow-up by schools.

3. If the student has not physically attended, or been marked present in one course, their enrolment is inactive and remains in EduPoint as 'Intended', 'Accepted' or 'Started'.
4. The inactive student appears in the YPD on a school's follow up list as 'intended' (Year 11 students) or 'continuing' (Year 12 students).

For further details and processes are documented in the Youth Participation Database [Policy](#) and [Procedure](#)

## 11.2 School/College fulltime hours

Students must be enrolled in a minimum of 600 subject hours to be considered a full-time student.

Only subjects contained in the SML are allocated hours, and in some cases, TCE points. Schools must use SML subjects ('Organisational' subject type in EduPoint) to ensure students' hours can be calculated.

Schools may enrol students in subjects exceeding a total of 600 hours, however, funding for schools is capped at 600 hours per student. Attendance must be marked in all courses undertaken by a student.

## 11.3 Combined full-time Approved Learning Program (ALP)

If a student is undertaking their ALP at more than one provider i.e. they are part-time at a Tasmanian government school and part-time at another provider, the school must:

- Enrol the student in the SML subjects for the hours they are attending the school,
- Include an enrolment note in EduPoint that the student is also undertaking their ALP through 'X' provider.

Further information is available in the [ALP Guidelines Document](#)

## 11.4 Senior Secondary subject enrolments

The hours and resourcing for senior secondary students is based on the subjects they are enrolled in on EduPoint. To ensure there is consistent subject naming/coding and instruction time, the Department has an official Subject Master List.

Schools must use subjects from this list – which are loaded as 'Organisation' subjects in EduPoint - to ensure students are correctly allocated to verified subjects with official hours and TCE points. The subject's students are enrolled in on EduPoint also feeds through to SARIS and TASC TRACs system.

When enrolling senior secondary students in subjects, schools must:

- ensure the current SML subjects are in their Year Level Offerings on EduPoint so they can be assigned to students.
- Remove inactive (i.e. expired) subjects from their Year Level Offerings on EduPoint.

- Create at least one 'Subject Class' for every TASC subject offered, this class code must be the SML code with a suffix.
- If schools need to enter a 'placeholder' subject for timetabling purposes, or if a class is split between two teachers or two lines, a local variant of the subject can be created on EduPoint as a 'Shared' subject type. The 'Shared' subject code must be the SML code prefixed with a 'Z'.

#### **11.4.1 Vocational Education and Training (VET) subject enrolments**

If a school is offering VET subjects to their students, they must ensure they use a Registered Training Organisation (RTO) to deliver the subject.

This can be either DECYP's own RTO or an external RTO e.g. TasTAFE.

From 2024 all DECYP schools will be required to hold an Authority to Deliver (AtD) for each VET qualification delivered via any RTO, including the DECYP RTO. This AtD must be maintained for the duration of the course delivery.

For further information visit the [DECYP RTO](#) website.

#### **11.4.2 UTAS subject enrolments**

If a student is undertaking a UTAS subject as part of their ALP - either the High Achiever Program (HAP) or University Connections Program (UCP) – the student must be enrolled in the relevant SML code in EduPoint.

HAP courses are recognised for the TCE and ATAR. Unit delivery is either school based, school and university combined, or solely on-campus at the university.

UCP courses maybe a full year or a semester and are usually taught on the school site. Most but not all UCP courses are recognised for the TCE and/or ATAR.

#### **11.4.3 Nationally or Interstate Assessed Languages (NIAL)**

Year 11 and 12 students can apply to study nationally or interstate assessed language courses, as well as locally assessed TASC language courses being provided by Tasmanian schools. The nationally or interstate assessed languages are Level 3 courses requiring the learner to have at least 200 hours of instruction in the language.

Schools who have a student who wishes to study for the exam in a NIAL course needs to complete an application through TASC for the student. The learning is self-directed, and students may receive support through their school.

Schools do NOT need to enrol the student in the NIAL course on EduPoint.

#### **11.4.4 TASC subject enrolments**

Schools with Senior Secondary students can offer a variety of subject choices. However, they must register with the Tasmanian Assessment Standards & Certification office any TASC accredited courses they wish to deliver.

When enrolling students in subjects schools should select from the TASC accredited subject listings available through the Subject Master List (SML) and loaded into EduPoint as 'Organisation' Subject types.

For further information visit [www.tasc.gov.au](http://www.tasc.gov.au)

#### **11.4.5 Secondary students undertaking TASC subjects**

If a school wants to deliver TASC subjects to secondary level students (i.e. Year 7 to 10) they must seek approval from TASC for the delivery.

If TASC approves the delivery, the school must ensure students are enrolled in the relevant SML subject in EduPoint.

#### **11.4.6 Applied Capability Qualifications Process**

The Applied Capability Qualifications (ACQs) are based on the Australian Curriculum General Capabilities at TASC Level 2 and delivered for 20 hours, successful completion will result in two TCE points.

The ACQs may be delivered to students from years 9-12.

Students undertaking ACQs must be enrolled in the relevant SML subject.

#### **11.4.7 Year 11 and 12 students with additional needs**

TASC accredited Preliminary to Level 1 courses are available for students with additional needs.

- The instruction time for these courses have been set by TASC at 50 nominal hours.
- Student may take from 50 to 150 hours to complete each course.

Student should be enrolled in these subjects on EduPoint in addition to any other appropriate level subjects from the SML.

If the correct courses/stages cannot be determined for a student when they enrol, a placeholder 'PRELIMB600' SML code can be used. These should be replaced by the standard preliminary SML codes (prefixed PR) once the appropriate course/stage is determined.

Where a student's hours will not total the minimum 600, a preliminary placeholder code can be applied to ensure the student has a full-time load.

### **11.5 Virtual Learning Tasmania (VLT)**

#### ***VLT@Tasmanian eSchool***

Principals can approve students to access a designated set of online courses through VLT to augment their learning program. Generally, this is up to 50% of their instructional load, though variations above 50% may apply in consultation with VLT.

#### ***The Tasmanian eSchool must:***

- Enrol the student in EduPoint,
- Create and assign students to VLT subjects and classes,

- Ensure VLT students have a matching base school enrolment (this applies for DECYP students only), and
- Ensure non-government students accessing VLT courses are identified as 'Non-Government' in the Teaching Set field in EduPoint.

***The base school must:***

- Enrol the student in EduPoint,
- Set up VLT SHARED course codes in EduPoint – these codes must be prefixed with 'ZV',
- Assign VLT students to the appropriate ZV subjects and classes, and
- Record attendance for each student in the ZV class.

## 11.6 Year 13

For a student who has completed their Approved Learning Program in the year immediately prior, but not successfully completed Year 12, they or their parent may apply to a principal to enrol in a further year of school known as Year 13.

Except in special circumstances, applicants will NOT be approved to enrol in Year 13 where they have completed a Tasmanian Certificate of Education (TCE) or Tasmanian Certificate of Educational Achievement (TCEA).

The following criteria (outlined in Secretary's Instruction No. 1) must be met by the applicant:

- would improve their educational attainment for the purposes of transitioning into further education, training or employment.
- has a proposed Year 13 course of study that is achievable and integrated into an Approved Learning Program agreed by the prospective student and their parent/carer (where applicable).
- has explored alternative education opportunities to complete their Approved Learning Program.
- has satisfactory attendance patterns during Years 11 and 12. If the applicant's attendance patterns have been unsatisfactory, reasons for the poor attendance as well as strategies for improvement will need to be provided. Contact MAY be made with the applicant's most recent schools to discuss the applicant's attendance history.
- behaved in accordance with the most recent school's Code of Conduct and behaviour management policies. Contact MAY be made with the applicant's most recent schools to discuss their compliance with the school's Code of Conduct and behaviour management policies.
- is likely to complete Year 13 within four consecutive terms of full-time study (normally one school year).
- provides recommendations from two teachers at the applicant's most recent school.

### ***Students with Disabilities***

Students with a disability can apply for Educational Adjustment Disability Funding for Year 13 if they meet the following two criteria:

- The person has not been able to complete Year 12 due to breaks of at least one term in attendance in the past year as a direct result of their disability.
- The person is working towards a higher qualification, and they need extra time to achieve this as a direct result of their disability.

Principals should contact the Manager Disability Services to discuss the application. Even if funding criteria are not met, a school can still support a Year 13 application without central disability funding.

### ***International/Visa Holders***

International students and Temporary Resident Program/visa holders may apply for Year 13. International Students wishing to apply for Year 13 must discuss their intentions with Government Education and Training International (GETI) who will provide specific information on the criteria and processes for international students to be eligible for and apply for Year 13.

### **Year 13 application process**

A completed [Year 13 Application Form](#) must be submitted to the chosen school for assessment by the principal. Principals may invite the applicant to an interview to discuss the application. The application **MUST** include a recommendation from two teachers at the applicant's most recent school that support their application to undertake Year 13.

To approve or refuse to approve an application for Year 13, the Principal **MUST** complete the relevant section of the Year 13 Application Form and email a copy to [year13applications@decyp.tas.gov.au](mailto:year13applications@decyp.tas.gov.au)

- **If Approved:** the principal **MUST** advise the applicant of the outcome of the application in writing. This decision is final.
- **If Not Approved:** the principal **MUST** advise the applicant of the application in writing. This decision is final.

If the student is 18 years of age and was not enrolled in a Tasmania Government school in the year prior, they **MUST** provide evidence of a current Tasmanian Working with Vulnerable People Registration.

## 12 Launching into Learning (LiL) Enrolment Process

LiL enrolments do NOT fall under the Act as they are not part of compulsory schooling, however, specific enrolment procedures must be followed to ensure information is recorded accurately in EduPoint.

When a child attends a LiL session for the first time at a site, a completed enrolment form (Form A LiL Contact Form) must be supplied. The form includes contact and medical information, consent collection and a disclaimer of automatic enrolment in the school for primary education.

### Differences between LiL and school enrolment processes:

- LiL do NOT need to provide proof of identity or address.
- Families can attend LiL sessions at multiple sites without restriction. Intake areas do not apply to LiL.
- A parent MUST stay in attendance with the child for the whole session.
- Absences are not marked for LiL sessions.
- Long term temporary files of LiL students are not required to be transferred to the school the child enrolls at for their kindergarten year. At the school where only LiL records are kept (ie. child not attending kindergarten) the long-term temporary files can be disposed of in accordance to DA2280 04.02.04 (until the student reaches 125 years).

### LiL Enrolment Procedure:

Once the enrolment has been accepted, the school MUST:

- Create an enrolment in EduPoint and enter all the data provided on the enrolment form (using the **Enrolment Wizard** and checking historical records in EduPoint to ensure student and contacts do not already exist before creating new records).
  - **NOTE:** EduPoint will allow a LiL student to be enrolled at multiple LiL sites as the FTE at each is 0.0. Schools must ensure the enrolments are under the one EDID and not create multiple EDIDs.
- Retain the enrolment form in the student's long term temporary file.
- Keep a record on EduPoint of attendance (absences are not recorded).

## 13 Child and Family Learning Centre (CFLC) Enrolment Process

CFLC enrolments do NOT fall under The Act as they are not part of compulsory schooling, however, specific enrolment procedures must be followed to ensure information is recorded accurately in EduPoint.

When a child attends a session for the first time at a CFLC site, a completed enrolment form (Form A [LiL/CFLC Contact Form](#)) should be supplied. The form includes contact, family and medical information as well as consent collection. For families with more than two children, the [CFLC Additional Child Details](#) form is available.

If a family is reluctant to complete the full form, or CFLC staff intuit that the parent may be overwhelmed by the full form, they may request a [CFLC Interim Enrolment Form](#) be completed instead.

**NOTE:** the Interim form is valid for six weeks only, then a full enrolment form will need to be completed.

The full form can be used for enrolment at both the CFLC and the local school for LiL if the two entities work closely together.

### Differences between CFLC and school enrolment processes:

- Proof of identity or address are NOT required.
- Families can attend CFLC sessions at multiple sites without restriction (and may also choose to attend LiL sessions at schools). FTE is 0.0.
- A parent MUST stay in attendance with the child for the whole session.
- Absences are not marked for sessions.
- Paper files (ie. long term temporary files) are not created, rather records are digitised and stored in Microsoft Teams.

### CFLC Enrolment Procedure

Once the enrolment has been accepted, the Centre MUST:

- Create an enrolment in EduPoint and enter all the data provided on the enrolment form (using the Enrolment Wizard and checking historical records in EduPoint to ensure student and contacts do not already exist before creating new records.
  - **NOTE:** students can have multiple enrolments at each site as the FTE is 0.0.
- If an interim enrolment form is used this must be noted in EduPoint (“Teaching Set” drop down - “CFLC Interim Enrolment Form”).
- The enrolment form should be scanned and uploaded to the client record in Teams.
- If a child is also enrolling in LiL at an associated school, the enrolment form should be provided to the school.



- For families who completed [\*CFLC Additional Child Details\*](#) form/s, ensure the first two pages of the full enrolment form are scanned for every child.
- The original forms can be destroyed in accordance with DA2159 after:
  - a minimum of 3 months has passed and
  - the scanned image has been reviewed (after the 3-month minimum) to ensure an adequate reproduction exists.
- Keep a record on EduPoint of attendance (absences are not recorded).

## 14 Early Childhood Inclusion Services (ECIS)

ECIS enrolments do NOT fall under The Act as they are not part of compulsory schooling, however, specific enrolment procedures must be followed to ensure information is recorded accurately in EduPoint.

When a child attends an ECIS for the first time, a completed enrolment form (consisting of Student Information (Form A), Contact Information (Form B), and Supplementary Information (Form C) must be supplied.

### **Differences between ECIS and school enrolment processes:**

- Proof of identity and address is NOT needed.
- Families can be enrolled with ECIS and attend other LiL sessions at other sites without restriction.
- Most contact between ECIS teachers and their students is carried out at a school LiL session, CFLC session etc. Therefore, attendance is not recorded by ECIS but is recorded by the centre they attend.

### **ECIS Enrolment Procedure**

Once the enrolment has been accepted, the centre MUST:

- Create an enrolment in EduPoint and enter all the data provided on the enrolment form (using the Enrolment Wizard and checking historical records in EduPoint to ensure student and contacts do not already exist before creating new records).
- Retain the enrolment form in the student's long term temporary file.
- Validate annually (as per Section 8).

# 15 Supporting Information

## 15.1 Legislation

- *Disability Discrimination Act 1992* - [Disability Standards for Education](#)
- *Education Act 2016*. [View - Tasmanian Legislation Online](#)
- *Education Regulations 2017*. [View - Tasmanian Legislation Online](#)
- [Ministerial Instruction No 1](#) for Enrolment of a School-Aged Child or Youth (includes Application for Exemption from Enrolment, and Enrolment at School for part-time attendance by home educated child or youth)
- [Ministerial Instruction No 2](#) for Dual Enrolment of Students with a Disability.
- [Ministerial Instruction No 3](#) for Part-time Attendance at School
- [Ministerial Instruction No 10](#) for Application for Exemption from Participation in an Approved Learning Program.
- [Ministerial Instruction No 11](#) for Application for Part-time Attendance in an Approved Learning Program.
- [Ministerial Instruction No 13](#) for Home Education.
- [Ministerial Instruction No 15](#) for Early Entry to School.
- [Secretary's Instruction No 1](#) for Attending State School after Compulsory Education (Year 13 enrolment).
- [Secretary's Instruction No 2](#) for Enrolment from Outside Intake Area.
- [Secretary's Instruction No 4](#) for Suspension, Exclusion, Expulsion or Prohibition of State School Students.
- [Secretary's Instruction No 10](#) for Transfer of a State School Student.
- Tasmanian Education Act Implementation. [DECYP Intranet Link](#)
- [Education Act 2016](#)

The Department for Education, Children and Young People (DECYP) is accountable to the community, through the Minister for Education, Children and Youth, for ensuring appropriate school enrolment practices. The aim of this process is to provide clarity for school staff and families in relation to the requirements for school enrolment under the *Education Act 2016*.

## 15.2 Related policies

- [Attendance Policy](#)
- [Australian School Based Apprenticeship Policy](#)
- [Duty of Care Policy \(under Development\)](#)
- [Registration to Work with Vulnerable People Policy](#)

- [Student Engagement Policy](#)
- [VET in Schools Policy](#)
- [VLТ Enrolment Guide](#)
- [Work-based Learning Policy](#)
- [Youth Participation Database Policy](#)

## 15.3 Related Procedures and Guidelines

- [Acceleration of Gifted Students Procedure](#)
- [Attendance Procedure.](#)
- [School Levies and Charges Procedure](#)
- [Transport Assistance Program for Students with Disability Procedure](#)
- [Virtual Learning Tasmania - Enrolment Guide and Course Offerings](#)
- [Youth Participation Database Procedure](#)

## 16 Definitions

### Approved Learning Program

The learning program that is approved under section 29 or 84 the Education Act 2016.

### Child

As defined in the *Education Act 2016*, means a person who has not attained the age of 18 years.

### CRICOS

Commonwealth Register of Institutions and Courses for Overseas Students. This is the required registration for institutions who enrol international students in Australia.

### Disability

As described in the Disability Discrimination Act 1992 is:

- 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 presence in the body of organisms capable of causing disease or illness; or
- the malfunction, malformation or disfigurement of 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 or reality, emotions or judgement 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 (including because of a genetic predisposition to that disability); or
  - is imputed to a person.

To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.

### Educational Adjustments

The Disability Standards for Education (DSE, 2005) require that reasonable educational adjustments are provided to students with disability. Adjustments are supports, accommodations or adaptations that assist a student to access meaningful learning opportunities, to achieve their learning goals and show evidence of their learning. Adjustments may be relatively minor as within Quality Differentiated Teaching Practice or more tailored and extensive in nature. Based on the extent or level, adjustments can be described as supplementary, substantial or extensive.

- Extensive Adjustments are provided when essential specific measures are required at all times to address the individual nature and acute impact of the student's disability and the associated barriers to their learning and participation. These adjustments are highly individualised, comprehensive and ongoing.
- Substantial Adjustments are provided to address the specific nature and significant impact of the student's disability. These adjustments are designed to address the more significant barriers to their engagement, learning, participation and achievement.

### ESOS

Educational Services for Overseas Students Act (2000) is the Australian national legislation that regulates providers and provides protection for international students.

### GETI

Government Education and Training International (GETI) is the international education unit within the Department for Education, Children and Young People. GETI manages the international programs in Tasmanian government schools. GETI holds the CRICOS registration on behalf of DECYP and accredits and monitors compliance for schools that enrol international students.

### **International Student**

An international student is someone who pays international student tuition fees, holds a primary visa (subclass 500), and must adhere to the visa compliance conditions under the ESOS Act. They are participants in the GETI international student program. Their enrolment is exclusive to CRICOS-accredited schools, and they are governed by this policy.

### **Temporary Resident Program students**

These are students named as dependents on their parent's visa. Typically, their parents are in Tasmania for study or work, or they might be refugees with a humanitarian or protection visa. In some cases, these students might have a subclass 600 tourist visa, which permits short-term study of less than three months. Although they might be informally referred to as 'international students', they are not governed by the ESOS Act. They can attend any school in Tasmania, provided they meet the same local area qualifications as local students. This policy doesn't apply to TRP students.

### **Government School**

Means a state school, as defined in the *Education Act 2016*. State schools are, including a college(s) for senior secondary education, established under the Education Act 2016 or 1994 or any other enactment that provided for the establishment of schools by the Crown.

### **Parent**

Under the Act a parent is defined as:

- g) a legal guardian of a child; and
- h) another person who has the care, control or custody of a child; and
- i) another person who generally acts in the place of a parent of a child and has done so for a significant length of time.

### **Non-Government school**

A school, other than a government/state school, that provides educational instruction at any level up to and including the final year of secondary education.

### **School-aged child**

A child aged 5-18 years, who has not been issued with a transition statement during Year 10, other than an overseas student.

### **School student**

Means a school-aged child, youth or other person enrolled at a school.

### **Student**

Means a child, youth or person enrolled at a school or provided with home education or participating in an approved learning program.

### **Support School (including Special School)**

Support School means a school established by the Minister for the purpose of providing supportive, and personalised, teaching and learning programs for students with disability.

- **Support School Placement Committee**

Is a committee established for each Learning Service and approves eligibility for Support School enrolment. The Committee is made up of core educational professionals and other staff as appropriate to the Learning Service.

**Youth Participation Database (YPD)**

The YPD brings together enrolment data from Tasmanian education and training providers (ALP providers) to identify youths who require support to re-engage in an education and training pathway suitable for their needs.

## 17 Acronyms

ALP – Approved Learning Program

BoT – Back on Track

CFLC – Child and Family Learning Centre

DSI – Data, Systems and Insights

ECIS – Early Childhood Inclusion Services

FFPS – Full Fee Paying (overseas) Student

GCSQ – General Capabilities Short Qualification

GETI – Government Education and Training International

HAP – High Achiever Program

LiL – Launching into Learning

NIAL – Nationally or Interstate Assessed Language

OER – Office of the Education Registrar

PoL – Packages of Learning

RTO – Registered Training Organisation

RWVP – Registration to Work with Vulnerable People

SML – Subject Master List

T4 – Tier 4 program (Tier 4 Re-engagement Program)

T3 – Tier 3 program

TCE – Tasmanian Certificate of Education

TRP – Temporary Resident Program

UCP – University Connection Program

VET - Vocational Education and Training

VLT – Virtual Learning Tasmania

YPD - Youth Participation Database



## Clearance Authorisation

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DSI is the business owner of this document, however, it has been compiled with the input from the following business units:

AREA	BUSINESS UNIT
Exemptions from full-time attendance, Re-engagement, YPD	Student Support
Home Education	Office of the Education Registrar
International/Visa students	GETI, EAL
Out of Area Enrolments, Year 13, Part-time attendance	Strategic Policy and Projects
Support Schools	Disability Services, Student Support
VET	DECYP RTO
Senior Secondary Enrolments	Years 9-12
Proof of identity	Legal Services
Tasmanian eSchool, VLT@eSchool	Tasmanian eSchool

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