



Catholic
Education
Commission
Tasmania

Enrolment Policy

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1 AUTHORITY AND APPLICATION

Date of approval	30 June 2022
Source of approval	Catholic Education Commission Tasmania
Start date	8 July 2022
Date of review	June 2025
Date of amendments	7 June 2022
Previous policies replaced by this Policy	Enrolment Policy 2014

SIGNED:



Chair of the CECT

DATE:

07.07.2022

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2 RELATED DOCUMENTS

This Policy should be considered in conjunction with the following related documents:

Applicable Laws	All laws in connection with the carrying out of work or the Workplace including: <ul style="list-style-type: none">• <i>Anti-discrimination Act 1998 (Tas)</i>• <i>Australian Education Act 2013 (Cth)</i>• <i>Disability Discrimination Act 1992 (Cth)</i>• <i>Disability Standards for Education 2005 (Cth)</i>• <i>Education Act 2016 (Tas)</i>• <i>Privacy Act 1988 (Cth)</i>• <i>United Nations Convention on the Rights of the Child 1990</i>
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3 POLICY STATEMENT

The aim of this policy is to ensure Catholic Education Tasmania (CET) adheres to the processes outlined in the Enrolment Policy and associated procedures, to ensure consistent, equitable professional practice in enrolment procedures. This policy ensures that all Catholic Schools are operating within the parameters of the Archbishop's Charter for Catholic Schools in Tasmania and State and Commonwealth legislation requirements.

Any issues that arise during the course of a Student's enrolment at a Catholic School that may lead to internal suspension, external suspension, negotiated transfer or expulsion of the Student will be dealt with in accordance with the Response to Unacceptable Student Behaviour Policy and Procedures.

4 PURPOSE

The purpose of this policy is to clarify the enrolment processes and enrolment criteria for parents/guardians seeking to enrol children in all Catholic Schools operating in the Archdiocese of Hobart.

The designated entry points for all Catholic Schools are:

- Kindergarten
- Preparatory
- Year 3**
- Year 7

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- Year 11

** Year 3 will only continue to be a designated entry point until 2024 with the completion of the St Virgil's College Primary Campus extension to include Kindergarten to Year 2.

5 DEFINITIONS

For the purposes of this Policy:

- **Archdiocesan Schools** – the thirty-five Catholic schools owned and operated by the Roman Catholic Church Trust Corporation of the Archdiocese of Hobart.
- **Catholic Education Tasmania** – means Catholic Education Commission Tasmania (CECT) controlled workplaces including the Tasmanian Catholic Education Office (TCEO), Archdiocesan Schools and adjunct business undertakings such as childcare operations, as well as Dominic College Glenorchy Limited Schools and Ministerial Public Juridic Person (MPJP) Schools operating in Tasmania.
- **Catholic Schools** – means the Archdiocesan Schools, MPJP Schools and Dominic College Glenorchy Limited Schools operating in the Archdiocese of Hobart.
- **CECT** – means the Catholic Education Commission Tasmania.
- **Dominic College Glenorchy Limited** – own and operate Dominic College within the Archdiocese of Hobart.
- **Humanitarian Entrant** means a Student or their parents who have either applied for, currently hold, or have previously held a Humanitarian Visa. Humanitarian Visas include visa subclasses 200, 201, 202, 203, 204, 785, 790 and 866.
- **Ministerial Public Juridic Person (MPJP)** – A Ministerial Public Juridic Person is an entity that has been established by a Catholic Religious Institute or Congregation. Edmund Rice Education Australia (EREA) has been established as a MPJP by the Congregation of Christian Brothers to carry out their mission. MPJP Schools are St Francis Flexible Learning Centre and St Virgil's College, which are owned and operated by EREA within the Archdiocese of Hobart.
- **Parents** – means the parent/s of a child/student and/or the legal guardian as identified by appropriate documentation.
- **TCEO** – means the Tasmanian Catholic Education Office.

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- **Worker** includes any person who carries out work or services in any capacity for Catholic Education Tasmania (CET) either as:
 - an employee
 - a volunteer
 - a priest or religious worker
 - a contractor, subcontractor, or consultant
 - an employee of a contractor, subcontractor, or consultant
 - an employee of an employment agency or labour hire company
 - an apprentice or trainee
 - an external person gaining work experience or on work placement.

6 **COVERAGE**

This policy covers and applies to all Catholic Schools and adjunct business undertakings operating in the Archdiocese of Hobart.

7 **OBLIGATIONS AND ACCOUNTABILITIES**

When considering the enrolment of Students into schools, all Tasmanian Catholic School authorities will consistently apply the principles contained within this document.

8 **RATIONALE**

Catholic Schools participate in the evangelising mission of the Church. They support parents who seek a Catholic education for their children. The Vision and Mission Statement for Catholic education expressly commits our schools to being authentically Catholic and to give primacy to the promotion of the Catholic faith amongst the Students.

As a community of Catholic Schools, we will strive to:

- *participate in the Catholic Church's mission of evangelisation;*
 - *explicitly teach, live and celebrate the Word of God within a living Catholic tradition;*
- (TCEC Vision and Mission Statement, 2006)*

In a broad context, it is important to reaffirm that Catholic Schools, whilst being part of the evangelisation mission of the Church, have been established in Australia, first and foremost, for the support of Catholic families in the faith education of their children.

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To educate in the faith is beautiful. The faith is perhaps the most beautiful heritage that we can give because it makes you grow. To help children, boys and girls, young men, women, and adults to know and to love the Lord ever more is one of the most beautiful educational adventures, for it comprises the Church.

(Pope Francis, Address to International Catechetical Congress, September 27, 2013)

Catholic Schools are open to all who value and share their explicit goals and acknowledge educational quality. They are places of spiritual, educational, and social formation of young people. Catholic Schools respond to the call of the Church to give preferential option to the poor. They strive to show special care for those in situations of material and spiritual poverty or those who experience marginalisation in any form.

The Catholic school has an ecclesial identity because it is a part of the evangelising mission of the Church. Yet a distinguishing feature of Catholic education is that it is open to all, especially to the poor and weakest in society.

(Ecclesia in Oceania 2001 n33)

Although clearly and decidedly configured in the perspective of the Catholic faith, Catholic schools are not reserved for Catholics only.

(The Catholic School on the Threshold of the Third Millennium

– Congregation for Catholic Education (1998) Para. 16)

9 GENERAL PRINCIPLES

- a) The Catholic School forms an integral part of the Church community and exists to further the evangelising mission of the Church. Catholic Schools have been primarily established to support and nurture the faith development of baptised Catholic children.
- b) Catholic Schools, as part of the parish community, have a responsibility to support Catholic parents in their honouring of the commitments they made on behalf of their child at the time of Baptism.
- c) In response to the Archbishop's Charter, CET will give a high priority to encouraging Catholic families to choose a Catholic School. It is imperative for families who are not presently represented in our schools to feel welcome and to know they will not be denied

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a Catholic education on the grounds of economic necessity or pastoral circumstances. Every Catholic child will be provided with the opportunity to attend a Catholic School.

- d) The preferential option for the underprivileged, disadvantaged, and marginalised is fundamental in Catholic Schools. Catholic Schools have a responsibility to positively discriminate in favour of those who are in any way marginalised.

This includes children of families, where numbers permit, who have special pastoral circumstances, including Students with a disability and/or are a Humanitarian Entrant.

CET supports Students with a disability in line with the *Disability Discrimination Act (DDA)*, which requires that an education provider must make reasonable steps to ensure a Student with a disability is able to seek admission to, or apply for enrolment in, the institution on the same basis as a Student without a disability, and without experiencing discrimination (DDA 2005). CET operates within the requirements of the *Disability Standards for Education 2005* in relation to education providers' obligations to ensure that Students with a disability have equitable access to and participation in education.

- e) Catholic School communities should endeavour, where feasible, to 'reserve' some enrolment places for Catholic families who transfer into the parish community after the traditional enrolment period. In the event of a Catholic family transferring into a parish community, resulting in a Student being eligible to enrol at a Catholic School, enrolment procedures should allow for discretion to be exercised in relation to the timing of enrolment at a Catholic School.
- f) On acceptance of an offer of enrolment at a Catholic School, all Parents and Students acknowledge and accept that the Catholic School has an obligation to teach the doctrines, beliefs, tenets, and principles of the Catholic Church and will continue to support that obligation while the Student remains enrolled in a Catholic School.
- g) Whilst the purpose in the establishment of Catholic Schools is to educate children from Catholic families, children from all families who are prepared to support Catholic ideals, principles and practices are eligible for enrolment in Catholic Schools.
- h) The right and freedom of Parents to choose the most appropriate education for their child is acknowledged and respected. This freedom is also governed by the availability of

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suitable places. Whilst every effort is made to accommodate Students at the preferred Catholic School, this cannot be guaranteed.

- i) Taking into consideration the best interests of the Students, specific arrangements can be made for dual enrolment with another educational service provider.
- j) After enrolment, the ability to change schools within the Catholic School sector will be moderated by the co-responsibility accepted by all Catholic Schools for one another. As well as considering educational, financial, and moral issues this co-responsibility will require Catholic Schools to consider if a Student transfer will:
 - Create division between Catholic Schools or within the Catholic School sector,
 - Adversely promote a selected Catholic School or set of Catholic Schools to the detriment of others, and
 - Allow a Student to gain an advantage for enrolment in a secondary Catholic School over Students who would not normally apply until the designated time.
- k) Catholic Schools will advise parents of their co-responsibility for other Catholic Schools.
- l) Prime consideration in consultations about the transfer of Students will be the pastoral and educational needs of Students and their families.
- m) In considering enrolments in a Catholic School every person will be treated with compassion and justice.

10 SCHOOL PLANNING PRINCIPLES

The CECT requires co-operative planning between all Catholic Schools operating in the Archdiocese. Catholic Schools need to make careful planning decisions that have implications for accommodation, staffing, financial security, and curriculum. Central to these decisions is predictability and stability in enrolments.

The CECT expects therefore that:

- 10.1 Catholic Schools consult with the CECT, the relevant CECT Standing Committees, the TCEO, surrounding parishes and other Catholic Schools before planning any significant

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changes to current structures. This includes the number of enrolment streams and/or classes being offered or changes in educational delivery.

10.2 A significant change is considered to be one of, or a combination of, the following:

10.2.1 An increase in enrolment that will impact on the enrolments of other Catholic Schools.

10.2.2 An increase in enrolments that will require capital development to accommodate the change.

10.2.3 An increase or decrease in the range of Year levels.

10.2.4 Relocating the Catholic School or part of the Catholic School, or the establishment of an additional campus.

10.2.5 The implementation, expansion, or cessation of a school bus service.

10.2.6 Changing the enrolment practice in respect of the gender of Students.

10.2.7 Adjustments to ancillary services such as outside school hour services or Setup for Success that could impact on the enrolments of other Catholic Schools.

10.3 All Catholic Schools must obtain formal written agreement from the CECT before proceeding with any significant changes to current structures, expansion in the number of streams and/or classes being offered or changes in educational delivery or any other area identified under clause 10.2.

11 ENROLMENT CRITERIA

Preference for enrolment for all Students will be determined by the following prioritised order of criterion.

11.1 Catholic children of families with current links and demonstrable sacramental involvement in their parish community (refer 12.3).

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- 11.2 Children who have, or have had, siblings in a specific Catholic School.
- 11.3 Children of families currently enrolled in a Catholic School who have explicitly supported the Catholic beliefs and practices of the Catholic School.
- 11.4 Children of Catholic families who are not covered by points 11.1 – 11.3.
- 11.5 Children of Orthodox families who have current links and demonstrable sacramental involvement with their faith community.
- 11.6 Children of families from other Christian denominations who have demonstrable links to their faith community and who appreciate and are prepared to support the beliefs and practices of the Catholic School community.
- 11.7 Children of Orthodox families who appreciate and are prepared to support the beliefs and practices of the Catholic School community.
- 11.8 Children of families from other Christian denominations who appreciate and are prepared to support the beliefs and practices of the Catholic School community.
- 11.9 Children of families from other religious traditions who appreciate and are prepared to support the beliefs and practices of the Catholic School community.
- 11.10 Children of families with no affiliation to a religious tradition who appreciate and are prepared to support the beliefs and practices of the Catholic School community.

12 BASIS FOR DISCRETION

It is recognised that in exceptional circumstances there will be a need for those making enrolment decisions at the Catholic School level to have some basis for discretion. Discretionary decisions include:

- 12.1 Consistent with the General Principles, Catholic Schools may give priority to the enrolment of children with special pastoral circumstances, social or educational needs including Students with additional needs. Other circumstances that may need to be considered within the context of special pastoral circumstances include links to the

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parish community through the involvement of grandparents and the extended family and the pastoral care of the child due to family dislocation.

- 12.2 Where numbers permit, Catholic Schools can exercise some basis for discretion to accommodate enrolments that are not covered by the Enrolment Criteria (11.1 - 11.10) in the following areas:
- a) Children from families who have engaged with a specific Catholic School through CET Setup program or CatholicCare provision for three-year olds. Please note this basis for discretion is not transferable between Catholic Schools.
 - b) Children of old scholar families who have previously been enrolled in a Catholic School who have current and demonstrable sacramental involvement in their parish community.
- 12.3 Discerning the criteria that indicate the nature and extent of 'current links and demonstrable sacramental involvement in their parish community'. Considerations could include participation in the liturgical life of the parish; involvement in parish based sacramental programs; contributions to the parish ministries; participation in parish community building and outreach activities.
- 12.4 Children from more isolated communities who may not have had reasonable access to a Catholic parish or Catholic School may be given a higher priority, if deemed appropriate.
- 12.5 Flexibility regarding commencement ages may be considered in the case of interstate Student transfers where the Student has already enrolled in an equivalent year level, noting in particular that the names for different years may vary from state to state.
- 12.6 In accordance with requirements under the *Education Act 2016* relating to school commencement ages and with the appropriate application submitted under the *Education Act*, some flexibility regarding commencement ages may also be considered on a case-by-case basis by Catholic Schools.
- 12.7 Specific protocols exist for the consideration of early entry into Kindergarten before the prescribed entry age. Refer Department of Education Tasmania, Early Entry to School

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for Children who are Gifted. Cross Sectoral Guidelines are available at <http://publicdocumentcentre.education.tas.gov.au/policies>

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