



St Edmund's
COLLEGE

2023 ANNUAL REPORT

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ST EDMUND'S COLLEGE ANNUAL REPORT 2023

INTRODUCTORY STATEMENT

ST EDMUND'S COLLEGE VISION STATEMENT

Our vision is to enrich the hearts and minds of young people with special needs for active participation in their community.

ST EDMUND'S COLLEGE MISSION STATEMENT

Through quality Catholic Education in the Edmund Rice tradition, we transform the whole person through authentic relationships and innovative, educational experiences.

ST EDMUND'S COLLEGE VALUES

The values held by the St Edmund's College community are based in Gospel values where Jesus Christ is the cornerstone of a full Christian life. It is through innovative learning and teaching that we aim to nurture these values. They are founded in the Charter for Catholic Schools in the Edmund Rice tradition of Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity.

Faith	We strive to liberate our community to be faithful to the Catholic tradition while respecting the fundamental religious diversity of all people.
Joy	We strive to enhance our students' and families' wellbeing through fostering a deep sense of belonging, happiness and celebration in their journey to experience life in its fullness.
Relationships	Our community is committed to developing strong relationships with one another. We aim to promote respect for the dignity of each person within the context of participation, integrity and the promotion of wellbeing.
Community	We serve our families and the broader community by reaching out to others and nurturing respectful relationships, honouring independence while contributing to the unfolding of our students' inspiring stories.

ACKNOWLEDGEMENT OF TRADITIONAL CUSTODIANS

St Edmund's College acknowledges that we stand on the traditional lands of the Guringai people, the original custodians of the land. In keeping with the spirit of reconciliation, St Edmund's College pays respect to Elders past, present and emerging. We acknowledge and embrace the spiritual and cultural values and resources connected to this land.

St Edmund's College is committed to the process of reconciliation and to fostering and maintaining active partnerships with Aboriginal communities, in recognising Aboriginal people as the custodians of this land and ensuring that respect for Aboriginal cultures is promoted in all College activities.

COLLEGE PROFILE

St Edmund's College is an independent, secondary, co-educational, Catholic special school registered and accredited (Years 7-12) by the NSW Education Standards Authority (NESA). The school is not incorporated but derives its civil and canonical status from being owned and operated by the Trustees of Edmund Rice Education Australia (EREA).

The Christian Brothers commenced St Edmund's School for blind boys in February 1951 on the invitation of the then Archbishop of Sydney, Cardinal Gilroy and the Society of St Vincent de Paul.

A two-storey home, set on spacious grounds in the beautiful garden suburb of Wahroonga was purchased for 11,750 pounds. The top floor of the house became dormitory accommodation for students, rooms for the Brothers and a chapel. The lower floor was used as classrooms, dining and recreation rooms, a kitchen and a lounge. There was a double door garage and an out-house with laundry, storage, coal and tool rooms. The School began with an enrolment of nine students. In the early years, boys attended St Edmund's from Brisbane and Melbourne, as well as from Sydney and New South Wales country areas.

Over the years the School's enrolment has changed, broadening to include students, both male and female, who have sensory impairments other than vision, as well as students with other special needs including intellectual disability in the mild to moderate range and Autism. The basic philosophy is focused on meeting the individual needs of each student, helping them to develop skills that enable them to take their rightful place in society.

In 2015 St Edmund's changed its name from St Edmund's School to St Edmund's College.

At the end of 2023 St Edmund's College had an enrolment of 118 students. In 2023 there were 46 full time equivalent (FTE) members of staff – 20 FTE members of the teaching staff, 15 FTE Teacher's Aides and 11 FTE members of the support staff. The Principal and the College Executive are responsible for the operational management of the College.

ABOUT THIS REPORT

St Edmund's College is registered by the NSW Education Standards Authority (NESA) and managed by Edmund Rice Education Australia (EREA) the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual Report to the School Community for this year provides the College community with fair, reliable and objective information about the College performance measures and policies, as determined by the Minister for Education.

The Report also outlines information about initiatives and developments of major interest and importance to the College community during the year.

Accordingly, the Report demonstrates accountability to regulatory bodies, the College community and EREA. This Report complements and is supplementary to the fortnightly newsletter, Annual Yearbook and other regular communications. The Report will be available on the College website by 30th June 2024 following its submission to the NSW Education Standards Authority (NESA) and EREA.

Further information about the College or this Report may be obtained by contacting the College on (02) 9487 1044 or by visiting the website at www.stedmunds.nsw.edu.au



PRINCIPAL'S MESSAGE - MR MICHAEL FARRELL



St Edmund's College is a Catholic school in the Edmund Rice tradition. It is one of two schools that form Edmund Rice Special Education Services (ERSES). Our sister ERSES school is St Gabriel's School, in Castle Hill, NSW. The College embraces the four guiding Touchstones of Edmund Rice Education Australia (EREA). The Touchstones are Liberating Education, Inclusive Community, Gospel Spirituality and Justice and Solidarity. These Touchstones provide a practical expression of our identity and critically inform our planning and decision-making. The Touchstones disseminate the educational legacy of Blessed Edmund Rice, inform the character and culture of EREA schools and challenge staff, students, and families to be intentional and faithful to advancing Liberated learning.

Advancing a Liberating Education requires Liberating Practice and our ERSES schools intentionally and explicitly co-create the learning conditions, dispositions and relationships that enable deep listening, confidence, agency and freedom for our young people.

We consider the immediate years prior to 2023 to have had profound change on the way we go about education. Covid certainly shook things up and forced us to rethink our practice and what else is possible. The legacy of that time is a greater variety of ways for young people to access education and for staff, reassurance that they have the capacity to take educated risks and challenge the way we approach teaching and learning. This renewed capacity for change has helped significantly in 2023 as a lot more change was headed ERSES way.

The building works, significantly delayed, came to an end in December with both schools able to occupy their new facilities fully in the new year. 2023 was significant for the constant navigating around an ever-changing building site. The staff and young people confidently accommodated this constant change with patience. The ability to have a taste of what was to be the finished product certainly helped maintain an optimistic outlook. Nevertheless, it was a marathon of approximately 3 years and the ERSES communities deserve high praise for their understanding and patience. Particularly the students who demonstrated time and time again, their capacity to adapt.

The Trustees of Edmund Rice Education Australia (TEREA) undertook changes to our governance structure last year. These changes came into effect this year. ERSES schools are now partnered with our Flexible Learning schools under a new EREA Subsidiary called EREA Flexible Schools Ltd. Our affiliation with Flexible Schools will see positive change and promote growth. It's a significant adjustment in the way ERSES operates but we remain committed to our long-held relationships, and we look forward to the opportunities our new partnership will foster.

It was announced in July that St Gabriel's and St Edmund's will have their own Principal from 2024. It's an important and significant change that required careful consideration. It's a change arguable overdue. Edmund Rice Special Education Services (ERSES) will remain our shared identity within EREA. We will continue to be schools that support each other and take advantage of our unique duality to foster improvement. Each school having a dedicated principal will take ERSES from good to great and each school will be able to fully realise their potential to educate and advocate for our young people and their families. It was announced in August that I would not remain principal of ERSES or remain principal of either of the ERSES school as I was appointed to the Regional Director NSW/Tas role. Thankfully, in this new role I remain closely connected to our ERSES schools.

I would like to sincerely thank our staff who, in a time of change and transition, showed professionalism, commitment, and determination, in ensuring the education and safety of our students were not compromised and students and our families, remained informed and connected to our community. Equally, I would like to extend our appreciation to our parent community, trusting that the frequent changes to our learning environment did not diminish safety or interrupt routines and education delivery. Our communities can confidently look forward to stability and enjoying the fruits of their commitment to our growth and the patience that commitment required.

St Gabriel's and St Edmund's are cherished schools within Edmund Rice Education Australia (EREA). They embody the very essence of education imagined and realised by Edmund Rice. I observe the determination shown by Edmund Rice alive in our schools as we seek to better ourselves individually and as a community. St Edmund's and St Gabriel's are schools with a rich history of providing special education and adapting our educational settings to the needs of our young people and our communities. We are dedicated to being schools of necessity, so we continue to meet the needs of our young people and the community. We strive to provide our young people with an optimistic, confident and hope filled future. Despite the uncertainty that change brings we are unwavering in our purpose. 2023 was a year of pushing through and being true to who we are so that future years have a solid foundation on which to grow.

Blessings and kind regards,
Michael Farrell
PRINCIPAL

EREA FLEXIBLE SCHOOLS DIRECTOR AND CEO REPORT –

To the members of the St Edmund’s community,



2023 has been a seminal year in the journey of EREA, and indeed St Edmund’s, with the establishment of a new governing body, Edmund Rice Education Australia Flexible Schools Ltd (EREAFLS), now responsible for the strategic and operational oversight of 21 Flexi Schools and two Special Schools across every jurisdiction except Victoria and the ACT.

As the year unfolded, the EREAFLS Board and National Leadership Team began the task of building structures and systems to ensure the governance and support services in place are both “fit-for-purpose” and “fit-for-mission” for the schools in our amazingly diverse and dynamic network of schools. While there is still more to do, significant milestones have been reached.

Most importantly, at the centre of all we have done has been the wellbeing, safety and educational opportunities for the young people who attend our schools. We are privileged to educate over 2000 young people across the nation, all of whom inspire us with their resilience, empathy, resourcefulness, and crucially, their sense of fun and hope.

It is my absolute honour to do my best to serve and support the amazing work being done at St Edmund’s and to share in the authentic expression of the Edmund Rice charism alive in this community.

Dr Matt Hawkins
Director and Chief Executive Officer
EREA Flexible Schools Ltd

MESSAGE FROM THE CHAIR OF THE BOARD - MR DAVID ROFFE



Faith, Joy, Relationships and Community

While 2023 has continued to be a very challenging year for all, our students and staff have continued to 'live' the College values of Faith, Joy, Relationships and Community. St Edmund's continues to be a special place that inspires many people to be involved and contribute generously.

This year we have been excited to see our state-of-the-art education buildings emerge from master plan to reality. Together with our dedicated teaching staff, the buildings will support our innovation learning pedagogy and enhance our student's quality of learning and life experiences.

The Advisory Board is a group of volunteers who lend their expertise to support Michael Farrell and the Executive team to provide the best environment to enrich the hearts and minds of our students. As Advisory Board Chair I would like to thank all the Advisory Board members for their generosity and support.

On behalf of the ERSES Advisory Board, congratulations to Michael and all the staff at St Edmund's for their extraordinary efforts in 2023. We wish our community a safe and wonderful end to the year.

David Roffe
Advisory Board Chair



STUDENT DATA

YEAR GROUP COMPOSITION

Year 7	13
Year 8	20
Year 9	21
Year 10	22
Year 11	20
Year 12	22
Total	118

Student data is collected daily. For the Department of Education, Employment and Workplace Relations (DEEWR), Student Attendance Data Collection periods the attendance figures for each year level averaged:

Year	% Attendance
Year 7	91
Year 8	89
Year 9	93
Year 10	91
Year 11	92
Year 12	90

St Edmund's College has a clear policy for dealing with and managing student absences. Parents are notified by the College for unexplained absences and these are followed up by Homeroom teachers on the student's return.

Year	Year start	Year end	Leavers	New enrolments during 2023
Year 7	13	13		
Year 8	18	20		2
Year 9	21	21	1	1
Year 10	22	22		
Year 11	20	20		
Year 12	22	22		
Total	116	118	1	3

Overall retention rate for students = 102%

TEACHING STAFF

WORKFORCE COMPOSITION

	Number	Full time equivalent
Teachers	22.0	20.2
Speech & OT Pathologist	4.0	1.9
Teacher's Aides	17.0	14.8
Administration	9.0	6.7
Marketing/Fundraising	1.0	1.0
Maintenance	2.0	1.4
Total	55.0	46.0

In 2023 the number of Aboriginal and/or Torres Strait Islander staff members was 0.

TEACHER QUALIFICATIONS

Qualifications	Number
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR)	5
Teachers having a bachelor degree from a higher education institution within Australia or as recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	17

TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

Accreditation Level	Number
Conditional	-
Provisional	-
Proficient Teacher	22
Highly Accomplished Teacher (voluntary accreditation)	
Lead Teacher (voluntary accreditation)	

TEACHING AND LEARNING

Student outcomes in standardised National Literary and Numeracy testing:

Theme 3: Student outcomes in standardised national literacy and numeracy testing

In 2023 three students participated in NAPLAN assessments. Exemption on the basis of disability was granted for all other students.

Theme 4: Senior secondary outcomes (student achievement)

Records of School Achievement (RoSA)

In 2023, the College did not have any students that required the award of a Record of School Achievement.

Higher School Certificate

In 2023 all Year 12 students (22 in total) received a Higher School Certificate (Life Skills) Testamur. Due to all Year 12 students being enrolled in Life Skills courses, no students sat external exams or assessments. In 2023, 90% of the Year 12 cohort participated in vocational training.

In 2023, the College offered seven Stage 6 Life Skills NESA-Developed courses, two VET course and three school-developed courses. All students attended Work Experience 3 hours per week for the entire year.

Theme 5: Teacher professional learning, accreditation and qualifications

Professional Learning

St Edmund's provides a wide range of opportunities for staff to develop their skills and understanding. There is a commitment to whole staff professional learning, as set out in the Professional Learning Plan (PLP), which is addressed as part of the weekly staff meetings and staff professional development days. In 2023, St Edmund's College was accredited by NESA as a Registered Provider. All teaching staff participated in professional learning about Positive Classroom Practices during the school development day in Term 1 to increase staff understanding of effective behaviour support in their classroom practice. In addition, staff members participated in professional learning programs provided by organisations including Edmund Rice Education Australia; Sentral; CSO; CSNSW and MacqLit.

Fortnightly staff meetings were dedicated to Professional Learning Communities (PLC). At PLC meetings staff identified student goals and strategies to be added to the Data Wall.

Additional staff professional development training was aligned to the strategic direction of the school, and contextual needs, eg CPI Training, First Aid Training, Communication Strategies, NCCD training and moderation.

Professional associations for staff members include the following:

- Catholic Schools NSW (CSNSW)
- Association of Independent Schools (AIS)
- Australian Council for Educational Leadership (ACEL)
- Australian Association of Specials Education (AASE)
- Association of Heads of Independent Schools of Australia (AHISA)
- Association of Catholic School Parents (ACSP)
- National Independent Special Schools Association (NISSA)

COLLEGE STUDENT ENROLMENTS - RANGE OF DISABILITIES

Disability	Total
Cognitive - Substantial	45
Cognitive - Extensive	73
Physical - Substantial	
Physical - Extensive	
Sensory - Substantial	
Sensory - Extensive	
Social-Emotional - Substantive	
Social-Emotional - Extensive	
Total	118

Ages (at 1/7/23)	Boys	Girls	Total
12	2	2	4
13	13	9	22
14	10	4	14
15	11	13	24
16	15	8	23
17	11	8	19
18	7	4	11
19	1	-	1
Total	70	48	118



COLLEGE POLICIES

In 2023, St Edmund's College undertook a full review of our policies and procedures to cover the school operations, as part of our NESAs accreditation process. The following policies were reviewed and updated:

- Child Protection Policy
- Child Safeguarding Policy
- Responding to and Reporting Child Safety Incidents Procedure
- Mandatory Reporting of Abuse and Neglect Guidelines
- St Edmund's Volunteer and Visitors Handbook
- Child Protection Recommended Investigation and Reporting Policy
- Behaviour Management Policy and Procedure
- School Attendance/ Non Attendance Policy and Procedure
- Determining Eligibility for RoSA & HSC Procedure

The Edmund Rice Education Australia underwent a significant organisational structural change in late 2022, and as a result St Edmund's College is now part of EREA Flexible Schools Australia. The majority of changes were ensuring the reporting requirements reflected the new proprietor, Director and CEO of EREA Flexible Schools, Dr Hawkins.

Enrolment Policy- and Procedure

The Enrolment Policy also was reviewed in Term 4, 2023, to ensure the terms and conditions of the process were fully documented and communicated the requirements to future parents and carers.

Anti Bullying Policy

Our school believes that all members of our community have the right to a learning and work environment free from intimidation and humiliation. Our policies and procedures actively create a culture of caring in which bullying will not be tolerated. The school's Pastoral Care Policy is a cornerstone to this culture and provides clear and agreed procedures for combatting bullying in the school and responding to bullying behaviours while protecting and supporting all parties involved.

Behaviour Management Policy

We have in place a School Wide Positive Behaviour Plan that promotes and maintains a safe and caring learning environment for all students and staff. In the Catholic school environment, students are guided and encouraged to develop a sense of responsibility, self-control, self-discipline and regulate their conduct in accordance with Christian principles.

Our School Rules are clearly articulated to students both during the pastoral care programs and in the classrooms, and they follow the clear directions of staff at the school. When or if students disregard rules or engages in conduct that may cause harm, the student may be subject to disciplinary action.

Complaints and Disputes Policy

The school's complaints handling policy is on our website and we encourage students, staff or parents/carers to present any grievances or complaints to the appropriate school representative. Any grievances received are responded to in a manner that respects confidentiality and seeks information and seek outcomes that is resolving issues in a timely manner. The EREA Flexible Schools Grievance Policy is also available on our website.

Student Attendance – Non -Attendance Policy

The school provides clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The school must also advise parents promptly when their children are absent without explanation.

The school is responsible for ensuring that accurate records of student attendance are maintained in an approved format. The register of enrolment must be retained for a minimum of five (5) years before archiving. The register of daily attendances must be retained for a period of seven (7) years after the last entry was made. The Principal or their representative must ensure that all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented.

Policy Connect

St Edmund's College's Policy Connect website was developed during 2023 and is a system that ensures access to our policies and procedures by our governing body and to all staff. Staff have access to all policies and procedures on the staff portal and parents and carers have access to policies and procedures on our website.

CATHOLIC IDENTITY

We provide a culture which informs Catholic culture, within which students and staff feel valued and supported in their relationships with one another, and with our God.

The role of Mission and Identity is to promote the Catholic values, EREA Touchstones and formation opportunities in the tradition of Blessed Edmund Rice. It is to also create opportunities for encounters with our Catholic spirituality in developing a living relationship with Jesus Christ, through prayer, worship and liturgy.

Formation and reflection days for students in Years 7 – 10 were run for the students in 2023. Each of these formation days had a different theme and focus. Year 7 focused on the history of St Edmund's and the story of Blessed Edmund Rice. Year 8 explored the Old Testament, especially the Story of Creation and the Life of Moses. Year 9 studied the New Testament, with particular emphasis on the parables of Jesus. Year 10 compared the stories of Mary MacKillop and Edmund Rice, and they investigated ways that we could give to others.

A Retreat experience was provided for our Year 11-12 students, where the focus was on growth, faith and 'next steps'. This Retreat was held over three days and two nights at Mulgoa.

Maintaining and developing community relationships with the local parish, other school communities and Edmund Rice Education Australia allows for enriching and valued connections. These relationships were fostered in a collaborative and meaningful way, including regular attendance by our staff and students at local Parish Masses.

Our College Sacramental Program was again provided for those students who are of Catholic faith background. As well, the liturgical life of the College was enhanced through the hosting of onsite events such as Whole School Masses, special liturgies (e.g Mother's Day and Father's Day), and Feast Day celebrations for Edmund Rice.



ACTIONS UNDERTAKEN BY THE COLLEGE TO PROMOTE RESPECT AND RESPONSIBILITY

The wellbeing and pastoral care at St Edmund's College aims to enhance the wellbeing of all stakeholders within our College community.

Student wellbeing, student learning and student safety are supported by our Positive Behaviour for Learning (PBL) Framework. The practices and resources that are within this framework support students within an environment that: promotes learning and growth, provides a welcoming and inclusive environment, and encourages positive and caring relationships.

Wellbeing was supported within the College for 2023 through:

- A range of activities during unstructured times to help develop social skills and leisure skills;
- Student access to a range of areas during breaks that supported students' regulation during break times and assisted students to engage in activities and areas which supported their interests and needs
- A school-devised Pastoral Care Program that focuses on the development of social and emotional learning and skill development
- Increased awareness and education of cyber safety with students accessing a range of educational resources to promote safety online
- Regular and consistent integration of the SoSAFE program to increase students' knowledge about safety in relationships
- Regular and consistent integration of the Zones of Regulation framework to increase students' knowledge and understanding about emotions in self, and others, and to access helpful tools for emotional regulation.
- Student attendance at, and participation in, school camps and retreats
- Assemblies and House Meetings
- Student Leadership awards and presentations
- The Year 12 Graduation Formal
 - Parent information nights and evenings e.g Men's Group, Post-school transition, Eddie's Big Night In, Planet Puberty presentation, etc.
 - Whole school social events e.g Eddie's Big Night Out

POST SCHOOL DESTINATIONS

Leaving school is both an exciting and nervous time for our graduates and their families. It's always so rewarding to catch up with families and hear what our Eddie's graduates are up to in their first year out of school. Over the past few years, a plethora of new services have appeared, offering graduates choices from training for work, volunteering, social days, travel training, camps, study and many more. Some students are keen to jump straight into the world of work, while some enjoy taking a year or two to get used to life beyond school, choosing to place more emphasis on social and community experiences.

Our 2023 graduates are engaging in a wide range of exciting programs this year. We have many graduates who chose to access School Leaver Employment Supports (SLES), a funding package that gives them access to work skills training with organisations such as Omnia, Jigsaw, Head High, Northcott and NOVA. Some are working in supported workplaces such as Avenue and Unisson. Some students have chosen to continue their studies with some attending Hornsby Kuring-gai Community College, and three at Baulkham Hills TAFE to continue their studies in Hospitality. One of our students has secured paid employment work linked with their learnings in VET Retail Studies. Finally, it's great to hear that the friendships formed at Eddie's are continuing as the graduate catch up while participating in social and community activities run by organisations such as Up and Over, Morhaven, Equal Hearts and Studio Artes.

We wish our 2023 graduate all the best as continue navigating life after St Edmund's.

PRIORITY AREAS FOR IMPROVEMENT AS SELECTED BY THE COLLEGE FOR ACHIEVEMENT IN 2023 AND WHAT WAS ACHIEVED

The St Edmund's College Strategic Directions 2017–2020 continued to provide clear direction for School improvement targets. Notable achievements included:

Investigate the most appropriate Learning Management System for students at St Edmund's:

A range of LMS providers were engaged to determine the most appropriate platform for students. Due to COVID-19 this process was accelerated with Microsoft Teams being chosen and used successfully to support on-line learning.

Develop a Mission & Identity Team at the College to support faith development:

With the assistance of the Deputy Principal – Religious Identity & Mission, we were able to re-establish a team of teachers and support staff to help support the religious and faith development of the College.

Review data collection methods to establish the effectiveness of the Liberate Model:

The review of the Liberate Model in 2019 revealed the need to use student data in a more targeted and strategic way to improve learning outcomes. As a result, the move to Professional Learning Communities (PLCs) along with the use of a data wall was developed ready for implementation in 2021.

Commence planning for pre-building works and operational arrangements to ensure that the College can continue to operate during Stage 3 building works:

Plans were developed to ensure that operational arrangements and teaching and learning were not disrupted during Stage 3 of building works in 2023.

Develop parent engagement and communication:

Class Dojo continued to be the most appropriate parent communication platform. Daily posts were provided to parents about teaching and learning at the College as well as class, year level and whole school events.

Enhance the Mentoring and Observation program to support improvements to student outcomes:

The Staff Mentoring program was enhanced with goals established for all teaching staff in the area of learning intentions. Peer mentors observed each other providing feedback about the use of this strategy in the classroom and its effectiveness on student learning. This feedback was provided and presented at each teaching annual professional review meeting.

SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Goals for 2024:

- Shape the identity of St Edmund's following a re-structure at the national level for EREA.
- Engage in establishing connections within the newly founded EREA Flexi National Network.
- Finalise Stage 3 building works and ensure the operational needs and teaching and learning is not disrupted during this period.
- To review student handwriting/typing skills and their use across various platforms.
- To draft a school wide Wellbeing Framework.
- Explore the broadening of post school opportunities for students at the College.
- Develop external links to support social justice initiatives.
- Through community consultation develop the College Strategic Intentions for 2024-2026.



PARENT, STUDENT AND TEACHER SATISFACTION

St Edmund's College is committed to listening to the views and expectations from key stakeholders and St Edmund's is a place where students have opportunities to develop authentic relationships and genuine friendships – as a result, their sense of belonging to a community is greatly enhanced. Those who visit the College are always impressed with our students' sense of joy, happiness and inclusion. Words from visitors describing our College in 2023 included:

"I felt like I had come home"

"It's like walking into a warm hug" and

"A place of delight and connection."

Parents

Evaluation and review are part of the College's practice in working for continued improvement. Ongoing staff review and input through a range of school forums is used to critically evaluate strategic goals and contribute to the setting of future directions. These have provided valuable insights into areas for future growth relating to school culture, accountability and leadership structures.

Parent input is sought for a range of purposes, including the Parent Group and other opportunities provided in relation to learning and teaching and general college developments.

Parents are intimately involved in their child's learning and schooling experience and are valued partners in their child's education. A team approach is adopted throughout the College with scheduled bi-annual meetings with families and semester reports to identify each student's achievements and to set learning goals for the following semester. Parents seek many opportunities to be involved in the College across educational, social and fundraising initiatives.

Parents were involved in a range of ways including becoming Class Parent Representatives, attending Parent Group Meetings each term, attending the annual parent information evening Eddie's Big Night In, college carnivals, such as the Athletics Carnival, Swimming Carnival and various representative carnivals, attendance at Eddie's Big Night Out – the major college fundraising evening, post-school information evenings, enjoying Mother's Day and Father's Day breakfasts, holding a morning tea for World Teacher's Day and more.

"With the endless support, dedication and encouragement from the St Edmund's teaching and support staff, learning and teaching have taken place seamlessly for our children, despite the challenges of building works and Covid. As always, our children have enjoyed coming to school, ready to learn, engage and grow in friendship with their peers. Thank you for maintaining this level of commitment to our children and parent carer community. You seem to engage daily with fresh enthusiasm and commitment despite whatever circumstances you face and for that, we truly appreciate you.

Thank you to the parent and carer community who supported the group through attendance of meetings, as class parent representatives or volunteering at events. Together we can achieve great things for our school and for our children."

Janine Eastham – Parent Group Leader 2023

Staff

All staff have access to the Principal and Head of Wellbeing and are able to access counselling paid for by the College, should the need arise. The College works with the Catholic Commission for Employment Relations on addressing staff issues. Relationships between the Teachers' Union and the School and Edmund Rice Education Australia are positive. A new EA for Teachers and a new EA for Support Staff was successfully negotiated.

In 2023 we farewelled Wendy Scott (Administration Assistant), Jody Bovell (Business Manager), Michael Farrell (ERSES Principal), Vivienne Gilkes (Head of Teaching and Learning) and Craig Weismantel (Head of ICT).

World Teacher's Day provided a special occasion for both parents and students to acknowledge the extraordinary contribution made by the staff at St Edmund's. Parents worked hard to host a beautiful

morning tea, while students created beautiful artworks and messages of appreciation that decorated the walls and recorded messages of thanks for their teachers in a video. Examples of student feedback about their teachers is below.

“Mr Elcoate is funny and makes me laugh. He is kind and helpful and makes a great milkshake! I liked how he went to Camp with us, and went on the Big Swing. He is also great at Wood Tech. He makes a great bird house!”
Gemma

“Ms Mulkeen is a great teacher because she is the best! She is kind and helpful. She helps me to make good choices. She is really wonderful. She cares about all of us in 9M!”
Lauren

“I like Mr James so much because he is nice to me. He wants to help me be my best. He doesn't get angry with me, he is kind.”
Harry

“Mrs Van Esch is a great teacher. She helps me take deep breaths. She helps me stay safe and in the green zone. She is a good teacher and helps me learn a lot. She listens to me and helps me. She is great! I have a good day.”
Daniel L

“All teachers at St Edmund's realise the responsibility and privilege that educating the minds and hearts of young people brings. I witness every day all that the teachers do to positively influence the lives of our students through our Liberating Education, as well as the care they extend and the genuine connections they form with each individual student. Our students greatly benefit from the commitment and dedication of our staff, as well as their passion, enthusiasm and expertise for realising the potential within each student they encounter. Students thrive when they are noticed and nurtured. Here, at St Edmund's the students are fortunate to have this commitment from our educators – to create an environment where they are cared for, accepted, known and encouraged.”

Michael Farrell, Principal

Students

Various student forums revealed high levels of satisfaction with educational programs, facilities and the general culture of the College. Areas of strength included: the quality and commitment of teachers and the positive relationships between students and teachers; the opportunities provided by the College; and the facilities available.

Building works continued to impact students but they were well informed and handled the situation well. Students voiced their delight once the first of the new building was completed. Staff and students have commented on their experience and have noted the benefit of 'more space' as well as the fact that the space allows more flexibility in activities and groupings. All students have had access to these spaces, as all classes are timetabled into them for various subjects throughout the week. It has made the long journey of a building project seem worth it and has made everyone anticipate what further exciting spaces we will have once Stage 3 is complete. Students have enjoyed the contemporary spaces which are filled with light, space and flexible furniture.

Again, students have had the opportunity to engage in the curriculum, with teachers delivering lessons filled with interesting topics and various ways for students to demonstrate learning. Perhaps the biggest impact on learning this year has been our move into Stage 2 of our major building works.

A focus on 'post school' continued with our senior students returning to Work Experience this year, as well as continuing their study in hospitality and the start of our retail course. Students have had opportunities to put their skills to use by running Eddie's Café, milkshakes and the Thursday treats stall. Our students rose to these challenges and deliver impressive service to their 'customers'.

Pastoral Care and Wellbeing were a continued focus, under the guidance of Mrs Vanessa Dillon and Ms Judi North. Continual work on the Zones of Regulation have helped to support students and we again had some wonderful assemblies, pastoral care lessons and So Safe homeroom lessons. Senior students have

also contributed to the lunchtime activities this year by beginning a student playlist and by supporting younger students with some activities.

St Edmund's students all qualify for Post School Programs in either Community Participation or Transition to Work. Generally, students take up the option of Post School Programs unless paid work is an option. 85% of our Year 12 2022 cohort attended their reunion in early 2023. They were thriving post school and involved in programs such as Omnia, Nova, Head High program, Fighting Chance, Unisson, Jigsaw, Studio Artes, working at Woolies, travel training and more.

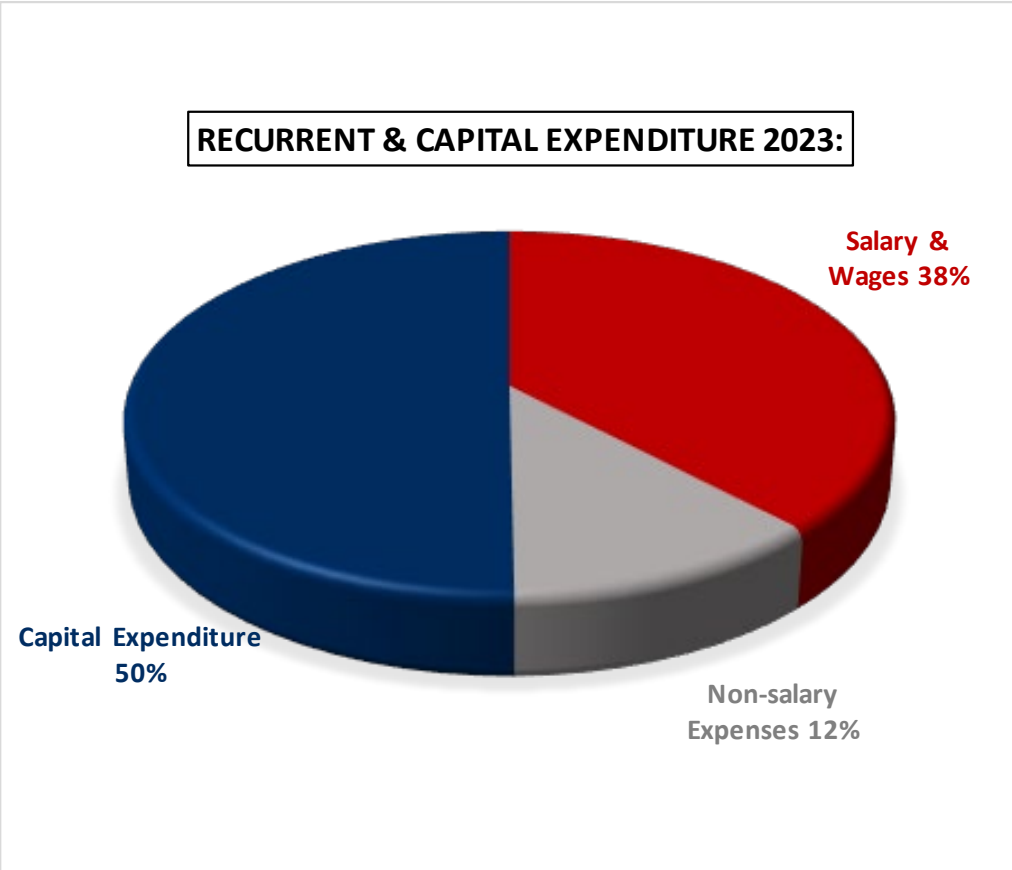
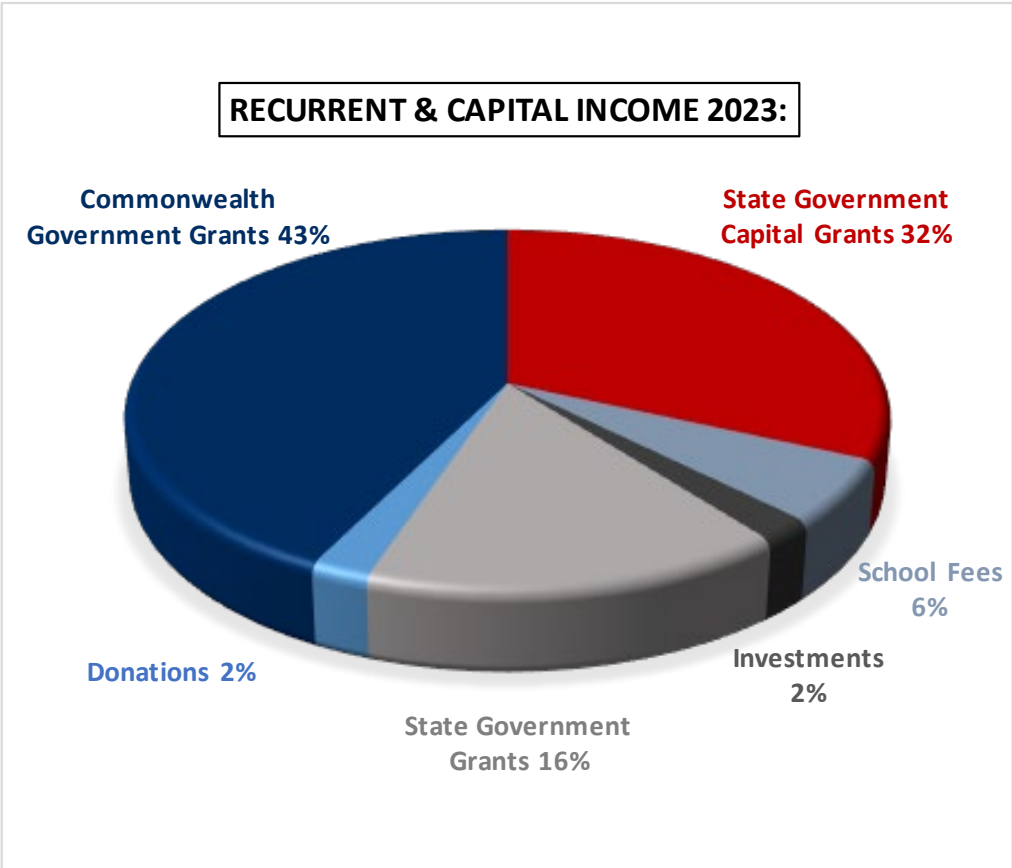
"We celebrate the achievements of all our students – who will no doubt inspire and contribute to a better tomorrow. We acknowledge their hopes and dreams, and we wish them the very best of fortune as they explore life beyond school."

Michael Farrell | Principal



SUMMARY FINANCIAL INFORMATION

2023 School Year - Statement of Comprehensive Income & Expenditure



Total Income

In line with prior years, 90% of the College's income came from the Commonwealth and State Government. Tuition together with support from the wider community makes up the remainder of the College's income. As a special school, St Edmund's is highly reliant on the wider community for supporting the purchase and upgrade of resources and facilities. Due to the increased cost-of-living pressures in 2023 the fee waiver levels remained steady at 12% of the overall tuition income (noting that Covid had impacted families in prior years).

Fundraising events, including the successful Eddies Big Night Out, brought in 2% of income.

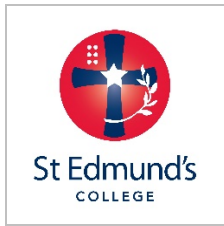
Recurrent Expenditure

The major recurrent expenditure was salaries and associated employment costs as the teacher/student ratio was 1:5. A new Enterprise Agreement came into effect at the beginning of 2024. It resulted in teachers receiving a 2.5% pay increase at the beginning of 2023 and an additional one-off increase in October 2023 (between 5% and 8%).

Capital Expenditure

After three years, the College's major building works are nearing completion and are due to finish in early 2024. The College secured funding from the State Government to support the project. The development has resulted in larger open plan style classrooms and break out spaces and has greatly aided teachers in the delivery of current pedagogy. It has also preserved the character and charm of the original heritage building and gardens.





POLICY 05.04.00-E Enrolment

Policy

Preamble

St Edmund's College (the **College**) is a school in the Edmund Rice tradition administered by Edmund Rice Education Australia Flexible Schools Ltd – a National Governance Body of Edmund Rice Education Australia (**EREA**). The College is administered by the Principal of Edmund Rice Special Education Services (**ERSES**) with the assistance of the ERSES Advisory Council.

1. St Edmund's Philosophy of Education

St Edmund's College's core purpose is to provide an educational setting tailored for students with a primary diagnosis of mild to moderate intellectual disability. The College's primary concern is the safety, care and welfare of students and staff. The educational approach for secondary students is based on a traditional schooling model where the students attend homeroom in the morning and then transition around the school to participate in different subjects and are taught by a variety of teachers.

The St Edmund's College Learning Philosophy is designed for students who are developing independence and can demonstrate an ability to follow instructions and engage academically. Students suited to our philosophy of education are developing self-regulation that enables social and academic engagement and frequent transitioning throughout the school day. Our Learning Philosophy is supported by our school values, policies and school rules that promote being a good learner and the proactive care, safety, and welfare of all students. St Edmund's College facilitates access to the NESAs Life Skills curriculum and educational experiences that prepare students for work and social engagement post-school.

2. Purpose and scope

2.1. The College is an independent Catholic school offering the NESAs Life Skills program for students with a primary diagnosis of mild to moderate intellectual disability

2.2. Within the continuum of Catholic Education, the College offers students with diagnosed special needs the opportunity to gain an education within a specialist setting that adheres to the principles of best mainstream and special educational practice. While other faith traditions are respected Catholic beliefs and teachings underpin all facets of school life, directions and management.

2.3. The College currently provides the NESAs Life Skills curriculum for students:

- a) In years 7- 12 based on the NSW syllabuses for the Australian curriculum (or equivalent if superseded).

- b) Based on the Charter for Catholic Schools in the Edmund Rice Tradition.
- 3.4 The College runs an educational program which:
- (a) is aligned with a typical mainstream school model and the NSW Education Standards Authority (NESA);
 - (b) prepares students for inclusion into mainstream settings (where suitable);
 - (c) is implemented through a personalised planning process,
 - (d) is academically focussed; and
 - (e) believes that all students can reach their unique potential through carefully designed programs in a safe, yet challenging environment.
- 3.5 This policy sets out the principles and requirements for families of prospective students who are seeking to enrol a child at the College, including specifically the College's approach to inclusivity.

4 Aim and Key Principles

- 4.1 Through this policy, the College aims to:
- 4.1.1 Maintain an open and fair procedure for the enrolment of students seeking enrolment to the College.
 - 4.1.2 Ensure the procedure for enrolment to the College is fair, transparent and not unlawfully discriminatory.
 - 4.1.3 Maintain a College culture that is safe and promotes the development of Catholic faith and values.
 - 4.1.4 Promote a Catholic education framework and a learning environment where students are educated and nurtured as members of a Catholic community.
 - 4.1.5 Explain clearly to prospective parents/guardians (referred to as parents for convenience) the College's enrolment process (from enquiry to enrolment).
 - 4.1.6 Ensure that the College can provide for the educational needs of all its students in a manner that reflects the College's duty of care obligations.
 - 4.1.7 Ensure the College maintains its core values.
 - 4.1.8 Ensure the College complies with its commitments to supporting students with differing and varying needs, including by making reasonable adjustments where appropriate and providing a pastoral and learning environment that supports their known diagnoses.
 - 4.1.9 Comply with the requirements of the *Education Act 1990* (NSW) (as amended or replaced from time to time), and other relevant legislation.
 - 4.1.10 Ensure that procedures are in place for the management, storage and retrieval of enrolment data, including in relation to the child's identity, immunisation and visa status.

4.2 To assist in achieving the above aims, the College has allocated the following responsibilities:

Position/ Roles	Responsibilities
Advisory Council & Principal	<ul style="list-style-type: none"> • Ensure the College meets its legal and regulatory responsibilities –including those which relate to inclusivity. • Review and endorse this policy. • Review and set the annual tuition fees on an annual basis and otherwise as required.
Principal	<ul style="list-style-type: none"> • Establish and implement an enrolment policy and procedure that is open, fair and complies with all school registration and other applicable legislation. • Final decision-maker in relation to enrolment decisions.
Registrar	<ul style="list-style-type: none"> • Ensure compliance with this policy. • Ensure enrolments are compliant with the College’s Constitution. • Provide prospective parents with the necessary information about the enrolment processes.
Parents	<ul style="list-style-type: none"> • Read and comply with this policy. • When seeking enrolment of a prospective student, complete the application for enrolment form as contained in the College’s enrolment documentation (available on the College’s website). • Disclose their child’s special needs (including those which are diagnosed, undiagnosed and suspected), or information which may otherwise be relevant to the College providing an education to the child, the child’s welfare, or the education and welfare of other students.

5 Entry Points

- 5.1 The main enrolment entry points into the College are traditionally:
 - 5.1.1 Year 7.
 - 5.1.2 Places of enrolment are offered at other levels if vacancies exist.
- 5.2 Parents may enquire for a place at the College for their child at any time from the child's birth but enrolment applications for Year 7 are only excepted up to 1 year prior.
- 5.3 In determining the school readiness of a child, the following are examples of factors that will be considered:
 - 5.3.1 Can the child embrace and benefit from St Edmund's Philosophy of Education (Clause 0)
 - 5.3.2 Separation: Is the child ready to separate from the parent for a day?
 - 5.3.3 Physical independence: Can the child manage their toileting, own clothes and belongings independently on a regular basis?
 - 5.3.4 Education: Has the child completed primary education in another mainstream or special education school/unit?
 - 5.3.5 Social maturity: Is the child ready to be part of a large class with approximately 11 children (22 in the cohort) supported by one teacher and one teacher's aide? Can the child interact with other children and adults? Can the parent and the child cope with a wide cross-section of the community with different values and behaviours?
 - 5.3.6 Confidence: Is the child able to communicate when they require help and assistance?
 - 5.3.7 Language: Is the child able to communicate sufficiently in order to be understood (including with staff and other students in all aspects of school life and extracurricular activities)?

English as an Additional Language (EAL) students must demonstrate satisfactory English skills, as determined by screening tests and any pre-enrolment interview, to ensure a prospective student will be able to meaningfully benefit from the College's education program.

6 Eligibility Criteria

- 6.1 The child must be officially diagnosed with a mild to moderate intellectual disability. For further details refer to clause 7.1
- 6.2 To be eligible for enrolment, the prospective student must be either:
 - 6.2.1 an Australian citizen;
 - 6.2.2 entitled to stay in Australia, or enter and stay in Australia without limitation; or
 - 6.2.3 deemed eligible and approved for enrolment by the Principal as determined at their sole discretion.

7 Entry policy

- 7.1 The College offers a targeted Catholic educational program with an academic focus for students diagnosed with a mild to moderate intellectual disability, that may also include:
 - 7.1.1 sensory issues (e.g. hearing impaired and/or vision impaired)
 - 7.1.2 Autism Spectrum Disorder (ASD) and specifically, a DSM-5 original diagnosis ;
or

- 7.1.3 otherwise, a diagnosed intellectual disability in the mild to moderate range, on the basis of an assessment consistent with eligibility criteria under current government funding guidelines.
- 7.2 EREA schools embrace and welcome the enrolment of all students and families who share their vision and educational philosophy. To ensure the College maintains a culture that is safe and promotes the development of Catholic faith and values in the students. The College seeks enrolments from families who are able to provide evidence of their Catholic faith, baptism, Church membership and commitment to the love of Christ, and upholding the teachings of the Catholic Church in everyday life.
- 7.3 The College has an open entry policy. The College has a responsibility for being inclusive and therefore welcomes, accepts, and supports those most in need.
- 7.4 However, the College may:
 - (a) Determine enrolments based on its ability to provide educational services to the particular student.
 - (b) Apply the priorities for enrolment are set out in clause 1.1(d) of this policy.

8 Application Process

- 8.1 Before submitting an application for enrolment form, families of prospective students are encouraged to:
 - (a) Browse the College's website.
 - (b) Review this policy, and other policies and procedures available on the College website, to fully understand our Philosophy of Education and our vision, mission and values that will frame a student's education at the College.
 - (c) Attend Open Days, as advertised.
 - (d) Book a tour of the College and receive an Information Pack and Prospectus.
 - (e) Request or download an application for enrolment form.

Submit an application.

- 8.2 An application for enrolment may be made by submitting a completed online application for enrolment form.
- 8.3 An application for enrolment form must be accompanied by:
 - (a) Any required documentation mentioned in the form (including the child's birth certificate or passport, current immunisation certificate from Medicare and if applicable, NAPLAN results, school reports, Kindergarten Transition Statements, visa grant notice, relevant court and parenting orders).
 - (b) The following documentation:
 - (1) a psychometric assessment (being either a WISC; Stanford Binet or Griffiths assessment completed within the past two years);
 - (2) recent medical evidence confirming the child's special needs diagnosis. If a child has ASD, the College requires the child's DSM-5 original diagnosis, as updated every two years by a qualified medical professional, which confirms the child's ASD diagnosis using standardised tools;
 - (3) occupational therapist or speech assessments (completed within the past two years);

- (4) where applicable, any other relevant medical assessments (completed within the past two years); and
- (5) where applicable, evidence of the family's Catholic faith or desire for the prospective student to receive a Catholic education. Examples of such evidence include:
 - (6) A certificate of baptism, if this applies.
 - (7) A reference from the priest/pastor/minister of the church attended if this applies.
- (c) A non-refundable enrolment application fee is payable at the time an application for enrolment is made, to cover the College's administrative costs in managing the enrolment process.

8.4 Submitting the application for enrolment form and paying the enrolment application fee, does not guarantee a place at the College.

8.5 Rather, the application process enables the College to receive information from a range of sources – including the prospective student and the prospective student's parents, current school and former school(s) – which is used to assist the College in:

- (d) considering whether it can meet the child's behavioural, educational and welfare needs (including with regard to the College's duty of care obligations); and
- (e) deciding whether to exercise its discretion to offer a place of enrolment.

8.6 Each completed application for enrolment form and accompanying documents will be considered by the College on a case-by-case basis.

Waiting lists and priority of enrolment

8.7 The College ultimately has discretion whether to place a prospective student on the College's waiting list, offer an interview, or offer a place of enrolment.

8.8 In exercising that discretion, the College takes into account a range of criteria, including but not limited to the following:

- (a) The date a fully completed application for enrolment form is received (noting incomplete applications will not be processed).
- (b) The information disclosed in the application for enrolment form.
- (c) The child's pre-enrolment interview and if applicable, pre-enrolment assessments.
- (d) Whether the child is eligible for a priority offer of enrolment as:
 - (1) set out elsewhere in this policy;
 - (2) a sibling of a current student (noting that siblings will be prioritised provided an application for enrolment form is submitted within 12 months of the start of the school year they are due to commence);

- (3) a result of their faith:
 - (A) as a baptised catholic child from a regularly worshipping Catholic family with strong demonstrable links to the local parish/es;
 - (B) as a sibling of a student who already attends the College and whose family has demonstrated ongoing support for the ethos and values of the Catholic Church;
 - (C) as the child of a regularly worshipping Orthodox family who has strong demonstrable links to their faith community, and/or who are prepared to support the ethos and values of the Catholic Church;
 - (D) as the child of a regularly worshipping family from other Christian denominations who have strong demonstrable links to their faith community and/or who are prepared to support the ethos and values of the Catholic Church;
 - (E) as the child of a family from other faith traditions or non-religious backgrounds who are prepared to support the ethos and values of the Catholic Church.
- (e) The child's behavioural history.
- (f) Whether the values and beliefs of the child's family clearly align with the vision, mission and values of the College.
- (g) The starting year level of the child and whether this aligns with a main year level entry point at the College.
- (h) The College's capacity, as an inclusive school, to support a prospective student's special needs in the College environment (see below).
- (i) The merits of the application, prospective student's suitability for enrolment at the College, and individual circumstances and practical implications **including** the:
 - (1) number of students currently enrolled at the College;
 - (2) prospective student's family circumstances (including the willingness of the student and their parent to comply with the College's policies and procedures);
 - (3) prospective student's interests and participation in extra-curricular activities (including religious activities, excursions and camps);
 - (4) reasonableness of the adjustments required to facilitate the prospective student's education (including their personalised plan);
 - (5) College's resources and capacity to deliver an education to the student, with regard to the College's Philosophy of Education; (see Clause 2)

- (6) prospective student's willingness and ability to comply with the College's behavioural standards;
- (7) prospective student's willingness and ability to derive a benefit from the College's Philosophy of Education;
- (8) prospective student's school readiness;
- (9) the willingness of each family to endorse the College's vision, mission and values; and
- (10) any other considerations set out in this policy.

8.9 A number of places are kept for scholarship and bursary recipients, and also for enrolments at the Principal's discretion.

9 Pre-enrolment interview

9.1 If and when appropriate, the College will invite a prospective student and their parents to attend a pre-enrolment interview with two executive staff members (e.g. Principal, Deputy Principal, Head of Wellbeing).

9.2 For families seeking entry to the College, this interview will:

- (j) enable the College to understand the prospective student's strengths, weaknesses and special needs, as well as what they and their family can contribute to the life of the College; and
- (k) enable the prospective student and their family to better understand the College and its approach to delivering an educational curriculum model, which is underpinned by a child's personalised plan.

9.3 Prior to the interview, families will be asked to provide the College with a number of documents, including a copy of the prospective student's current school reports (if applicable) and other assessment documentation which is part of the Application Pack. Prospective students may be required to undertake assessments or testing (including psychometric and behavioural assessments) as part of their application.

9.4 After attending the -enrolment interview the prospective student's application will be reviewed by the College's Enrolment Panel, which typically comprises of the following persons: the Principal, the Registrar, the Head of Wellbeing, the Head of Teaching & Learning and other members of the College Executive Team.

9.5 If for any reason in the College's absolute discretion, the College forms the opinion, as a result of the:

- (a) pre-enrolment interview, or
- (b) pre-enrolment observation at the prospective student's current school, or
- (c) pre-enrolment observation at the College, or
- (d) observed behaviours post enrolment at the College; that it would be inappropriate for a child to be enrolled (continue enrolment) at the College, the College may terminate the enrolment process (or if the child is already enrolled, the enrolment agreement).

10. Offer of Enrolment

- 10.1 At all times, the Principal has absolute discretion to make the final decision about whether an offer of enrolment should be made to a prospective student.
- 10.2 Any offer of enrolment made by the College will be made in writing.
- 10.3 It is not the College's practice to disclose a prospective student's place on the waiting list, or provide specific feedback regarding the timing of an offer of enrolment (or, where no offer is made, the reasons for this).
- 10.4 An offer of enrolment may be accepted in the form approved by the College from time to time, subject to the following:
- (a) An offer of enrolment will not be accepted until both parents (or where supported by a court order or otherwise agreed at the College's absolute discretion, one parent) have agreed to be bound by the College's Terms and Conditions of Enrolment and any other terms set out in the offer of enrolment (including payment of the admission fee and return of requested documents by the stated deadline).
 - (b) Acceptance of the offer must be provided within 30 days unless the College's offer states otherwise.
 - (c) Acceptance of an offer must be accompanied by payment of the non-refundable acceptance fee. All of the non-refundable acceptance fee will be applied to the enrolled student's tuition fees for the first term of enrolment.
 - (d) An offer may be withdrawn by the College, regardless of the availability of places where:
 - (1) Information provided to the College is found to be withheld, false or misleading.
 - (2) There is a significant change in the circumstances of the student or their family, which impacts the College's capacity to reasonably accommodate the student.
 - (3) The offer of enrolment is not accepted on the terms provided by the College.
 - (4) The Principal exercises their reasonable discretion to withdraw the offer.
- 10.5 Details about all the College's tuition fees and course levies, and other charges and levies, imposed by the College for that school year (collectively, the College Fees) and the terms on which College Fees must be paid are set out in the Terms and Conditions of Enrolment published by the College. A copy of the current Terms and Conditions of Enrolment is available on the College's website.
- 10.6 If parents accept an offer of enrolment but the child does not subsequently begin schooling at the College, the parents will forfeit the enrolment application fee and any tuition fees paid in advance to the College, unless one term's written notice is provided.

11 Defer, Refuse or Vary an Offer of Enrolment

11.1 Parents must notify the College in writing if they wish to defer, refuse or vary an offer of enrolment. This must occur by the date stated in the offer of enrolment, otherwise fees will be payable in accordance with the Terms and Conditions of Enrolment.

11.2 Parents who wish to vary the date of entry for their child's enrolment (either to another date in the same school year or to a subsequent intake year), understand that:

- (a) Notice must be given to the College in accordance with clause 11.
- (b) The College in its absolute discretion may or may not agree to that request.
- (c) If the College agrees to the parents' request, the child will be placed on a waiting list for the preferred year of enrolment and the offer of enrolment issued will be terminated. The College makes no guarantee that a place will be available for the child on their preferred commencement date.
- (d) Should a place be available for their child to commence enrolment at a later date of entry, parents must sign an updated copy of the College's Terms and Conditions of Enrolment and otherwise comply with the College's enrolment requirements at that time.

12 The College may or may not in its absolute discretion require the payment of a further admission fee
Appealing an enrolment decision

12.1 Parents may appeal an enrolment decision in accordance with the College's Community Grievances Policy. A copy of the College's Community Grievances Policy can be found on the website.

13 Orientation

13.1 Orientation and induction takes place for all new students and their families, and includes:

- (a) Orientation days.
- (b) Student orientation on commencement.
- (c) The use of the buddy system for those entering the College
- (d) Information sessions and feedback opportunities.

14 The College's commitment to inclusivity

14.1 The College is an inclusive Special Education Services College and welcomes students who meet the selection criteria. The College welcomes members of the school community – including parents, carers and staff - with a varying range of behavioural, cultural, lifestyle, religious and special needs.

14.2 The College is committed to complying with its legal obligations regarding inclusivity and supports the National Disability Standards for Education and is an inclusive community. However, the College is not necessarily able to cater to every prospective student's needs.

14.3 The College must be satisfied that it is equipped to adequately respond to a student's needs, and ensure they are able to meaningfully derive from the educational program on offer. In this regard, the process of offering enrolment is informed by the availability of places, as well as the suitability of programs and support levels in

relation to a child's needs. This consideration is had both in relation to an individual child and also, broadly with regard to the College's resources and capacity to support the needs of a cohort of students.

- 14.4 The College reserves the right to create a cohort of students less than the maximum capacity to be satisfied that the College is equipped to adequately respond to each student's needs and ensure students are able to meaningfully access and develop from the educational program on offer.
- 14.5 The College also reserves the right to set and enforce reasonable standards of dress, appearance and behaviour. Whilst the College will comply with its legal obligations, the College may not be able to facilitate an enrolment and may terminate an enrolment in circumstances where:
- (a) A child poses a threat, or presents a risk of harm to a member of the College community (including staff, students and parents).
 - (b) The child exhibits behaviours that significantly interfere with, or compromise with the teaching and learning experiences of others in the classroom, or social integration in the playground or on outings and camps in locations other than the College.
 - (c) The child exhibits behaviours (including violent or sexualised behaviours) that otherwise have an emotional or psychological impact on others.
 - (d) The child does not have, or does not effectively respond to strategies or supports recommended from qualified medical professionals, and educational experts, to assist the child to self-regulate and best support their positive experiences and the positive experience of others at school.
- 14.6 Accordingly, prior to an offer of enrolment being made parents must inform the College of all needs a prospective student has which may be relevant to the education or welfare of the child (or which may impact upon the education or welfare of others).
- 14.7 If a parent fails to promptly inform the College of a student or prospective student's needs, or any significant change in those needs, this damages the trust and confidence required for an effective enrolment relationship between the College and the family of an enrolled student. In such circumstances the College, in its absolute discretion, may refuse to make an offer of enrolment (or, if the enrolment has already commenced, immediately terminate the enrolment of the student in accordance with the Terms and Conditions of Enrolment).
- 14.8 Where a parent promptly informs the College about a student or prospective student's needs, or any significant change in those needs, the College will act in accordance with applicable laws and its Terms and Conditions of Enrolment.

15 Register of Enrolments

- 15.1 The College keeps a register of enrolments of all students who have been enrolled at the College in electronic form. The register includes the following information:
- (e) Name, age, date of birth and residential address of student.
 - (f) Parent names and contact details.
 - (g) Date of enrolment.
 - (h) Medical information for emergency management purposes.

- (i) Emergency contact details.
- (j) Sacramental information.
- (k) If applicable: Home care arrangements, court orders, transfer records.
- (l) Date of leaving the College and details concerning student's departure, where appropriate.
- (m) For students older than six years, details of previous schools or pre-enrolment situation.

15.2 The register is retained for a period (in accordance with the College's Record Retention Procedures) after the student leaves the College, and copies of information in the register are stored on-site at regular intervals.

Date of Next Review	June 2026
Approval Authority	College Principal
Related Policies, Procedures, Guidelines	Disability Discrimination Act 1992 Disability Standards for Education 2005 Education Act 1990 (NSW) 05.04.01-E – Enrolment Procedure 05.04.04a-E – Application for Enrolment 05.04.04b-E – Enrolment – student observation check list 05.04.04c-NSW – Immunisation Schedule 05.04.04d-NSW – Immunisation History Statement 05.04.04e-NSW – Immunisation Exemption Form 05.04.04f-E – Immunisation Letter to Parents 05.18.02-E – Standard Collection Notice Statement