# Parkville College Student Admissions and Enrolment Policy

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## Background

Parkville College is a specific purpose Victorian Government School that has special entry criteria approved by the Minister for Education. The school has been designed with flexibility to allow it to operate to meet the diverse needs of students who are, or have been, detained in custody, a secure care setting, or transitioning from these settings. Working in collaboration with the [Department of Justice and Community Safety](https://www.justice.vic.gov.au/) (DJCS) and the [Department of Families, Fairness and Housing](https://www.dhhs.vic.gov.au/) (DFFH), we deliver education across five diverse campuses throughout Victoria.

As per the [*Education and Training Reform Act*](https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006) *(2006)* (Vic) all young people aged 10–17 must attend school. Secure services mandate that all young people in custody, regardless of age, are engaged in education, training or employment. As a result, upon admission to the Victorian Youth Justice Precincts or the state’s Secure Care Services, young people are enrolled at Parkville College.

School participation maximises life opportunities for children and young people by providing them with a comprehensive educational program and access to support networks. It also helps to develop important skills, knowledge and values that set them up for further learning and active participation in their local community.

The Parkville, Malmsbury and Cherry Creek Campuses are located within Youth Justice Precincts where DJCS is responsible for the statutory supervision of young people in the criminal justice system.

Our Secure Care campuses in Ascot Vale and Maribyrnong are locations where DFFH is responsible for young people who need a highly structured setting during a significant crisis. These young people are in child protection and may place themselves at risk of such serious harm that they require a highly structured, secure and safe environment for a brief period of time.

The Parkville College Flexible Learning Centre Campus is a co-educational setting which supports young people who have been involved with the youth justice system or secure care services.

Parkville College:

* Supports students to grow and learn in a culturally responsive and physically safe space. We always interact in a clear and culturally responsive way.
* Builds mutually accountable learning partnerships driven by a culturally responsive curriculum. Our students and their communities experience agency and a sense of belonging that generates meaningful learning outcomes.
* Guides students to think critically, plan independently and act collaboratively. Together, we develop a platform from which to explore ambitions, passions and pathways.

Parkville College follows all Department requirements regarding maximum age exemptions/exceptions as per the [Education and Training Reform Regulations 2017](https://www.legislation.vic.gov.au/in-force/statutory-rules/education-and-training-reform-regulations-2017) (Vic) and the Department’s [Enrolment policy](https://www2.education.vic.gov.au/pal/enrolment/guidance/concurrent-enrolment-process-youth-justice-and-secure-welfare), as well as the [Concurrent enrolment process (youth justice and secure welfare)](https://www2.education.vic.gov.au/pal/enrolment/guidance/concurrent-enrolment-process-youth-justice-and-secure-welfare).

### Purpose

The purpose of this policy is to outline Parkville College’s enrolment policy and processes and to provide clarity for the local community on the entry criteria for our flexible learning centre campus, ensuring a smooth and supported transition for enrolling students. It aims to ensure the consistent collection of student details and data by identifying the responsibilities of key stakeholders at each stage of the enrolment process.

## Entry criteria

Students enrolled at our youth justice campuses at Malmsbury, Parkville and Cherry Creek have been detained in the state’s youth justice system and are aged between 10 and 21 (at the time of sentencing).

Students enrolled at our Secure Care campuses in Ascot Vale and Maribyrnong have been placed in a secure care service because they are at a substantial and immediate risk of harm and are aged between 10 and 17.

Students enrolled at our Flexible Learning Centre campus:

* have been released from custody or secure care
* are aged between 15 and 21
* are best suited to a flexible educational program with additional youth support

### Priority order of placement

This priority order of placement applies to our Flexible Learning Centre campus only. There is no priority order of placement at our youth justice and secure care campuses.

In the event that there is a larger number of referrals than the number of places available at our Flexible Learning Centre campus, Parkville College will limit enrolments to meet the designated capacity.

Where there are insufficient places at the school for all students who are referred for entry, students who meet the eligibility criteria for our Flexible Learning Centre campus will be enrolled according to the following priority order of placement that assesses the risks and complexities of each potential student.

The Campus Coordinator and Youth Support Worker gather information from the student, the referring person, the previous schools and any other services involved with the student.

Priority of enrolment will be given to:

1. those young people who require the most assistance to successfully transition from custody into further education and employment and/or
2. students who identify as Aboriginal or Torres Strait Islander

The behaviour of a young person at their previous school will not negatively impact on their ability to enrol at our Flexible Learning Centre campus.

#### Enrolment on compassionate grounds

In exceptional circumstances, a student may be enrolled at Parkville College’s Flexible Learning Centre campus based on compassionate grounds. This is an overarching consideration and does not form part of the priority order of placement. The school and the Regional Director will assess and make a determination for applications on compassionate grounds on a case-by-case basis in line with the DET [Placement Policy](https://www2.education.vic.gov.au/pal/enrolment/guidance/placement-policy).

## Evidence requirements

When a referral is made to our Flexible Learning Campus the Campus Coordinator and Youth Support Worker will undertake an assessment to determine whether the referral is appropriate. The assessment consists of information gathered from contact with:

* the referred student and parent/carer
* the referring person or agency
* the student’s previous school
* professionals working with the student
* DET regional staff involved with the student, school and family

If assessed as an appropriate referral then the student will begin the intake process.

Where an application to enrol at our Flexible Learning Centre campus is not successful, applicants may then seek to appeal the decision according to the Appeal process outlined below.

## Appeal process

Parents/carers are able to appeal against Parkville College's decision not to provide a placement in our Flexible Learning Campus. The following process applies:

1. **Appeal to the Principal**  
   Appeals are to be made in writing and lodged with the Principal.  
     
   The school’s decision will be communicated to the parent/carer in writing. In assessing the appeal, the school will check to ensure compliance with the priority order of placement..
2. **Appeal to the Regional Director, South Western Victoria Region**If the appeal at the school level is unsuccessful and parents/carers are not satisfied that their appeal has been adequately considered, they are able to escalate this by lodging an appeal in writing by email to [swvr@education.vic.gov.au](mailto:swvr@education.vic.gov.au) or by mail to:

Regional Director – South Western Victoria Region  
PO Box 2141

Footscray, VIC 3011

## Communication

This policy will be communicated to our school community in the following ways:

* Published on our school website
* Made available in hard copy from school administration at our Flexible Learning Centre campus upon request

## Further information and resources

This policy should be read alongside and in conjunction with the following DET policies:

* [Enrolment](https://www2.education.vic.gov.au/pal/enrolment/policy)
* [Exemptions from School Attendance and Enrolment](https://www2.education.vic.gov.au/pal/exemption-school-attendance-and-enrolment)
* [Schools’ Privacy Policy](https://www.education.vic.gov.au/Pages/schoolsprivacypolicy.aspx)

## Appendices

* Parkville campus enrolment guidelines
* Malmsbury Campus enrolment guidelines
* Secure Care campuses enrolment guidelines
* Flexible Learning Centre enrolment guidelines

## Campus Specific Admissions and Enrolment Processes and Responsibilities

### Parkville Campus

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|  | **DETAIL & PURPOSE** | **LINKS TO THE PARKVILLE COLLEGE MODEL** | **STAFF RESPONSIBLE** |
| **ENROLMENT** | Enrolment is completed during a one-on-one conversation with a teacher before the student attends school programs. In addition to learning about students, the enrolment conversation is an opportunity to introduce our school, explain our daily/weekly program, begin setting explicit expectations, discuss teacher-student contracts, and make space for students to ask questions. Data from enrolment conversations and transitions conversations form the basis of the student’s Short Transition Plan and inform plans for teaching and learning. | **Strong, secure relationships and safe spaces**   * Reliable, consistent attachments * Safe learning spaces * High Impact Engagement Strategies   **Connection to community and culture**   * Family and community connection * Learning in the context of culture * Student centred transitions   **Student empowerment and voice**   * Explore student identity * Student driven learning * Maximise choice | The Team Leader will add new admissions to Compass and assign Roll Flag to indicate Brief Student Plan is Required. A member of the Admissions team (transitions advocate or teacher) will conduct enrolments and record information on Compass, contributing to the Brief Transition Plan. The transitions advocate will attend Care Team Meetings. The Team Leader will support team members to conduct enrolments as required during periods of high student numbers. |
| **ASSESSMENT** | Students are expected to complete Literacy (YARC, TWS) and Numeracy (WIAT) assessments during their time in Admissions if they stay for more than one week. Data from assessment tasks informs planning for teaching and learning and transitions. Feedback from assessment tasks provides students with an opportunity to discuss and prioritise their learning goals with teachers. | **Evidence based teaching and learning**   * Assessment for/of/as learning   **Student empowerment and voice**   * Student driven learning * Maximise choice | The Classroom Teacher will conduct Literacy and Numeracy assessments with each student and record results on Compass. Assessments are generally completed outside the Classroom Teacher’s allocated class times, at a time negotiated with the student, other teachers, and DJCS staff. Lead Teachers will support Classroom Teachers when student numbers are high. |

### Malmsbury Campus

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|  | **DETAIL & PURPOSE** | **LINKS TO THE PARKVILLE COLLEGE MODEL** | **STAFF RESPONSIBLE** |
| **ENROLMENT** | Enrolment is completed during a one-on-one conversation with a teacher before the student attends school programs. In addition to learning about students, the enrolment conversation is an opportunity to introduce our school, explain our daily/weekly program, begin setting explicit expectations, discuss teacher-student contracts, and make space for students to ask questions. Data from enrolment conversations and transitions conversations form the basis of the student’s plans for teaching and learning and student individual education plan (IEP). | **Strong, secure relationships and safe spaces**   * Reliable, consistent attachments * Safe learning spaces * High Impact Engagement Strategies   **Connection to community and culture**   * Family and community connection * Learning in the context of culture * Student centred transitions   **Student empowerment and voice**   * Explore student identity * Student driven learning * Maximise choice | The Team Leader will add new admissions to Compass and assign Roll Flag to indicate Brief Student Plan is Required. A member of the Data and Assessment team will conduct enrolments and record information on Compass. The transitions advocate will attend Care Team Meetings and support students with the career/post school support planning. |
| **ASSESSMENT** | Students are expected to complete Literacy (YARC, TWS) and Numeracy (WIAT) assessments during their time in Admissions, or on arrival into another unit Data from assessment tasks informs planning for teaching and learning and transition planning. Feedback from assessment tasks provides students with an opportunity to discuss and prioritise their learning goals with teachers. | **Evidence based teaching and learning**   * Assessment for/of/as learning   **Student empowerment and voice**   * Student driven learning * Maximise choice | The Classroom Teacher will conduct Literacy and Numeracy assessments with each student and record results on Compass. Assessments are generally completed when a student is ready to be assessed and outside the Classroom Teacher’s allocated class times, at a time negotiated with the student, other teachers, and DJCS staff. Lead Teachers will support Classroom Teachers with role modelling, curriculum planning and supervision. |

### Secure Care Services

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|  | **DETAIL & PURPOSE** | **LINKS TO THE PARKVILLE COLLEGE MODEL** | **STAFF RESPONSIBLE** |
| **ENROLMENT** | Enrolment is completed during a one-on-one conversation with a teacher before the student attends school programs. In addition to learning about students, the enrolment conversation is an opportunity to introduce our school and explain our daily program. Data from enrolment conversations and 48 hour meetings form the basis of the Student Plan. | **Strong, secure relationships and safe spaces**   * Reliable, consistent attachments * Safe learning spaces * High Impact Engagement Strategies   **Connection to community and culture**   * Family and community connection * Learning in the context of culture * Student centred transitions   **Student empowerment and voice**   * Explore student identity * Student driven learning * Maximise choice | The Lead Teacher will conduct enrolments, attend 48 hour meetings, and record information gained on Compass to initiate the Student Plan. The Lead Teacher will support other teachers to conduct enrolments as required during periods of high student numbers. |
| **ASSESSMENT** | Students are expected to complete Literacy (YARC, TWS) and Numeracy (WIAT) assessments during their stay at Secure Care. Data from assessment tasks informs the development of learning experiences. Feedback from assessment tasks provides students with an opportunity to discuss and prioritise their learning goals with teachers. | **Evidence based teaching and learning**   * Assessment for/of/as learning   **Student empowerment and voice**   * Student driven learning * Maximise choice | The Classroom Teacher will conduct Literacy and Numeracy assessments with each student and record results on Compass. Assessments are generally completed outside the Classroom Teacher’s allocated class times, at a time negotiated with the student, other teachers, and DFFH staff. Lead Teachers will support Classroom Teachers when student numbers are high. |

### FLC Campus

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|  | **DETAIL & PURPOSE** | **LINKS TO THE PARKVILLE COLLEGE MODEL** | **STAFF RESPONSIBLE** |
| **ENROLMENT AND ASSESSMENT** | 1. Student or referrer makes an enquiry and is asked to complete a referral. 2. Referral form is filled out and submitted by email to Campus Coordinator or Youth Support Worker. 3. Campus Coordinator or Youth Support Worker visits the student in custody or at secure care, contacts family (if appropriate) and referrer to explain the enrolment process. 4. Assessment is made regarding appropriateness of the referral within seven days. 5. DET SW Regional office is contacted regarding referred students who are still engaged in school. 6. If a school referral is made and is assessed as not appropriate the Campus Coordinator will email school contact, Area Wellbeing Officer and allocated Senior Education Improvement Leader and recommend that referral to Learning Places Connect is made. 7. When a placement becomes available the Campus Coordinator or Youth Support Worker contacts student, family and support worker and asks them to come in for an intake meeting. When possible, a leave from Parkville or Malmsbury will be arranged for the first intake meeting. 8. **First intake:** During the first intake meeting the Campus Coordinator or Youth Support Worker explains the O Street program including curriculum, wellbeing support, school expectations and shows the student around the school site. The Campus Coordinator or Youth Support Worker also explain what the consequences when expectations cannot be met. 9. The Campus Coordinator or Youth Support Worker contacts student after 1 or 2 days and asks whether they would like to enrol. If they do then a second intake meeting is arranged. 10. **Second intake:** During the second meeting the student and The Campus Coordinator or Youth Support Worker complete an intake assessment and discuss student’s timetable. An enrolment form is given to the student for their parent/carer to fill out. Student is told of when their first class will be. 11. **Third intake** meeting **may** be arranged to complete a literacy and numeracy assessment. | **Evidence based teaching and learning**   * Assessment for/of/as learning   **Student empowerment and voice**   * Student driven learning   Maximise choice | The FLC Campus Coordinator and Youth Support Worker will complete the student’s enrolment and assess the student’s learning needs. |