Marri Mittigar

Enrolment Policy

Purpose: Marri Mittigar seeks to offer the opportunity to enrol refugee students in a *Special Assistance School* from years K-10, who will benefit predominantly from the specialised support and individual learning program to overcome significant social, emotional and behavioural learning barriers. These students may have social, emotional and behavioural difficulties from armed conflict, displacement, violence and other experiences resulting in trauma. They may also have experienced learning gaps and deficits in education and learning and be at risk of not completing school.

Scope: Marri Mittigar applications from the community including local refugee students to be given preference and sibling groups.

Mandatory or specific requirements: School reporting requirements fulfil the enrolment registration processes of NESA as the education regulatory authority in NSW.

Policy

1 This policy gives guidance to those within the School community and to those who would join it concerning enrolment procedure. While the policy is as comprehensive as possible, there will inevitably be some situations which are not specifically covered. In such instances, it is the Head of School's responsibility to decide the appropriate course to take in the circumstances.

2 Marri Mittigar seeks to enrol children who will be able to benefit from small class sizes, significant literacy support and EAL/D focus and wrap-around services.

3 The School offers the NSW curriculum years K to 10 and is accredited under the NSW Record of Statement of Attainment (RoSA) which is a cumulative record of achievement that includes a student's record of academic achievement up until the date they leave school.

4 Marri Mittigar delivers the NSW curriculum in multi-age classes based on English proficiency and language classes in the first language. A co-curricular program will be offered based on the interests of the students. Robust support will be offered to students to transition them into a suitable school for Years 11 and 12 or earlier if they are ready for mainstream educational pathways in other local Schools.

5 Each application will be reviewed on its merit and suitability for this learning environment and may include students who come from families with a refugee background as well as students with a refugee experience themselves.

6 Generally applications will be considered from families and inidividualsin the following visa, subject to change from time to time:

6.1 Refugee – subclasses 200, 201, 203 & 204

6.2 Global Special Humanitarian – subclass 202

6.3 Protection- subclass 866

Enrolment Procedure

7 The procedure addresses the initial process of screening, enrolment and risk assessment. The procedure is an internal guide and provides an administrative and consultation process to ensure a compliant, safe and supportive process for the applicant student and the School community as the social, emotional and behavioural issues are assessed. The families must understand and be supportive of the Christian aims and objectives of the School.

8 **Identification of Students:** Identification and referral of applicants occurs via the website or using the Marri Mittigar Program Advisory Committee networks in the education and refugee sector. An online application

form is completed by the applicant online and initial supporting documentation must be supplied including United Nations High Commissioner for Refugees (UNHCR) status and Australian Government visa status.

9 **Screening and Information Gathering:** The Head of School receives the applications, acknowledges the original expression of interest and decides whom to enrol.

10 The School may consult with the applicant and the applicant's guardian, mentor or Out of Home Care case worker, including any Refugee Settlement Service involved in the applicant's educational interests.

11 **Selection of Students:** At a time decided by the School after the application is made, the School will undertake an assessment process. The assessment process will include, but is not limited to,

11.1 The Refugee status of the child and /or family;

11.2 The legal status of the child in Australia, including prioritising unaccompanied minors and orphans in Out of Home Statutory Care;

11.3 The learning needs of the student including any social, emotional or behavioural challenges they may have.

11.4 Other factors such as social and cultural isolation factors, sibling groups and previous school reports.

11.5 Entrance may be at any point from K-10 given that refugees arrive in Australia throughout the year.

12 The selection of students remains entirely within the discretion of the Head of School.

13 As part of the assessment process the School must:

13.1 Undertake a risk assessment, addressing the individual aspects of risk associated with the enrolment and the Specialised Support Plans that can reasonably be put in place to support the provisional offer of a place;

13.2 Establish the potential funding required within Section 83C (Part 7, Division 3) – Education Act 1990 and relevant to the School financial position and arrangements at the time.

14 As part of the assessment process the School may:

14.1 Ask the applicant and parent/guardian or sponsor to attend the School for an interview. The enrolment interviews are conducted by the Head of School;

14.2 Seek to establish that the expectations and commitments of the parent/guardian/sponsor and/or the caseworker are consistent with the vision, values, goals and policies and resources of the School as an Anglican School community.

15 Requests for further Information: The School, after consultation with the applicant and their parents, guardian or sponsor or case worker may:

15.1 require the applicant to provide verification of their UNHCR status and VISA Class;

15.2 require medical, psychological or other reports from specialists outside the School; and/or

15.3 obtain an independent assessment of the applicant, including English language proficiency, psychometric testing and academic ability testing.

16 **Invitation to Enrol:** The Head of School makes the final decision regarding inviting a refugee enrolment applicant under this procedure to complete the Enrolment Registration Form.

17 This is considered a Provisional Enrolment Offer in that it is offered for a set period of time and/or it is contingent on further information and assessment not provided for under this procedure. The Provisional Enrolment Offer will be set out in writing to the applicant and their parent/guardian or sponsor.

18 Where information obtained by the School suggests a profile of wilful misconduct, illegal activities or strong anti-social behaviours that indicate that the child's enrolment at the School is likely to be detrimental to other students, the staff or the school, the Head of School may decline to proceed any further with the enrolment process.

19 Marri Mittigar School will keep a digital register of enrolments that will include the following information for each student:

19.1 Name, age and address.

19.2 Name and contact telephone number for the parent(s)/guardian(s)

19.3 Date of enrolment

19.4 Where appropriate date of leaving and the school/institution going to

19.5 For students older than 6 years, previous school or pre-enrolment situation

19.6 Where the destination of a student below 17 years of age is unknown, evidence that the Department of Education has been notified of the student's full name, date of birth, last known address, last date of attendance, parents' names and contact details, an indication of possible destination, other information that may assist officers to locate the student, and any known work, health and safety risks associated with contacting the parents or student.

Disability

20 Where a child has declared education support needs or a disability or other information has come to light indicating a possible need for educational support services or for some other measures or actions to assist the child to participate in the School's courses or programs, or to use the School's facilities or services, the School will make an initial assessment of the child's needs through the following course of action.

Consultation and gathering of information

21 The school may consult with the child and the child's parents. The School, after consultation with the child and the child's parents, may:

21.1 Require the child to have medical, psychological or other reports from a specialist either outside the school or linked to the school and obtain an independent assessment of the child.

Assessment of child's needs and measures required

22 Where information obtained by the School indicates that the child has a disability, the School will seek to identify the exact nature of the child's needs and the strategies required to address them. Having obtained this information, the School will determine whether the child, if enrolled, would require some measures or actions to assist the child to participate in the School's courses or programs or to use the School's facilities or services that are not required by students who do not have the child's disability.

23 Where the School determines that the child would require some such measures or actions, the School will seek to identify whether those measures or actions required are reasonable in that they balance the interests of all parties affected.

24 In assessing whether a particular measure or action for a particular child is reasonable, the School will have regard to all the relevant circumstances and interests, including:

24.1 the child's disability;

24.2 the views of the child or the child's parents about:

24.2.1 whether the particular measure or action is reasonable;

24.2.2 the extent to which the particular measure or action would ensure that the child was able to participate in the School's courses or programs or to use the School's facilities or services on the same basis as the child without the disability;

24.3 the effect of the adjustment on the child, including the effect on the child's

24.3.1 ability to achieve learning outcomes; and

24.3.2 ability to participate in courses or programs; and

24.3.3 independence;

24.4 the effect of the particular measure or action on anyone else affected, including the School, its staff and other students;

24.5 the costs and benefits of taking the particular measure or action.

Unreasonable measures and unjustifiable hardship

25 The School will take measures and actions that are reasonable but will not necessarily take measures or actions that are unreasonable or that would impose unjustifiable hardship on the School. In determining whether taking the required measures or actions, even though they are reasonable, would impose justifiable hardship on the School, the School will take into account all relevant circumstances of the case, including:

25.1 the nature of the benefit or detriment likely to accrue to, or be suffered by, any persons concerned

25.2 the effect of the disability of any person concerned, including the child;

25.3 the School's financial circumstances and the estimated amount of expenditure required to be made by the School; and

25.4 the availability of financial and other assistance to the School.

Discrimination

26 The relevant Legislation listed at the end of this Policy makes it unlawful to discriminate against a person on the grounds of their disability, sex, sexual orientation, gender identity, intersex status or race by refusing to enrol them at the School. The School is committed to fulfilling its obligations under the law in this Policy.

27 **School not Obliged to Make an Offer:** The School is not obliged to make an offer of place or may defer the offer. In circumstances where the applicant, parent, guardian or sponsor, declined to declare individual needs or circumstances material to the enrolment process, the School may withdraw the offer of a place or defer the offer.

28 The School may terminate a refugee student enrolment, before or after the student commences at the School, where there are insufficient resources to support a student's needs. The enrolment policy will be made publicly available on the school website.

Relevant Legislation

- Disability Discrimination Act 1992 (Commonwealth)
- Disability Standards for Education 2005 (Commonwealth)
- Race Discrimination Act 1975 (Commonwealth)
- Sex Discrimination Act 1984 (Commonwealth)
- Anti-discrimination Act 1977(NSW)

References:

NESA Independent Schools Manual as published on the NESA website from time to time.

Next review:

Policy Owner	Date Reviewed	Comments
Head of School, Marri Mittigar	12/06/2026	Administrative changes

Next Review Date
June 2029