

Enrolment Policy			
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Enrolment and Attendance Policy

Scope: this policy applies to all MVWLC staff and stakeholders involved in the process of enrolling students and monitoring student attendance.

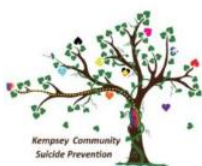
Enrolment Policy

The Macleay Vocational College caters for students wishing to complete Years 12 (HSC), Years 10 and 11 RoSA including Preliminary HSC attainment as well as Year 9 students who wish to regain their educational motivation.

The Macleay Vocational College is a Special Assistance School and was founded by the Kempsey Community. The College receives significant on-going support from the State and Federal Governments.

Applications to are open to students with complex educational needs, including social, financial, emotional, and behavioural challenges, who have become disengaged from mainstream education. Applicants must be residents of the Macleay Valley or be recommended by external agencies from surrounding Mid North Coast areas, including Port Macquarie and Macksville/Nambucca. Each application is individually assessed in accordance with our Enrolment Procedures to ensure that the student’s educational needs can be appropriately supported within the Special Assistance School environment.

Macleay Vocational College enrolment processes comply with relevant Commonwealth and NSW anti-discrimination legislation. The College does not unlawfully discriminate on the basis of disability, race, sex, gender identity, sexual orientation, religion, or family circumstances. As a Special Assistance School, enrolment is prioritised for students whose educational and wellbeing needs align with the College’s purpose of supporting young people disengaged from mainstream education.



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Once enrolled, students are expected to support the College's ethos and comply with the college rules focusing on respect and cooperation to maintain the enrolment.

Enrolment decisions are made after consideration of the student's needs, the safety and wellbeing of the school community, and the College's capacity to provide appropriate educational and wellbeing support within available staffing and resources.

Continuing enrolment is subject to the student's adherence to College rules. Where concerns arise regarding a student's safety or wellbeing, the College will follow mandatory reporting obligations and child protection procedures in accordance with NSW child protection legislation and the College Child Protection Policy.

The College enrolment process is conducted in accordance with principles of procedural fairness and without unlawful discrimination.

Enrolment Procedure

1. Parent, carer, guardian, caseworker, relevant supporting person or group makes contact with the College. An explanation is provided in relation to the nature of this School being Special Assistance, and as such we only accept enrolments of students with special assistance needs, for instance behavioural, social or emotional challenges, or have been excluded from mainstream education. A suitable interview time is made for all parties if appropriate to continue with the enrolment.
2. A member of the Admin team will support the young person, parent, carer, guardian, caseworker, relevant supporting person to complete the enrolment application, and request for supporting information and full enrolment forms once the interview process is completed.
3. The Principal will personally interview each applicant before enrolment and consider each applicant's interview responses regarding their ability, understanding of the College student body and willingness to support the College's ethos. A tour of the facilities takes place during this step for student and their supporting adult/s. *See notes for the walkaround interview.*
4. During the interview the Principal will ask questions about the students' educational successes, challenges and some of the restrictions and actions that have been encountered by the young person. The Principal will also ascertain if the student is better suited to a mainstream educational facility and support them with this re-entry or enrolment process. The young person could be asked questions which reflect on their absenteeism from previous



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schools, any previous suspensions/expulsions, experiences with addictive or volatile behaviours, who are the influencers within their lives.

5. All new enrolments are required to complete a TAR3 Screening, PAT-R, PAT-M (Progressive Achievement Test) adaptive testing. These assessments are used to identify students' current literacy and numeracy levels, learning needs, and areas requiring targeted intervention. Assessment data is used to inform appropriate classroom placement, individual learning adjustments, and differentiated teaching strategies. This ensures that each student's educational program is responsive to their assessed needs and supports access to curriculum within the Special Assistance School framework at Macleay Vocational College. Assessment outcomes are documented and reviewed as part of ongoing monitoring and support processes.
6. The College will need to gather information and consult with parents/family and other relevant persons in order to consider each applicant's educational needs within the Special Assistance School environment. Questions around any transport requirements due to personal anxieties' or enforced restrictions and individual pick-ups will be determined through this process.
7. The Principal will consult with parents/family and other relevant persons in order to identify any strategies that need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
8. The family or carer, guardian or caseworker may be requested to provide information about the student's needs as part of the individual planning process. (See the attached form which is sent to the previous schools.)

Relevant information will assist in identifying any adjustments and could include:

- i. Previous school reports, noting current achievements and areas of need or where support is required
- ii. Psychologist's report documenting functional skills and recommended strategies for working with the student
- iii. Medical specialist reports identifying issues which need to be considered by the school
- iv. Vision and hearing reports documenting level of functioning and recommended strategies



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v. Occupational and physiotherapy reports documenting self-help skills and mobility, including assistive technology reports recommending equipment and access audits regarding access to premises

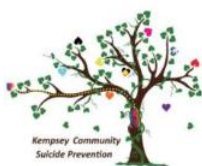
vi. Juvenile Justice Court Orders

Note: Principal will ask consent for the 16A request of documentation to be sent to previous schools.

9. Where the enrolment process is deemed successful, the Principal advises the applicant of a suitable proposed commencement date. In recognition that students enrolling in a Special Assistance School may have experienced educational disadvantage, disengagement, or restricted participation in mainstream education, the College seeks to facilitate required assessment and screening processes as soon as practicable, preferably on the next available school day, to support prompt re-engagement in learning.
10. At this stage, a suitable attendance pathway is determined in consultation with the student and, where appropriate, their parent/carer or relevant agencies. Attendance arrangements, including any staged, flexible, or supported attendance provisions, are documented and implemented in accordance with College policies and procedures. These arrangements are designed to support the student's access to education and ongoing engagement within the Special Assistance School context at Macleay Vocational College.
11. A letter confirming the decisions and type of enrolment pathway will also be sent to the nominated support person or held on file for the student and their support person.
12. Upon commencement at the College, each student is introduced to their **Key Teacher**, **Senior or Junior Support Teacher**, and the **Wellbeing Facilitator** who supported their TAR3 testing. Students are familiarised with safe spaces within the College and identified staff members who can provide support as they begin their school day. This induction is designed to promote a positive, supportive, and secure learning environment.
13. All decisions are recorded on the register of enrolment decisions.

Notes For The Interview Walk Around

The list below are examples of the points of discussion and some extra information students and their parents are given during the walk around phase.



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1. Wellbeing Staffroom - Access to the College Mental Health and well-being teams. Explanation of the provisions for all holistic support as the need arises (domestic, medical, transport, access to sport programs, equine therapy, musical therapy, art therapy, physical with Self defence & gym options, behaviour modification support programs and many other programs for growth).
2. Students are oriented to the structure of Stage 5 classrooms, including daily schedules, the programs in which they will participate, and the learning spaces they will utilise. They are also introduced to Stage 6 buildings where relevant. During this orientation, students are met and greeted by staff and peers as appropriate. The Principal and support staff observe the student's responses, gauge levels of anxiety, and continue to check in with the student to ensure comfort, understanding, and readiness to engage in their educational program. This process is designed to support a safe, supportive, and inclusive learning environment in accordance with the College's Special Assistance School framework.
3. The College provides support for student wellbeing and basic needs throughout the school day. This includes access to food for all students, with breakfast, recess, and lunch available through classroom-based programs and a voucher system. These provisions ensure that all students have equitable access to nutrition, supporting their engagement and learning.
4. Students are oriented to classroom expectations, including the requirement to provide evidence of learning (in a variety of ways). Principal explains the range of available support, including the staff who assist with learning and engagement. There is no set uniform; all essential supplies, including food and bottled water for health and hydration, are provided by the College. Where relevant, excursions and program costs are covered by the College to minimise financial stress for families, supporting full participation and positive engagement in educational activities.
5. At College students supports such as housing and Centrelink assistance. College supports with other immediate needs, such as food and hygiene supplies. These supports are coordinated by the College Wellbeing Facilitators, ensuring that students' social, emotional, and practical needs are addressed in a timely and confidential manner.
6. Support programs are in place for Young Mothers attending the Ginda Barri Centre.
7. Access to our support programs such as Period 7, extra transport, holiday programs for those young people who need continuous support.



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Daily Attendance Procedures

Class teachers mark the roll each morning during Period 1. The attendance must be recorded on Sentral by 10:30am.

- All attendance and absence codes are recorded in accordance with the Minister's Attendance Register Codes and Definitions (2015), as required by NESA and DoE.
- All class teachers update Sentral at the beginning of their teaching period or when the students arrives to their class.
- Partial absences are recorded by students signing into school in the College Foyer/Office if they arrive late. Students are asked by admin staff why they are late, did they need support in getting to College for future reference, have they changed domestic locations for future reference. Students absent long periods of time, we try to follow up reasons with their parents/carers/guardians or caseworkers. Ideally, students would return with evidence explaining their absence on their first day back at school.
- Student absences are monitored by the administration team. Where applicable, the administration informs parents, caregivers, and guardians by phone. SMS and email notifications are used for daily truancy or extended absences. Key Teachers, Senior Support and Junior Support teachers also follow up with students who demonstrate habitual absenteeism, these follow-ups are recorded on Sentral.
- A formal letter regarding unexplained absences is either posted, emailed or handed to the student/parent or guardian in person by the Principal or their delegate at the end of each term. If there are concerns before this time, the Principal may advise to act sooner.
- Where appropriate, such absences will be reported to the Principal or, when required, to relevant government departments highlighting any Mandatory Reporting for Habitual Absences.
- Students who have outstanding or improving attendances also receive a letter indicating and celebrating their success and positive actions. Where possible this also comes with a merit award.



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- After College every day the list of students who are in attendance, will be checked over by the front office administration and the Principal or their delegate, to ensure no students on activities such as court appearances, Juvenile Justice or behaviour modification programs etc. are missed. Notes are written on this document.
- All such records are maintained electronically via the school's database and note any times at which the student has made an entry or left the College grounds.
- School Semester Reports contain a Principal's Report that has comment about attendance and shows the total number of unexplained/unapproved absences or the attendance percentage.

Managing of Non-attendance

The school develops attendance plans in consultation with parents, guardians, caregivers, caseworkers and Juvenile Justice Officers for students who have enrolled with or are developing poor attendance patterns. These plans include suitable achievable programs, such as half day, finish early or after College hours starting at 2pm till 5pm three days each week.

This allows close monitoring and timely reporting of absence, student welfare initiatives and curriculum changes. A number of students with very poor attendance have modified teaching programs and pathways which better manage behavioural issues and provide support where there are health and domestic issues.

To increase attendance and engagement the students have access to the following;

- They are provided with breakfast every morning and fruit available at all times between lessons and after or before College; Canteen provides all meals to students who are attending college.
- Due to travel restrictions/bans on public transport and the domestic situations some students live in, we have a pick-up and take home service running five days a week.



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Commencing at 8:15am or (earlier when possible for those students entering into work placement periods).

- I. To address non-attendance and disengagement, the school provides a range of alternative and targeted programs designed to re-engage students and support regular attendance. These programs include structured physical activity and gym participation, behaviour modification initiatives, mental health awareness and support programs, vocational-style activities, Girls And Boys Groups, Trekking and On Country Experiences in Stage 5. We choose engaging curriculum for our young people to support engagement such as Visual Arts, VET Courses, and Marine Studies.
- II. Pick-ups are provided for students who request transport due to; zero support from home for transport or no suitable bus run, inconsistent domestic situations for transient students, restrictions and exclusions. We also provide financial support for students who need transport to get back to Kempsey from their time away with family during term or holiday periods.
- III. Phone calls to parents made by Key Teachers (Stage 5), Junior Support Teacher, and Senior Support Teachers are made after consistent absentees. Wellbeing Facilitators and the Principal will keep contact and monitor complex attendance cases.
- IV. At times it is deemed necessary to organise home visits. This is approved by the principal and or their delegate, to offer supports to help engagement.
- V. As part of the College's aim to support the engagement of students, all excursions across year levels, including end-of-term special activity days, are fully funded by the College to remove financial barriers to participation.
- VI. Community Days are scheduled during the final week of each term and invite students' families and community members onto the College grounds. These events are designed to strengthen family engagement, foster a sense of belonging, and support improved attendance.
- VII. To further reduce barriers to attendance, student appointments are coordinated on site at the College where possible, including meetings with caseworkers and external support services, ensuring continuity of learning and engagement during scheduled support interactions.
- VIII. Any student who is absent for more than five college days without parental or carer contact is followed up by the College Leadership Team, Principal or the Principals Delegate phone calls, emails, SMS or home visits to make sure they are supported if they are facing challenges which are restricting them from attending. At this point the staff also ensures the student understands their commitment to Education and the benefits of positive choices. They will also be advised of Legal ramifications of being away from College consistently.



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Withdrawal Of Enrolment

When a parent or carer wishes to withdraw their child from the College, they are required to notify the Principal. This notification should include:

- The student's intended last day at the College
- The reasons for leaving
- The name of the school or educational facility where the student will be enrolled

If a parent or carer requires assistance in providing this notification, the College administration team is available to offer support.

Destination Of A Student Under 17 Years Of Age

Evidence of Pathway: Students leaving before 17 must provide evidence of participation in a recognised educational pathway or formal paid employment or training.

Unknown Destinations:

If the student's destination is unknown:

- The College will notify the Department of Education and Communities (DoE) with student's name, age, last known address, parents'/carers' details, last date of attendance, possible destination, and any relevant safety information.
- The College will attempt to contact the student/family to clarify future educational plans.

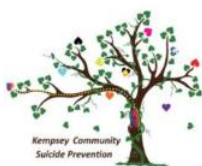
Non-Enrolment: If the student does not enrol in another educational facility, the Principal will maintain contact with the family. If the student is at risk of disengagement, Department of Communities and Justice (DCJ) will be informed.

Documentation:

- Parents/carers must provide written notification of a student leaving.
- Confirmation of the student's destination is recorded in Sentral and the student file.
- The Admin Officer ensures all relevant information is logged in the College database.

Accompanying Documents

Application for Exemption from Attendance at School



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