**Policy Name** | **Enrolment Policy & Priorities**
---|---
**Related Policies and Legislation** | 
**Policy Category** | Education Program
**Relevant Audience** | Treetops Administration  
Treetops Staff  
Board of Governance
**Date of Issue / Last Revision** | 28 October 2013  
21 May 2015
**Date Set for Review** | October 2016
**Person/s Responsible for Review** | Treetops Administration

---

**Enrolment Policy and Priorities**

Treetops Montessori School is a small school with composite classes. Class sizes are limited and variable depending on the recommendations of the class teacher and specialist teachers who work in consultation with the class teacher. In order to create a successful learning environment at Treetops, it is essential that the school and family are compatible.

Treetops encourages families to begin their children’s education in the Playgroup at 18 months old and continue through Children’s House and Primary and on to the Middle School and Upper Secondary. This Policy has been set as a guide to help make the choice of sending a child to Treetops School as conscious as possible for the prospective parent or legal guardian and the school.

All applications will be processed in order of receipt and consideration will be given to applicant’s support for the ethos of the school, siblings who already attend the school and other criteria as determined by the school from time to time. Once enrolled, students and their families are expected to support the school’s ethos and comply with school rules to maintain the educational environment.
If an enrolment is not accepted, Treetops maintains the right not to enter into any discussion as to the reasons that the enrolment was not accepted.

In an effort to achieve this compatible result and to ensure equity for all applicants, Treetops have developed the following criteria for placing families on the waiting list:

1. Treetops’ prime criteria are the readiness of the child and the compatibility of the child and family with the Montessori and International Baccalaureate system, as it is implemented at Treetops. This is assessed through an enrolment process including completed application, interviews with the prospective family, orientation of the enrolling student in the prospective class to ascertain the student’s ability to work with self-discipline. This ability is also ascertained through school reports, recommendations and other documentation as requested by Treetops.
2. Families who have siblings who are being educated at primary or secondary levels at Treetops who have no outstanding fees.
3. Families who already have a child in the Children’s House and intend to send their children on to the primary and secondary levels of the school who have no outstanding fees.
4. Families committed to a Montessori education, whose child/ren have been educated at a Montessori school other than Treetops.
5. Families committed to an IB education, whose child/ren have been educated at an IB school other than Treetops.
6. Families who have shown commitment to Treetop’s education through Playgroup.
7. Receipt date of application for enrolment in chronological order of application taken from the date that the Application for Enrolment form was fully completed, signed and returned to the office along with requested supporting documentation and the Application Fee was received by Treetops.
8. Discretion of the interviewing panel.

Consideration for enrolment of all children is also informed by:

1. Gender balance in the relevant classrooms.
2. School’s duty of care to existing students.
3. The school’s ability to meet the needs of the individual child within the classroom context and the school environment.
4. Enrolment into the IB Diploma before Term 4 of Year 10 of the student. Treetops will rarely enrol a student after this time due to the IB Diploma’s exam dates and other requirements.

Probationary Trial Period
All enrolments are subject to review 6 weeks after the first official start date. If at or before this time parents/legal guardians and/or school decide that the child should be withdrawn, the family will be charged pro rata only for the 6 week period. No discussion will be entered into if the school decides that the child’s application for enrolment is unsuccessful.

Children with Special needs
In considering the application for a child with special needs the school will:

1. If the school considers that it may have to decline the enrolment, it will seek advice from the AISWA or another appropriate person.
2. Ask the parents to articulate the student’s special needs and what they expect from the school, including social, academic, sport and co-curricular areas.
3. Identify the student’s special needs. Request information and documentation from parents to assist the processing of the enrolment application. The parents will have numerous reports,
which could be of assistance. Of these, the following current reports would be particularly helpful:

- Previous school reports and current school achievements.
- Psychologist’s report documenting functional skills and IQ test results (although the functional information will be most useful in examining the implications for the student’s program, the IQ results are required for Commonwealth funding applications), if relevant.
- Speech pathologist’s report documenting receptive and expressive language skills and any recommendations for programs or technology in the classroom, if relevant.
- Occupational therapy reports documenting self-help skills and mobility, if relevant.
- Medical specialist reports, if relevant.
- Vision and hearing reports, if relevant.

4. Seek information on possible levels of Commonwealth funding based on the reports and access to other support services.
5. Seek advice from an external special education consultant on reports. This person should recommend if/where further information should be sought. It may also be important to invite the parents and their choice of relevant specialists (could include psychologists, therapists, educators, medical specialists etc.) the school to consider specific needs arising from the reports or other information.
6. Involve an external special education consultant to assist school to examine options for how the school could meet the student’s needs and the parent/legal guardian’s expectations; determine a preliminary view of the school’s position and possible options.
7. Discuss possible options with parent/legal guardians.
8. With all the information the school determines the enrolment decision.

Please note:
Enrolment and Consent Orders

- Arguments may arise about who should sign an enrolment form. Before a parent or legal guardian signs an enrolment form the school should enquire about the availability of any Family Court Orders and Parenting Plans in relation to the child.
- If the Court Order or Parenting Plan indicates which parent should or parents or legal guardian should make the decision about where the child goes to school, the enrolment form should be signed by that parent or parents or legal guardian.
- The school must not have the enrolment form signed solely by a parent or legal guardian who does not have the right to make the decision.
- Where there are no Court Orders or Parenting Plans the Family Court Act says that each of the parents of the child has parental responsibility. This means that either parent can independently of each other, make a decision about their child, including where the child should attend school.
Policy on Readiness to Enter Children’s House

Children should begin Children’s House by their fourth birthday so that they are able to spend at least two years in Children’s House in preparation for a Primary education at Treetops. In addition to the above criteria, children entering Children’s House must also meet the readiness criteria as listed below. Children should be:

1. Older than 3 years and 5 months.
2. Toilet trained and able to take themselves to the toilet.
3. Able to enter the classroom unaided by the parent/legal guardian (except in cases of physical disability).
4. Able to separate from the parent/legal guardian.
5. Reasonably independent.
6. Able to interact socially with other children in a group situation and individually.
7. Able to listen to instructions.
8. Able to follow and carry through an activity to completion to the best of their ability.
9. Able to attend 5 mornings.
10. Seen as ready by parent/legal guardian and teacher.

Children who are younger than 4 years old are not catered for in the afternoon program in the classroom.

If the enrolling student is younger than 3 years of age and applying for a place in the Children’s House in upcoming years, the process will be the same until the orientation. As children this age are too young to attend a full morning in Children’s House, a place may be offered at the time of Application. In these cases the successful orientation and probation clauses will still apply when the child first begins at the school.

Appeals process

If parents/legal guardians wish to appeal the School’s decision:

1. Parent/legal guardian puts concerns in writing to the Director of Admissions.
2. The Director of Admissions will forward the complaint to the Principal for review.
3. The Principal reviews the enrolment and responds to the parents in writing.
4. If the parent is still dissatisfied, the Principal takes the complaint to the Board. The Board may call for further information. In the event that the Board calls the applicant/Principal and/or teachers to appear before it in regards to the complaint.
5. The Board will hear formal presentations from the relevant party.
6. The Board may ask questions to clarify the information that has been presented to date.
7. No discussion will be entered into.
8. The Board will make a decision within 2 weeks. All parties will be advised in writing.

_Treetops Montessori School does not discriminate in its enrolment policies or procedures on the basis of gender, race, religion or disability._