

St Joseph's School, Clare

Enrolment Policy

Context Statement

Children are under compulsion to attend school between the ages of 6 & 15 years. It is current practice to enrol children to commence school following their fifth birthday.

Underlying Assumptions, Philosophy & Rationale

We at St Joseph's, Clare, acknowledge that:

- parents are the first and foremost educators of their children
- Catholic schools exist to work in partnership with families in the faith formation of their children
- no Catholic child from within the parish will be denied a Catholic education at St Joseph's School
- children from Catholic and non-Catholic backgrounds may be enrolled
- if one child is accepted (subject to interview) siblings are accepted
- children will spend varying lengths of time in Reception – either 4 or 6 terms.

Purposes / Aims

Through application of this policy, St Joseph's School aims to:

- consider each application for enrolment in the light of the established enrolment priorities as set out in Appendix 1.
- follow the enrolment procedure as set out in Appendix 2
- allow children the maximum length of time possible in the junior primary (R-2)

Guidelines- For Two Intakes

- The first intake (Term 1) includes children who turn 5 years old on or before 30 April. These children will complete 4 terms of Reception.
- The second intake (Term 3) includes children who turn 5 years old on or before 31 October. These children will complete 6 terms of Reception.
- Children who turn 5 after 31 October will commence Reception in Term 1 of the following year.

The second intake (Term 3) under the Two Intake Policy requires parents to seriously consider the following:

- Your child will not be accessing their full Pre-School services
- Your child will be required to complete a minimum of 6 terms of Reception
- Your child will be entering a classroom setting after only two (2) terms of Pre-School.

In making this decision, you may also consider this checklist:

- Is your child confident to start school?
- Has your child developed effective social skills enabling them to confidently interact with peers and teachers?
- Is your child confident to ask for assistance & ask questions as necessary?
- Can your child listen to and follow instructions?
- Can your child dress and toilet themselves?
- Can your child manage their lunchbox and belongings?
- Can your child cope with change in an emotionally secure manner?
- Has your child developed fine motor skills, including cutting with scissors and using a correct pencil grip?
- Will your child be able to cope with the rigors of 8.45am – 3.15pm, five days per week for ten weeks?

Please refer to Appendix 4 – "Is Your Child Prepared for School?"

Note: If you are unsure of the answers to these questions, we suggest you contact the staff at the Early Learning Centre your child attends.

The Principal will:

- maintain the enrolment application file(s) and regularly call for applications for enrolment via the school newsletter or the Parish bulletins
- follow the enrolment procedure (Appendix 2)
- at time of interview draw the attention of parents to the School's right to expel or suspend a child in conjunction with the Guidelines of the Catholic Education Office

The Parents will:

- supply completed application forms and accompanying support documents as requested.

Students will:

- be invited to attend school during transition visits as arranged by the school. (Appendix 3)

Bases of Discretion

- Enrolments are accepted at the discretion of the Principal. The executive of the School Board may be consulted.
- Children with special education needs are required to be screened by the Regional Special Education Consultant prior to acceptance.

Support Documents

SACCS document - Enrolment Policy
Catholic Schools Handbook

Developed by School Board

Due for Review 2022

Appendix 1-**Enrolment Priorities****Catholic Children**

- a) whose families are regular churchgoers
- b) whose families do not have practising commitment, but do have a positive attitude towards education in the faith and openness to their own faith development through the school
- Children who have not been baptised, but have Catholicity in their family background
- Siblings of students already at St Joseph's School

The following priorities apply if facilities at the school are available;

Non Catholic Children

- a) whose families identify with the philosophy of the school and demonstrate Christian commitment ie are active members within their denomination and are able to provide a reference to this effect from their minister
- b) whose families are not identified with any particular denomination but who desire a Christian education and willingly support the ethos of the Catholic School

Appendix 2 -**Enrolment Procedures:****New Families**

| APPLICANT | SCHOOL |
|---|--|
| Enquiries re enrolment | Forwards 'Application for Interview' Form |
| Returns Application for Interview Form | Letter acknowledging Application and informing that the application has been either: <ul style="list-style-type: none"> • filed until nearer commencement date or • invites family for interview or • rejects application |
| Attends interview arranged by the Principal | Letter informing family of the success or not, of their application Forward application for Enrolment form |

Continuing Families

| APPLICANT | SCHOOL |
|--|--|
| Enquiries re enrolment | Forwards an 'Application for Enrolment' form |
| Returns completed form with support documents | Letter acknowledging Application and informing that it has been filed until nearer the commencement time |
| Attends interview as arranged by the Principal | Forwards a letter informing the family of the success of their application or otherwise (in the case of Special Ed. Needs) |
| | Arranges transition visits for the successful applicant in the term prior to commencement. |

Appendix 3 -

Pre School Transition Process for St Joseph's, Clare

The following timetable is indicative of our structured transition program. It may change slightly for each intake.

| Term Prior to Transition | | |
|--------------------------|---|---|
| Weeks 8, 9, 10 | | St Joseph's School staff visit children and staff at Kindergarten Centres |
| Transition Term | | |
| Week 1 | 9am – 11am | Welcome visit. Parents are invited to stay and have morning tea with the Principal |
| Week 2 | 9am – 11am | Classroom experience |
| Week 3 | 9am – 11.25am | Experience a Recess play |
| Week 4 | 9am – 11.25am | Experience a Recess play |
| Week 5 | 8.45am-1.35pm | Experience a Recess and a Lunch play |
| Week 6 | No visits this week | |
| Week 7 | 8.45am – 3.15pm | A Day in the Life of a Reception Student |
| Week 8 | No visits this week. St Joseph's staff to meet with Kindergarten teachers. Parent Information Evening [Date & Time TBA] | |

Visits 1 – 5 will prepare your child for the "Whole Day" experience.



Is Your Child Prepared for School?

| Is your child able to ... | Yes | Sometimes | No | Don't Know |
|--|-----|-----------|----|------------|
| Foundation Skills | | | | |
| Manage toileting by themselves? | | | | |
| Cope with dressing and undressing by themselves? | | | | |
| Cope with mealtimes without adult help? | | | | |
| Say their name, age, address, birthday? | | | | |
| Behaviour | | | | |
| Do mostly what they are asked to do? | | | | |
| Contain frustration and temper? | | | | |
| Understand and keep to set rules or boundaries? | | | | |
| Social | | | | |
| Engage readily in play with other children? | | | | |
| Deal with change in routine? | | | | |
| Separate happily from parent or carer? | | | | |
| Control their emotions (e.g. not crying at slight problems)? | | | | |
| Attention/Concentration | | | | |
| Listen to and follow simple instructions given by teachers or other adults? | | | | |
| Finish a given activity lasting five to ten minutes? | | | | |
| Stay in a designated area, such as sitting on mat or seat for 5 to 10 minutes? | | | | |
| Spoken Language | | | | |
| Speak clearly so that they can be easily understood by others? | | | | |
| Understand simple sentences (e.g. put the cup on the table)? | | | | |
| Is your child able to ... | | | | |
| Produce a complete sentence of five or six words? | | | | |

| Reading | Yes | Sometimes | No | Don't Know |
|--|------------|------------------|-----------|-------------------|
| Listen to a story with interest and engagement | | | | |
| Talk about favourite stories and describe some of the characters and things that happen? | | | | |
| Hold a book the right way up and trace their finger from top left to bottom right as they pretend to read? | | | | |
| Join in repeated sounds in rhymes, jingles and songs? | | | | |
| Notice signs, symbols and words that they see in the environment? | | | | |
| Recognise the letters in their own name? | | | | |
| Recognise some of the letters of the alphabet? | | | | |
| Number | | | | |
| Understand relative size (e.g. bigger/smaller most/least)? | | | | |
| Recognise and label simple shapes? (e.g. circles, squares, triangles)? | | | | |
| Match objects (e.g. shapes, colours, pictures)? | | | | |
| Touch and count objects up to ten? | | | | |
| Writing | | | | |
| Draw, scribble, colour or write with pencils? | | | | |
| Use a tripod pencil grip? | | | | |
| Copy horizontal, vertical and diagonal lines, and circles? | | | | |
| Form some letters and numbers recognisably? | | | | |
| Write their first name legibly? | | | | |
| Cut around a simple shape or picture with scissors? | | | | |