



**Brisbane Catholic Education**

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# **Enrolment Application and Support Procedures**

For students requiring significant  
educational adjustments

Revised July 2017

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## Introduction and Rationale

[The Vision Statement for Catholic Education in the Archdiocese of Brisbane](#), [the Brisbane Catholic Education's Strategic Plan 2017-2020](#), and the [Policy Statement - Students with Disabilities](#) inform the Enrolment Application and Support Procedures (EASP) for students requiring significant educational adjustments.

The enrolment of students requiring significant educational adjustments is the concern of the whole school as a community within the Church. The Enrolment Application and Support Procedures (EASP) reflect the ongoing commitment of Brisbane Catholic Education (BCE) towards inclusive practices in schools and is guided by the principles of justice as reflected in Church, education (Health and Safety Policy, Family School Partnership Policy, Enrolments of Students 2012 Policy, Student Protection 2011 Policy and QCEC Inclusive Practices in Catholic Schools in Queensland 2014) and legal (Anti-Discrimination Act Queensland 1991, Disability Discrimination Act 1992 and Disability Standards for Education 2005) areas.

*The Disability Discrimination Act (DDA) (1992) and the Disability Standards for Education (DSE) (2005) outline the obligations of educators to offer a student with a disability the same educational opportunities as any student without a disability. For the purposes of the DDA, disability is defined more broadly than the Education Adjustment Program (EAP) verification categories. It also covers disabilities which may not meet criteria for resourcing support; for example, learning disorders such as dyslexia, epilepsy, ADHD, and temporary disabilities as a result of an accident or illness.*

The Disability Standards for Education are the business of everybody who works in our schools and colleges. There are obligations that affect all staff and therefore all staff involved in enrolment processes are required to view the [Disability Standards for Education videos](#) to ensure understanding of the obligations and how to meet these responsibilities.

The Principal, as the Executive Director's delegated educational leader within the school, carries responsibility for the enrolment of all students. Enrolment procedures should be designed so that all students are considered on the same basis. Adjustments may need to be made to usual processes in the management of the enrolment process, including enrolment information, application forms, and interviews. School staff should be available to explain enrolment procedures and, if needed, to assist with completion of forms. Application forms used in usual school enrolment processes should include questions which would highlight the need for the Principal to initiate the use of the EASP.

The EASP is to be applied for:

**Initial** enrolment consideration: When application for enrolment is made on behalf of a student and it is considered likely that adjustments will be required to enable the student to participate in the curriculum, and use facilities, on the same basis as students without a disability.

The EASP is **not** to be applied for reconsideration of enrolment. The Disability Standards for Education (DSE) (2005) specifically state that in relation to a student with a disability who is enrolled in an educational institution:

The education provider must take reasonable steps to ensure that the student is able to participate in the courses or programs provided by the educational institution, and use facilities and service provided by it, on the same basis as a student without a disability, and without experiencing discrimination (p.19)

Where the student is enrolled, ongoing consultation with the student and student's associates is necessary to accommodate changing needs over time. This is achieved with enrolled students through the processes of personalised planning, individual education planning, the Education Adjustment Program (EAP), and/or the processes associated with the Nationally Consistent Collection of Data (NCCD). In these circumstances, Principals would engage their student support team and Education Officer/Consultant – Inclusive Education.

### **The EASP is:**

A consultative and collaborative process that encourages all participants in the education process (students, students' associates e.g. legal guardian/s, teachers, school leadership and School Service Centre personnel) to share as partners in the investigation of options to ensure students with disability are afforded access to and participation in education on the same basis as other students. The consultation process seeks to reveal and clarify:

- The characteristics of the learner, including impact of the disability
- The educational adjustments required for learning
- The implications of adjustments within the context of school, family and student

While the student and students' associates are consulted, and encouraged to express their views, the school makes the final decision about what adjustments will be made, taking into account resourcing and implications for the wider school community. Sometimes, after consultation and investigation, the school may determine that no reasonable adjustment can be made to support the enrolment of a student with a disability or that the adjustments required for the student would cause the school unjustifiable hardship, and an enrolment offer cannot be made.

Decisions about the offering of enrolment are informed by complex considerations. In some cases, it may be necessary to seek legal advice about what course of action should be taken. Once the decision regarding the enrolment has been made it should be communicated promptly to the student and their associates in writing.

It is imperative that detailed records are kept about:

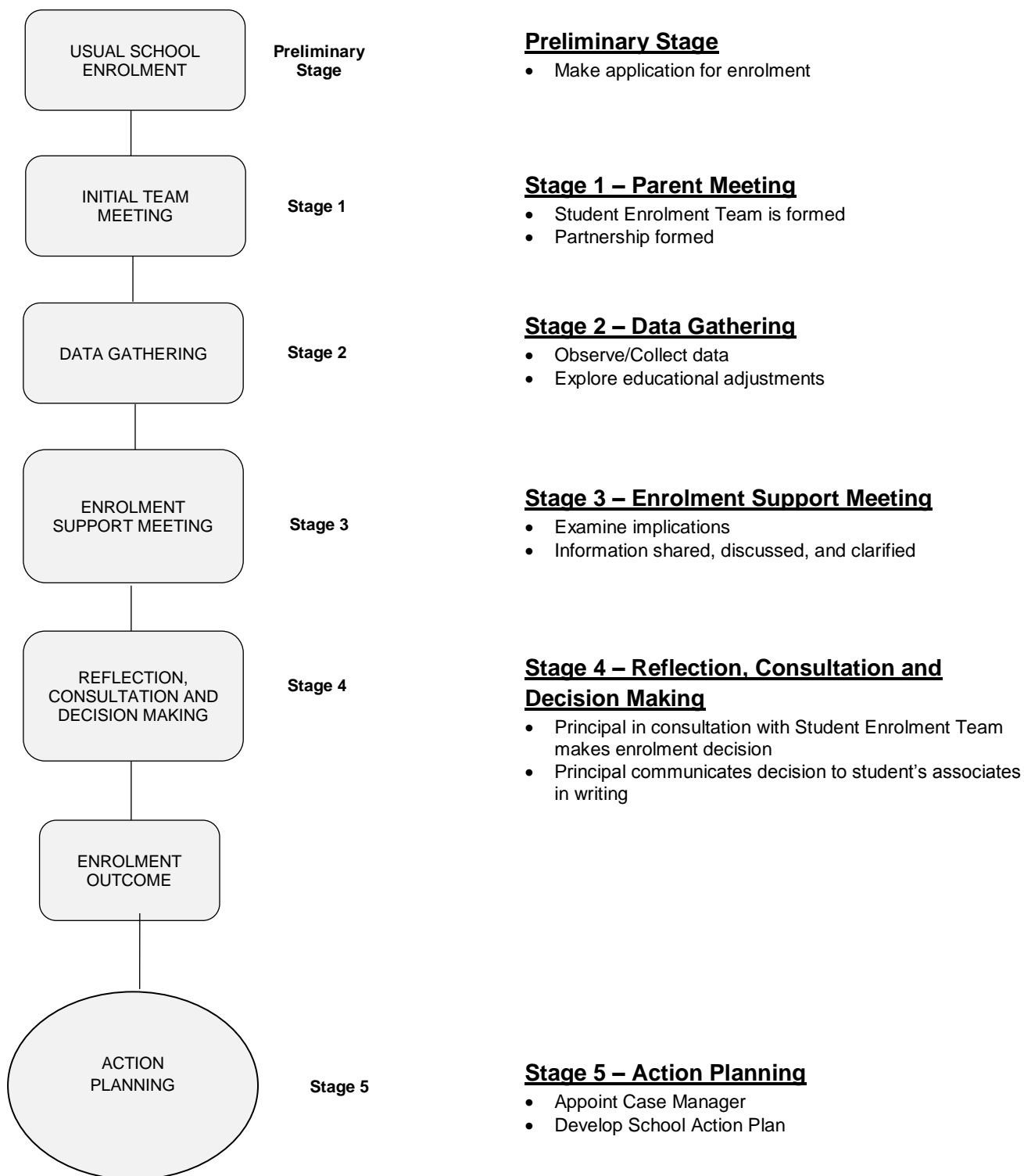
- What is discussed
- Evidence of how the student's learning is impacted by the disability
- What adjustments have been determined to be required to best support the student's learning
- The implications of those adjustments for student, family and school of adjustments

### **Stages of the EASP:**

There are multiple stages of the EASP. These stages are not indicative of discrete meetings. For example, the initial meeting would usually cover Stage 1 and begin Stage 2. The nature of ongoing consultation and the number of formal meetings will be informed by the complexities of individual cases. The elements within stages are not necessarily in order, nor are all elements relevant in every enrolment application. Information and materials to support the stages, as well as suggested proformas for recording information, are included in the appendices.

# Flowchart

## Enrolment Application and Support Procedure for students requiring significant educational adjustments



## Preliminary Stage

Education is a partnership involving school, family and other agencies. The EASP for students requiring significant educational adjustments is one that reveals and clarifies the characteristics of the learner and assesses the relevant adjustments for accessing the learning and the implications of these for the school, the family and the student. Approaching the enrolment process without bias and with a willingness to consult is foundational to this partnership and leads to an appropriate response to the student's educational needs.

The enrolment application form requires the legal guardian/s to disclose all the information that may be relevant to the student's educational needs to ensure the appropriate educational adjustments can be determined.

Consultation is any engagement between school staff, students and students' associates. While consultation can take many forms, in all cases it is best practise for consultation to be formal and consistent. The main aim of consultation is to determine how a student's disability affects his/her ability to engage in school life and what reasonable adjustments may be available to facilitate this.

For every consultation, the following information should be recorded and kept in the file:

- The date, time and place of the consultation
- Who was involved
- A summary of issues discussed
- A summary of actions to be taken and who has responsibility for those actions

## **Process**

- Legal guardian/s make application for enrolment for the student through the usual school enrolment application form; this form should include questions that will indicate the need for the EASP to be undertaken
- Principal initiates the use of the EASP where necessary
- Principal determines membership of Student Enrolment Support Team, names a Chair and appoints a staff representative to coordinate the process, maintain meeting notes and appropriately store any student documentation relevant to the process (emails, letters, reports, work samples, notes)
- Legal guardian/s' permission should always be obtained in written form before discussions are initiated with any professionals who are involved in the management of the student's disability
- Principal will discern which proformas or information are appropriate as they take into consideration the individual circumstances of families

# Stage 1 – Initial Team Meeting

## 1.1. Desired Outcomes

- 1.1.1. Student Enrolment Support Team is formed
- 1.1.2. Timeframe for the procedure is set
- 1.1.3. Legal guardian/s' expectations are explored and clarified
- 1.1.4. A partnership with legal guardian/s' (and where appropriate, with the student) is established through the initial formation of the Student Enrolment Support Team

## 1.2. Student Enrolment Support Team

- 1.2.1. Permanent Members
  - Principal (leader of the team) or delegate
  - Legal guardian/s
  - School staff representative
  - Other e.g. School Service Centre personnel, if required

## 1.3 Process

- 1.3.1 EASP explained (use of Parent Brochure, Appendix 1)
  - If relevant, role of a support person for the parents
  - If relevant, Education Adjustment Program (EAP) processes
- 1.3.2 Specific information about student's history and the student as a learner are explored (Appendix 6)
- 1.3.3 Legal guardian and student perspectives are explored and clarified (Appendices 3 & 4) – *these forms are to be used as appropriate. They can be provided for completion prior to interview or used to guide interview questions and form the basis of a conversation*
- 1.3.4 Educational adjustments are explored
- 1.3.5 Chair negotiates to appoint appropriate school based personnel to keep an accumulative record of all meetings pertaining to the process (Appendix 5)

## 1.4 Actions

- 1.4.1 Minutes of meeting documented (Appendix 5)
- 1.4.2 Record all Reports and Assessments that are tabled (Appendix 7)
- 1.4.3 Commence Summary of Student Factors, Adjustments, and Implications (Appendix 8)
- 1.4.4 Parents:
  - sign Information Access Permission Form (Appendix 2)
  - sign [EAP Consent \(EAP 1\)](#) This is required for students currently verified or under investigation for verification as part of the EAP in Queensland. For example, a student enrolled in an ECDP would be under investigation awaiting verification
  - provide available reports and assessments
- 1.4.5 Plan data gathering e.g. visits to settings (if necessary and/or timely), access to reports and assessments
- 1.4.6 Minutes of meeting made available to all participants

## Stage 2 – Data Gathering

### 2.1 Desired Outcomes

- 2.1.1 The student as a learner and the required educational adjustments are explored
- 2.1.2 Data relevant to the enrolment application is gathered to inform the needs and adjustments required for the student to access the curriculum on the same basis as peers

### 2.2 Process

- 2.2.1 Current educational provider(s) is / are contacted
- 2.2.2 Relevant personnel are contacted as required to inform the process. Relevant personnel will be listed on the Information Access Permission Form (Appendix 2)
- 2.2.3 Relevant personnel may include:
  - Transitioning school personnel (Support Teacher: Inclusive Education, Guidance Counsellor, Class Teacher, Principal)
  - Visiting Teacher: Hearing Impairment
  - Advisory Visiting Teacher: Physical Impairment
  - Advisory Visiting Teacher: Vision Impairment
  - Allied Health personnel (e.g. Speech Pathologist, Occupational Therapist)
  - Medical personnel
  - EAL/D Teacher
  - Community organisation or agency
  - Aboriginal & Torres Strait Islander support personnel e.g. Participation Officers
- 2.2.4 Data is gathered from the current/relevant setting regarding the support needs of the student  
Observations are a form of data gathering. Currency of data is important; therefore, it is recommended observations (if necessary) take place the year prior to school entry at the earliest. (Sample Proforma Appendix 10)
- 2.2.5 If appropriate, other educational/service provider(s) is / are contacted to discuss the nature and scope of support options

### 2.3 Actions

- 2.3.1 Collate relevant data and reports
- 2.3.2 Student Enrolment Support Team meet to discern if information is sufficient to inform a decision regarding enrolment (See Stage 4), or if further information, clarification is required
- 2.3.3 Prepare for meeting with parents to share and clarify information



## Stage 3 – Enrolment Support Meeting

### 3.1 Desired Outcomes

- 3.1.1 Information gathered is shared and clarified
- 3.1.2 Legal guardian/s' expectations are explored and clarified
- 3.1.3 Any new relevant information is tabled
- 3.1.4 Reasonable educational adjustments for the student to fully access the curriculum are explored, discussed, and clarified

### 3.2 Process

- 3.2.1 Input is invited from all members. Information is presented and discussed
- 3.2.2 The Summary of Student Factors, Adjustments, and Implications is considered and discussed
- 3.2.3 The reasonableness of recommended and requested adjustments is considered and discussed
- 3.2.4 If relevant, the Education Adjustment Program (EAP) documentation is clarified and discussed

### 3.3 Actions

- 3.3.1 Participants informed of the timeline and process for decision regarding the enrolment application
- 3.3.2 Record of meeting made available to all participants

## Stage 4 – Reflection, Consultation and Decision Making

### 4.1 Desired outcomes

- 4.1.1 The Principal makes a decision regarding the enrolment application
- 4.1.2 The Principal informs the legal guardian/s, Student Enrolment Support Team and other relevant personnel about the decision and confirms the decision with the legal guardian/s in writing

### 4.2 Process

- 4.2.1 The Principal in consultation with the Student Enrolment Support Team considers the student's needs and makes a decision regarding enrolment based upon:
  - the data gathered in Stages 1 and 2
  - the enrolment implications considered and clarified in Stage 3
  - the reasonable adjustments that can be made to meet the student's educational needs in response to the requirements identified and examined in Stage 3
- 4.2.2 While the student and associates are consulted, and encouraged to express their views, the school makes the final decision about what adjustments will be made, taking into account resourcing and implications for the wider school community
- 4.2.3 Decisions about the offering of enrolment are informed by complex considerations. In some cases, it may be necessary to seek legal advice about what course of action should be taken

### 4.3 Actions

If the enrolment is confirmed, the Principal:

- 4.3.1 Discusses the decision with the Student Enrolment Support Team
- 4.3.2 Communicates the decision to the legal guardian/s in writing
- 4.3.3 If applicable, requests [The Student Transfer Note](#) (for transfers within Queensland) or the [Interstate Student Transfer Note](#) for other states / territories.
- 4.3.4 If relevant, ensures [EAP Consent Form](#) is signed by parents
- 4.3.5 Confirms the decision in writing to the legal guardian/s
- 4.3.6 Proceeds to Stage 5 – Action Planning (**Appendix 9**)

**If the Principal decides the enrolment should not proceed due to there being no reasonable adjustment that can be made to support the enrolment of a student with a disability, or the enrolment will cause unjustifiable hardship they:**

- 4.3.7 Ensure consultation with Education Officers/Consultants – Inclusive Education has occurred
- 4.3.8 Inform the Area Supervisor (and Parish Priest if relevant)
- 4.3.9 Communicate the decision to the legal guardian/s in writing

## **Stage 5 – Action Planning**

### **5.1 Desired Outcomes**

- 5.1.1 The Principal appoints a member of the Student Enrolment Support Team to coordinate the ongoing educational provision for the student (i.e. appoints a Case Manager)
- 5.1.2 A School Action Plan is developed and implemented (Appendix 9)
- 5.1.3 Timelines for review are established
- 5.1.4 A record of the School Action Plan is made available to all members of the Student Enrolment Support Team
- 5.1.5 Communication is maintained between student’s associates and school

### **5.2 Process**

- 5.2.1 The Student Enrolment Support Team meets to develop and document a School Action Plan based upon student, family, school community, curriculum, and pedagogical considerations. These may include:
  - Personalised Learning Plan
  - Health Management Plan
  - Staff Training Plan
  - Environment /Access Plan
  - Resources Acquisition Plan
  - Education Adjustment Program (EAP)

### **5.3 Actions**

- 5.3.1 Develop a School Action Plan
- 5.3.2 Document the School Action Plan and make this available for Student Enrolment Support Team
- 5.3.3 Responsibilities and times for implementation and monitoring of School Action Plan are assigned

## SCHOOL LOGO

SCHOOL MISSION

SCHOOL ENROLMENT  
OR OTHER DETAILS AS  
RELEVANT

SCHOOL NAME

SCHOOL ADDRESS

SCHOOL CONTACT DETAILS

Phone:

Fax:

Email:

SCHOOL CONTACT PERSONNEL

Principal

Deputy/APA

APRE

Support Teacher (IE)

Guidance Counsellor



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## Enrolment Application and Support Procedures for Students Requiring Significant Educational Adjustments

## **INTRODUCTION AND RATIONALE**

The Enrolment Application and Support Procedure (EASP) reflects the ongoing commitment of Brisbane Catholic Education (BCE) towards inclusive practices in schools and is guided by the principles of justice as reflected in Church, education, and legal areas.

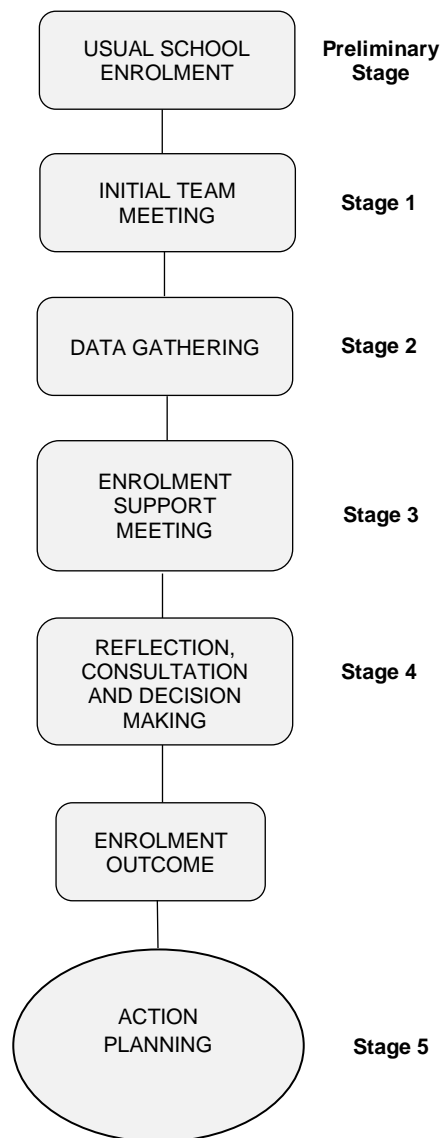
The consultation process seeks to reveal and clarify:

- The characteristics of the learner including impact of the disability
- The educational adjustments that are required for learning
- The implications of adjustments for the student, family and school

The EASP is to be applied for:

- **Initial** enrolment consideration: When application for enrolment is made on behalf of a student for whom it is considered likely that educational adjustments will be required to enable the student to participate in the curriculum and use facilities on the same basis as students without a disability

## **ENROLMENT APPLICATION AND SUPPORT PROCEDURES For Students Requiring Significant Educational Adjustments**



### **Preliminary Stage**

- Make application for enrolment

### **Stage 1 – Parent Meeting**

- Student Enrolment Team is formed
- Partnership formed

### **Stage 2 – Data Gathering**

- Observe/Collect data
- Explore educational adjustments

### **Stage 3 – Enrolment Support Meeting**

- Examine implications
- Information is shared, discussed, and clarified

### **Stage 4 – Reflection, Consultation and Decision Making**

- Principal in consultation with Student Enrolment Support Team makes decision
- Principal communicates decision to student's associates in writing

### **Stage 5 – Action Planning**

- Appoint Case Manager
- Develop School Action Plan

## Appendix 2

### Information Access Permission Form

In accordance with the Enrolment Application and Support Procedures for Students Requiring Significant Educational Adjustments and the Brisbane Catholic Education Privacy Statement, permission is given by the legal guardian/s of a student to allow the Principal or school representative to contact, collect and record any relevant information (either verbally or via documentary material or reports) about the student.

I ..... **(Legal Guardian)** hereby authorise and direct ..... **(Principal or School Representative)** to collect information (either verbally or via documentary material or reports) from the following who may hold relevant information in relation to the child:

Student Name: .....

Date of Birth: .....

	Organisation	Personnel	Contact Details
Current Setting			
Current Setting			

<b>Medical:</b>			
General Practitioner			
Paediatrician			
Psychiatrist			

<b>Additional Services:</b>			
Speech Pathology			
Occupational Therapy			
Physiotherapy			
Psychologist			
Guidance Officer			
Guidance Counsellor			
Advisory Visiting Teacher			
Other			

I understand and acknowledge that the information will be shared and stored by Brisbane Catholic Education organisation strictly for the purpose of enrolment application and ongoing education provision

Signature: ..... Date: .....

## Appendix 3

### Legal Guardian Preparation for Enrolment Support Meeting

Child's Name: .....

What are your child's hobbies/interests/likes?

.....  
.....

What are your child's strengths?

.....  
.....

What are the areas of difficulty/concern?

.....  
.....

What kinds of supports/assistance work best for your child?

.....  
.....

What is your child's preferred way/s of learning?

.....  
.....

What are your dreams for your child?

.....  
.....

What are your concerns for your child?

.....  
.....

What are your goals for your child?

.....  
.....

What are the specific reasons for choosing this school for the enrolment of your child?

.....  
.....

Legal Guardian's signature: ..... Date: .....

**Appendix 4**

**Student Preparation for Enrolment Support Meeting**

(Legal Guardian may give assistance)

Student's Name: ..... Date: .....

The activities I enjoy doing are: .....  
.....  
.....

When I finish school, I would like to be: .....  
.....

At school, activities I really like are: .....  
.....  
.....

I learn best when: .....  
.....  
.....

I may need extra help with: .....  
.....  
.....

What worries me most is: .....  
.....  
.....

I would be happy if: .....  
.....  
.....

My friends coming to this school are: .....  
.....  
.....

## Appendix 5

# Meeting Notes

<b>Student Name</b>		
<b>Meeting Date</b>		
<b>Meeting Purpose</b>		
<b>Meeting Participants</b>		
Principal		
Legal Guardian/s		
Student		
Class Teacher		
Support Teacher (Inclusive Education)		
Education Officer/Consultant Inclusive Education		
Other		
<b>Issues Discussed</b>	<b>Summary</b>	
<b>Actions</b>		
<b>What</b>	<b>Who</b>	<b>When</b>



## Appendix 6

# Student Information & Relevant History

Date: \_\_\_\_\_

Student Information	
Name	
Date of Birth	
Proposed Year Level Placement	
Legal Guardian/s	
Home Address	
Phone	
Religion	

Developmental History	
Infancy and Early Years	

Medical History	
Past/present, significant/recurring illnesses	
Ailments, Accidents	
Current medication	

<b>Educational History</b>	
Setting/s	
Curriculum	
Communication	
Social Participation/ Emotional Well-being	
Health and Personal Care	
Safety	
Learning Environment Access	

<b>Agency Involvement</b>	
Speech Pathology	
Occupational Therapy	
Physiotherapy	
Other	

## Appendix 7

# Record of Reports & Assessments

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Documentation (examples)	Notes
Information Access Permission Form	
Education Adjustment Program:	
• EAP Parent Consent Form	
• Student Details Report (form AIMS on OneSchool)	
• EAP Verification documentation i.e. specific form, reports relevant to specific EAP category	
Speech Pathology Reports	
Occupational Therapy Reports	
Medical Specialist – letters/reports	

## Summary of Student Factors, Adjustments & Implications

Student Information	
Name	
Date of Birth	
Proposed Year Level Placement	
Legal Guardian/s	
Home Address	
Phone	
Religion	

Meeting Information	
Meeting Date:	
Meeting Purpose:	
Meeting Participants:	
Principal	
Legal Guardian/s	
Student	
Class Teacher	
Support Teacher (Inclusive Education)	
Education Officer/Consultant Inclusive Education	
Other	

Documents Tabled		Document	By Whom
Doc. No.	Sequential Date Order		
<i>e.g. 1</i>	<i>21.06.2015</i>	<i>Paediatrician letter</i>	<i>Michael McDowel</i>
<i>e.g. 2</i>	<i>30.07.2016</i>	<i>Stage 1 meeting notes</i>	<i>Mary Jones (STIE) (note taker)</i>
<i>e.g. 3</i>	<i>03.08.2016</i>	<i>Kindy Observation</i>	<i>Mary Jones (STIE) (note taker)</i>

Student Factors	Adjustments for Learning	Implications for the School/Family/Student
Curriculum:		
Communication:		

Student Factors	Adjustments for Learning	Implications for the School/Family/Student
Social Participation/Emotional Well-Being:		
Health and Personal Care:		



<b>Student Factors</b>	<b>Adjustments for Learning</b>	<b>Implications for the School/Family/Student</b>
Safety:		
Learning Environment Access:		

## Appendix 9

### Action Plan

**Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

- The Principal appoints a member of the Student Enrolment Support Team to coordinate the ongoing adjustments for the student (i.e. Case Manager)
- A School Action Plan is developed and implemented
- Timelines for reviews are established
- A record of the School Action Plan is made available to the Student Enrolment Support Team

What	Who	Comments	Review

## Appendix 10

### Record of Observation/Visit

Date: .....

Student Name: .....

Date of Birth: .....

Setting: .....

Teacher/Personnel: .....

Observer/Note Taker: .....

**Developmental History:**

**Curriculum Factors:**

**Communication Factors:**

**Social Participation/Emotional Well-Being Factors:**

**Health and Personal Care:**

**Safety:**

**Learning Environment/Access:**

**General Observations:**

**Appendix 11**

**Secondary Transition Form – Information from Primary School**

**Student's Name:** ..... **D.O.B :** .....

**Current School:** .....

**Class Teacher:** .....

**Contact Phone No:** ..... **Date:** .....

**Developmental History:**

<b>Social Development</b> (tick appropriate column)	<b>Strong</b>	<b>Moderate</b>	<b>Needs Development</b>
Works co-operatively with others			
Can work independently			
Can concentrate for a period of time e.g. 15-20 minutes			
Relates well to peers			
Responds satisfactorily to advice or correction			
Can cope with a challenge			
Show potential for leadership			

<b>Academic Progress</b> (tick appropriate column)	<b>Strong</b>	<b>Moderate</b>	<b>Needs Development</b>
Oral Reading			
Reading Comprehension			
Written Expression			
Mathematics – Numeration			
Mathematics – Computation			
Mathematics – Problem Solving			
Organisational Independence			

**Student History:**

- |  |                                   |                                   |                                  |
|--|-----------------------------------|-----------------------------------|----------------------------------|
| Has the student repeated a year level?     | <input type="checkbox"/> Yes      | <input type="checkbox"/> No       | <input type="checkbox"/> Unknown |
| Has the student received learning support? | <input type="checkbox"/> Yes      | <input type="checkbox"/> No       | <input type="checkbox"/> Unknown |
| In which areas?                            | <input type="checkbox"/> Literacy | <input type="checkbox"/> Numeracy | <input type="checkbox"/> Other   |

**Education Adjustment Program (EAP) Details:**

Education Queensland

BCE

ISQ

Verification Category:

Review Date:

Are there any other issues which could impact on the student's education?

.....  
.....  
.....  
.....

Does the student receive additional support?

Support Teacher

Guidance Counsellor

EAL/D Teacher

Speech Pathologist

Other

School Officer

Advisory Visiting Teacher

Please describe:

.....  
.....  
.....  
.....

*(please forward relevant reports)*

**Behaviour:**

Does the student generally meet the school's expectations in the following areas?

Attendance:

Yes

No

Code of Conduct:

Yes

No

Additional comments:

.....  
.....

General Comments:

Is there any other information which would assist us with the enrolment and continuing education of this student?

Please phone for further details

Yes .....

Thank you for your time in completing this form

Name: .....	Role: .....
Signature: .....	Principal's Signature:.....

## Appendix 12

### Sample Proforma Letter: Principal's documentation request for Enrolment Support Meeting

**(Date)**

Dear **(Legal Guardian's name)**,

Thank you for being available for the Enrolment Support Interview for **(student's name)** on **(date)**. At this interview, we will discuss further **(student's name)** enrolment application and their needs as they enter secondary school. We will also discuss with you your expectation of us.

You may have provided information with your enrolment application. To assist planning for **(student's name)** enrolment interview, the following may be forwarded to the school before we meet:

- Recent end of semester school reports and NAPLAN report
- Education Adjustment Program (EAP) documentation (if relevant)
- Copy of diagnosis (if relevant)
- Student Details Report from AIMS in OneSchool (if Education Queensland (if relevant))
- Personalised Learning Plan
- Any other relevant documentation

All information you provide will help the school's understanding of **(student's name)** and how we can plan together for **(student's name)** learning Plan.

You may wish to bring with you someone whom you feel could be a support person. If so, please contact **(contact point)** prior to **(date)** so we can be sure they can be accommodated.

We look forward to meeting with you and **(student's name)** on **(date)**.

Yours sincerely