



St Edmund's
COLLEGE

2024 ANNUAL REPORT

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ST EDMUND'S COLLEGE ANNUAL REPORT 2024

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 are situated on Darramurragal Country. 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 First Nations communities, in recognising Aboriginal people as the custodians of this land and ensuring that respect for First Nations culture 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 5/6 -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 'Midhope', 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 2024 St Edmund's College had an enrolment of 110 students. In 2024 there were 49.1 full time equivalent (FTE) members of staff – 22.0 FTE members of the teaching staff, 14.9 FTE Learning Support Assistants, Allied Health Speech & OT Pathologist FTE 3.2 and 9 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 2025 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 – VANESSA DILLON



In 2024 we were delighted by the completion of our College renovations, and celebrated this occasion with our Official Blessing and Opening ceremony at St Edmund's. What was equally significant about this day, was that it coincided with World Teacher's Day. All who work here at St Edmund's play an integral role in the social, emotional and learning development of our students.

What we do today, by caring for our students and providing for them a safe environment in which to flourish, is no different to the values imparted when St Edmund's first opened its doors, over 70 years ago.

Upholding the dignity of the student and providing them the excellence they deserved, extended to the purpose built facilities and resources that were incorporated into Midhope, when it was transformed into an educational and boarding setting. Any building evolution that occurred thereafter, was always to ensure the needs of the students were met.

And today we have evidence of where this evolution has come to. an incredible facility for our students that reminds them that they matter, and that they are valued, and that they deserve to access the same resources that any other student should receive in any educational setting. And yet, there's an additional aspect of St Edmund's, that no brilliant architect nor engineer nor project manager nor builder can design or manufacture or construct, and it has remained in place over the many decades...and that is the spirit of St Edmund's which is lived through our values - Faith, Community, Relationships and Joy.

People who enter our community, often comment on the 'feel' of the place: the warmth, the friendliness, the hospitality, the openness, the acceptance, the embrace.

It's a culture where the individual comes to be known, and in turn has the opportunity to thrive. Where one's truth is not a limitation, but a celebration of potential and promise. Where one's journey begins, and where it leads to is a culmination of many people providing courage, collaboration, care and compassion so that our students may actively engage in a fulfilling life of independence and meaning.

This year all of our students exhibited artwork at our First Eddie's Art Show. The curated works celebrated and communicated our students flair and creativity. One of these artworks was voted People's Choice, and it was by Matthew in Yr9 showing the transition of a sunflower from bud to bloom.



I like the symbolism of this artwork and how it defines what we aim to achieve here at St Edmund's - not just the aim that we have today, but also the aim that was there 73 years ago, and the aim I am sure will be in place for the next 73 years and beyond.

The sunflower has become a nationally accepted symbol for hidden disability, but never is it something that means hiding away the gifts that intellectual disability provides and promotes.

Our awesome students remind us every day of the God-given talents they possess which enhances and enriches our community. Where such talents and gifts need not be concealed, but revealed. Not kept in bud, but appreciated, and marvelled at, in full bloom.

In the same way that the sunflower follows the path of the sun, may St Edmund's always provide a source of light and life, that all our students deserve to receive, so as to grow and develop and follow the path where life is leading them – a life of hope, blessings and promise.

Blessings and kind regards,
Vanessa Dillon
PRINCIPAL

EREA FLEXIBLE SCHOOLS DIRECTOR AND CEO REPORT –



To the members of the St Edmund's community,

2024 has been another significant year in the journey of 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.

The year began with the implementation of new leadership structures across the entity, with a focus on embedding and strengthening fit-for-purpose governance and support for 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 2400 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 College, 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 2024 was a disruptive year navigating our challenging building program, 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.

The Advisory Board members were extremely proud of all involved in the building program as we watched our state-of-the-art education buildings coming to life with the smiles of students and teachers. These buildings will support our dedicated teaching staff to implement our innovative learning pedagogy to enhance our student's quality of learning and life experiences.

The Advisory Board is a group of volunteers who lend their expertise to support Vanessa Dillon 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 Vanessa and all the staff at St. Edmund's for their extraordinary efforts during the building period. We wish our community a safe and wonderful end to the year.

David Roffe
Advisory Board Chair



STUDENT DATA

YEAR GROUP COMPOSITION

Year 7	15
Year 8	14
Year 9	20
Year 10	20
Year 11	22
Year 12	19
Total	110

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	94
Year 8	91
Year 9	90
Year 10	90
Year 11	93
Year 12	93

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 2024
Year 7	14	15		1
Year 8	15	14	1	
Year 9	19	20		1
Year 10	21	20	1	
Year 11	22	22		
Year 12	20	19	1	
Total	111	110	3	2

Overall retention rate for students = 97%

TEACHING STAFF

WORKFORCE COMPOSITION

	Number	Full time equivalent
Teachers	25.0	22.0
Speech & OT Pathologist	4.0	3.2
Teacher's Aides	18.0	14.9
Administration	7.0	6.2
Marketing/Fundraising	1.0	1.0
Maintenance	2.0	1.8
Total	57.0	49.1

In 2024 the number of Aboriginal and/or Torres Strait Islander staff members was 1.

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.	20

TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

Accreditation Level	Number
Conditional	-
Provisional	-
Proficient Teacher	37
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 2024 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 2024, the College did not have any students that required the award of a Record of School Achievement.

Higher School Certificate

In 2024 all Year 12 students (20 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 2024, 100% of the Year 12 cohort participated in vocational training.

In 2024, 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

St Edmund's College provides a range of professional learning opportunities to support staff development. The Professional Learning Plan (PLP) outlines the structure for ongoing staff learning, delivered through weekly staff meetings and designated professional development days.

In 2024, St Edmund's College was accredited by NESA as a Registered Professional Learning Provider. Approval was also granted for the establishment of a Stage 3 cohort in 2025.

During the Term 1 Staff Development Day, all teaching staff participated in training on Positive Behaviour for Learning (PBL), focused on behaviour support practices for classroom implementation. Staff also participated in professional learning delivered by external providers, including Edmund Rice Education Australia, Sentral, Catholic Schools NSW (CSNSW), the Association of Independent Schools (AIS), and Macquarie University.

Additional professional development activities aligned with the school's strategic directions and operational requirements. These included training in Crisis Prevention and Intervention (CPI), First Aid, Communication and Comprehension Strategies, Vision Support, and the Nationally Consistent Collection of Data (NCCD) processes and moderation.

Professional associations for staff members include the following:

- Catholic Schools NSW (CSNSW)
- Association of Independent Schools (AIS)
- Australian Association of Specials Education (AASE)
- Council of Catholic School Parents (ACSP)
- Association of Catholic School Principals

COLLEGE STUDENT ENROLMENTS - RANGE OF DISABILITIES

Disability	Total
Cognitive - Substantial	43
Cognitive - Extensive	67
Physical - Substantial	
Physical - Extensive	
Sensory - Substantial	
Sensory - Extensive	
Social-Emotional - Substantive	
Social-Emotional - Extensive	
Total	110

Ages (at 1/7/23)	Girls	Boys	Total
12	3	3	6
13	5	7	12
14	9	14	23
15	4	11	15
16	12	10	22
17	8	15	23
18	3	5	8
19	1	-	1
Total	45	65	110



COLLEGE POLICIES

St Edmund's College undertakes a cyclical review of policies and procedures upon their designated review date or before due to a change in operations, legislation requirements etc. The policies and procedures reviewed and updated during 2024 included:

- Motor Vehicle [OB]
- Independent travel to and from college
- Buildings and facilities maintenance
- Driveway Parking and Pedestrian Plan of Management
- Unauthorised Persons and AVO
- Working Alone and After Hours
- Anti-bullying
- Discipline

Enrolment Policy- and Procedure

The Enrolment Policy was reviewed again in 2024, following the approval from NESAs to commence a stage 3 class in 2025. The review was 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.

COLLEGE POLICIES

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 Access

Staff have access to all policies and procedures on the staff portal and parents and carers have access to required and key policies and procedures on our website.



CATHOLIC IDENTITY

The culture of any community reflects its values in action, and here at St Edmund's College 2024 certainly demonstrated a resilient and hope-filled outlook.

During 2024 we opened new sections of the school following the lengthy building period. This allowed us to gather again in a large space for special celebrations and community interaction.

Fr Kelvin joined us for our opening Mass for the year, still situated in our lower corridor area, but excitement was still evident in the student's responses as we celebrated our new year in new buildings and with new hope for more to come.

At the end of Term 1 we did gather in our new hall for the first time to re-enact the Holy Week story. Our Year 12 students lead the liturgy with reverence and thoughtfulness.

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.

We continued to develop our formation and spirituality days for students in Years 7 – 10 in 2024. Each of these formation days continued to build on the theme of previous years. 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.

Our Year 11 and 12 students again enjoyed their retreat experience held at Mulgoa over three days and two nights. Here they reflected and worked on the topic "What would Eddie do?" They explored how Blessed Edmund Rice made all the important decisions in his life and the role that prayer and God played in this process, with thought given to all the important life decisions that these young people are soon needing to make in their lives.

Our College Sacramental Program was again provided for those students who are of Catholic faith background. During 2024 we were very blessed to be able to introduce two of our students to the Catholic faith through the sacrament of Baptism, celebrated with family and school friends at our local parish church, Holy Name Parish, Wahroonga.

In 2024 we also reinvigorated our SOJAD program with a new title and focus. The AIM Initiative (Advocacy, Immersion, Mission) offered students from other schools the opportunity to engage in an enriching and rewarding experience so as to:

- Advocate for the rights of people with an intellectual disability
- Immerse themselves within a community that is enriched by intellectual disability
- Be called to Mission to the marginalised and the disadvantaged, in an empathetic and respectful way.



ACTIONS UNDERTAKEN BY THE COLLEGE TO PROMOTE RESPECT AND RESPONSIBILITY

By nature and its identity as a school supporting the education of students who are learning to thrive in the world while living with various types of ability and disability, St Edmund's College has a core mission to enhance the wellbeing of all members of the College community.

As a school serving young people in the Edmund Rice tradition, the College draws on examples of leaders who liberate others through education, to make the lives of each individual, and those around them, better. Such inspirational examples include educators such as Jesus of Nazareth, Edmund Rice himself, Paolo Freire, and Miriam Rose Ungunmerr. The dignity and respect for each individual thus inspired as a key responsibility for staff, students and our community, is a core lived value by which St Edmund's stands.

In this context, student wellbeing, learning and safety are underpinned by Positive Behaviours for Learning (PBL) Frameworks. The concepts, processes and practices within this framework support students to develop respect and responsibility through an environment that promotes learning and growth, provides a welcoming and inclusive community environment, reinforces justice and solidarity in practice, and nurtures positive and caring relationships.

Wellbeing was supported within the College for 2024 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 that 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
- This year, all our students exhibited artwork at our First Eddie's Art Show. The curated works celebrated and communicated our students' flair and creativity. One of these artworks was voted People's Choice, and it was by Matthew in Yr9 showing the transition of a sunflower from bud to bloom.

POST SCHOOL DESTINATIONS

Leaving school is an exciting milestone for all young people. For our Eddie's graduates, this time can bring some unique challenges to both the students and their families. In 2024, St Edmund's supported this transition through parent information evenings, our first Post School and Disability Expo and Individual Transition Planning meetings. Upon leaving school, students have several pathways available to them and most graduates end up with a post-school schedule that consists of a variety of work-related training, educational and social activities.

We have several graduates undertaking work skills training with Omnia Inclusive, Nova Employment, Jigsaw, Avenue and Ability Options. Some students have chosen to continue their education with TAFE or Hornsby Kuring-gai Community College. Maintaining their friendships from school, and making new social connections is important to our graduate's well-being. Our 2024 graduates are enjoying social activities with service providers such as Up and Over, Equal Hearts, CM Care, Champions, Morhaven, Omnia and Avenue.

We have many creative graduates creating art pieces and performing with Studio Artes. It's always great to catch up with what some of our graduates from previous year are doing. We've been pleased to see students moving into employment, attending the Uni2Beyond program at the University of Sydney, completing certificates in hospitality at TAFE and setting up their own micro-enterprises.



PRIORITY AREAS FOR IMPROVEMENT AS SELECTED BY THE COLLEGE FOR ACHIEVEMENT IN 2024 AND WHAT WAS ACHIEVED

Liberating Education:

- **Engage teaching staff with new NESAs KLA curriculum requirements, and devise delivery of content in a relevant and innovative context.**

New curriculum for English and Maths implemented; innovation of delivery of content to include increased diversification of learning outcomes and groupings based on data informed assessment tools and strategies.

New St Edmund's Liberating Education learning statement written to define the shared pedagogical practice of teaching staff.

- **Diversify and increase capacity within the Liberate Team.**

Membership on the team reflective of all areas of the school who contribute to the teaching and learning of our students.

Gospel Spirituality:

- **Build awareness of our school and create interactions of integrity that fulfills the mission of Jesus.**

Introduction of the AIM Initiative and the attendance of this program by a number of high schools and also corporate groups.

Increased outreach opportunities involving our students eg The Dish, St Vincent de Paul

Inclusive Community:

- **Increase the reach of our school community within the broader community.**

In CAPA: First Eddie's Art Show; introduction of Enrichment Ensembles in the Creative and Practical Arts to perform at events within the community; collaborations with Galleries and Schools.

Establishment of Eddie's Angels to establish networks and partnerships with small businesses for post-school pathways and work experience opportunities for our students.

First onsite St Edmund's Disability Services Expo

Justice and Solidarity:

- **Engage meaningfully with our connection to Country**

Term 4 Staff Development Day focus on establishing our RAP.

Term 4 student and staff collaboration on Reconciliation Artwork with Wandana RAP Working Team established.

Financial Stewardship, Resourcing and Sustainability

- **Determine a strategy for ongoing and sustainable enrolments at the College.**

Successful registration with NESAs for new years of schooling approved for commencement of Stage 3 Class onsite for 2025.

Completion of master build and official school opening October 2024.

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.

Principal Vanessa Dillon described;

“At St Edmund's, we look to create an environment for our students where they can dream big, live their truth, be embraced and nurtured and celebrated for what makes them truly special. We ask of them to ‘Reach for the Stars’ and to realise their true potential. We see our students as the real and very present stars that define what makes Eddie's a place where community, faith, joy and relationships are lived. These real and very present stars align our core purpose and our core values. To us at Eddie's, they shine their light each and every moment throughout the school day, and they help us navigate the way towards a shared sense of belonging.”

Parents

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.

Con Kalantzis, Parent Group Leader described;

Serving as the Parent Group Leader has given me a profound appreciation for the collective strength, care, and resilience that defines our community. What stands out most to me this year is the unwavering spirit of collaboration that exists among our families, teachers, and staff.

Throughout the year we were fortunate to gather at events as a community to display the support and encouragement that parents can offer each other based on our shared experiences. It is through this acknowledgement that helps create an unspoken connection that strengthens the community spirit and provides strength, resolve and encouragement parents can provide each other.

Perhaps the most indicative of these events was the “Where Are They Now” meeting where we were fortunate to have some past families come in and present their families diverse experiences and support networks post school.

This year we were also able to hold a number of events that further enhanced our community spirit.

PARENT, STUDENT AND TEACHER SATISFACTION

Eddies Big Night In is always a great kick start to the year and serves as a warm welcome to new families at St Edmund's.

We had Ms Mulkeen and Ms Peacock present the SoSAFE program which led to a very healthy discussion.

Ms Anderson coordinated another successful Post School Evening which was supported by a separate presentation by Lisa Duffy, both of which provided vital information and guidance as parents navigate their post school options.

MyTime Wahroonga was also established as a peer support program for parents and carers. Parents and carers were able to express their creative flair at the French inspired Monet and Moscato social event that coincided with the Paris Olympics. Families were also treated to an Eddies first with our inaugural Art Exhibition that was extremely impressive.

Eddies Big Night Out was a roaring success and I was fortunate enough to meet my personal hero, former Olympian Steven Bradbury OAM. Ms North co-ordinated an informative session about our renewed whole-school literacy focus which was extremely helpful and provided new strategies on how we can support students at home.

We had an informative presentation from PW Lawyers discussing Special Disability Trusts where another healthy discussion ensued on this vital piece of planning for the future. Finally, Eddies Live at Abbotsleigh – The Journey 2024. What an amazing showcase of not only the talents of Years 10,11 and 12 but also the collaboration with the community that is Abbotsleigh staff and students. What an outstanding performance!

Perhaps the highlight of the events is the celebration of the teachers and entire staff at St Edmund's for World Teachers Day. We are blessed as a community to have such a wonderful school with state-of-the-art facilities in a serene setting yet it is the teachers and the staff who bring the learning environment to life and as parents, we are grateful for the unwavering dedication and hard work they provide.

I would like to thank all the class representatives who volunteered their time to keep our classes on track and assisted greatly in coordinating this and the other events through the year. With the official opening of the school held in November, this marks the end point of all the construction and that the school is complete and in full swing.

To all the students: we are incredibly proud of all you have accomplished this year. Keep reaching for your dreams, continue to support one another, and always remember how much you are capable of achieving.

To the teachers and staff: thank you for your unwavering dedication and hard work. You are the foundation of this school, and your impact on our children's lives is immeasurable. To the families: thank you for your partnership, your support, and your commitment to making this school year a success."

PARENT, STUDENT AND TEACHER SATISFACTION

We knew the answers to some of the trivia questions. They included general knowledge, music and matching names to faces.

This week we visited St Pius. We attended a liturgy, talked about the future, played soccer at recess and lunch and met the St Pius students and captains.”

Students from other schools regularly visited our College via the AIM program. Brigidine College wrote some beautiful Prayers of the Faithful.

“Dear Lord, We pray for St Edmund’s College.

That they. . .

Continue learning with an open heart and live a beautiful, happy life. I pray that they are always listened to and welcomed within the community.

Continue to radiate with positive energy and demonstrate love for learning and joyous support for one another.

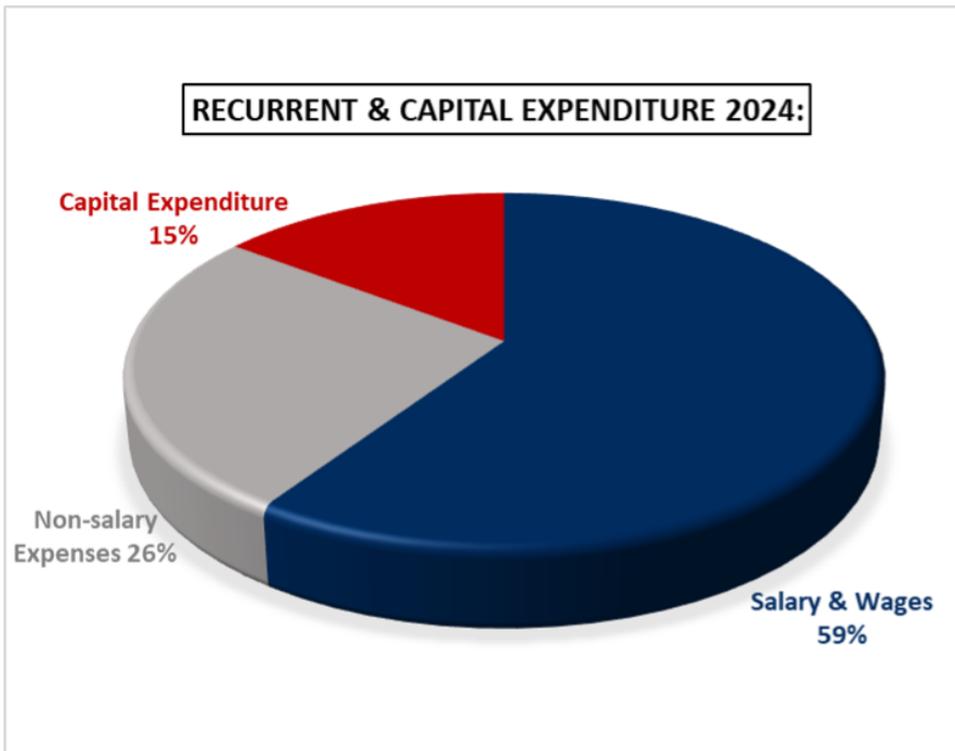
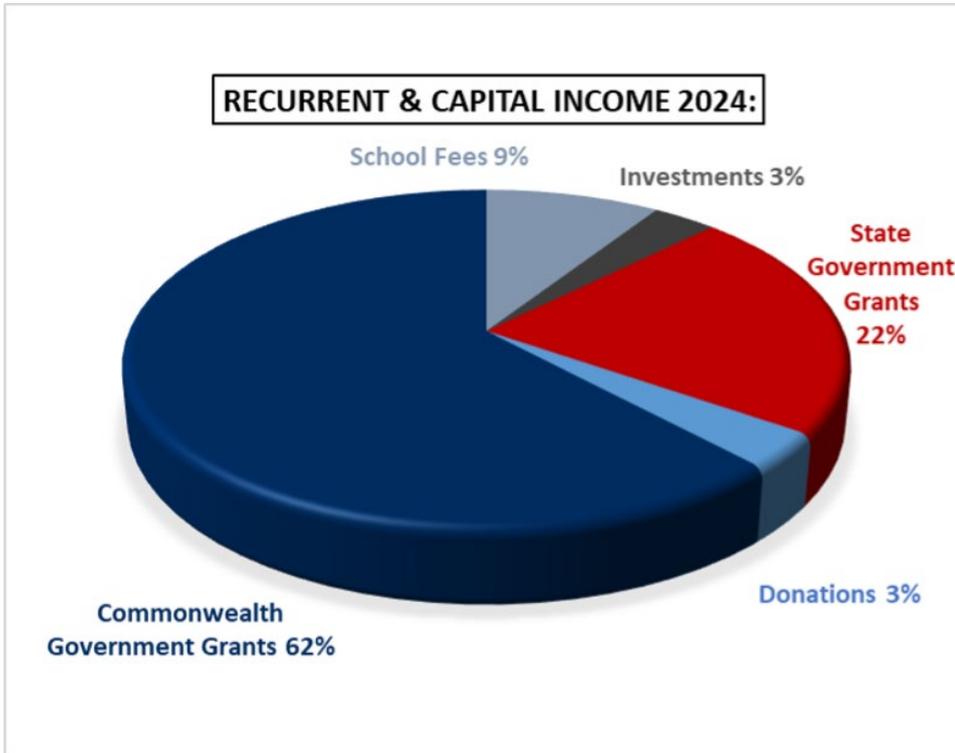
Receive as much kindness as they give others. We pray that all the staff and teachers are blessed for their patience and understanding.”

In discussing the impact of the building renovations on the St Edmund’s students, and the official St Edmund’s College Opening, Michael Farrell, Regional Director for Edmund Rice Education Australia Flexible Schools described; ‘When you walk through the building now, the width of the corridors, the amount of glass, the sunlight streaming in, it means that people aren’t on top of each other. They have their own space to be themselves, and to be themselves in an environment that cares for them and is nurturing.’



SUMMARY FINANCIAL INFORMATION

2024 School Year - Statement of Comprehensive Income & Expenditure



Total Income

In line with prior years, 84% of the College's income came from the Commonwealth and State Government. Tuition, investments and donations make 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. Fundraising events, including the successful Eddies Big Night Out, brought in 3% of income.

Due to the increased cost-of-living pressures in 2024 the fee waiver levels remained steady at 11% of the overall tuition income.

Recurrent Expenditure

The major recurrent expenditure was salaries and associated employment costs as the teacher to student ratio remained at 1:5. A new Enterprise Agreement came into effect at the beginning of 2024. It resulted in teachers receiving a 3.5% pay increase at the beginning of the year and non-teachers receiving a 4.5% increase.

Capital Expenditure

After three years, the College's major building works were completed during the year. The official school opening occurred in October 2024 and was celebrated by the Bishop, members of Parliament, the students and the broader school community. The College secured funding from the State Government to support the project. The final 10% tranche was received in early 2025. 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

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 St Edmund's College 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 applicable NESAs curriculum/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 curriculum for students:
 - a) In years 7- 12 the Life Skills program is based on the NSW syllabuses for the Australian curriculum (or equivalent if superseded).

- b) In Years 5 and 6 the NESA primary schools curriculum.
 - c) Based on the Charter for Catholic Schools in the Edmund Rice Tradition.
- 2.4 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.
- 2.5 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.

3 Aim and Key Principles

- 3.1 Through this policy, the College aims to:
- 3.1.1 Maintain an open and fair procedure for the enrolment of students seeking enrolment to the College.
 - 3.1.2 Ensure the procedure for enrolment to the College is fair, transparent and not unlawfully discriminatory.
 - 3.1.3 Maintain a College culture that is safe and promotes the development of Catholic faith and values.
 - 3.1.4 Promote a Catholic education framework and a learning environment where students are educated and nurtured as members of a Catholic community.
 - 3.1.5 Explain clearly to prospective parents/guardians (referred to as parents for convenience) the College's enrolment process (from enquiry to enrolment).
 - 3.1.6 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.
 - 3.1.7 Ensure the College maintains its core values.
 - 3.1.8 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.
 - 3.1.9 Comply with the requirements of the *Education Act 1990* (NSW) (as amended or replaced from time to time), and other relevant legislation.
 - 3.1.10 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.

3.2 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.

4 Entry Points

- 4.1 St Edmund'd College offers two entry points:
 - 4.1.1 Year 5/6 and year 7.
 - 4.1.2 Places of enrolment are offered at other levels if vacancies exist.
- 4.2 Parents may enquire for a place at the College for their child at any time from the child's birth but enrolment applications for Years 5/6 and Year 7 are only accepted up to 1 year prior.
- 4.3 In determining the school readiness of a child, the following are examples of factors that will be considered:
 - 4.3.1 Can the child embrace and benefit from St Edmund's Philosophy of Education (Clause 0)
 - 4.3.2 Separation: Is the child ready to separate from the parent for a day?
 - 4.3.3 Physical independence: Can the child manage their toileting, own clothes and belongings independently on a regular basis?
 - 4.3.4 Education: Has the child completed primary education in another mainstream or special education school/unit?
 - 4.3.5 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?
 - 4.3.6 Confidence: Is the child able to communicate when they require help and assistance?
 - 4.3.7 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.

5 Eligibility Criteria

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

6 Entry policy

- 6.1 The College offers a targeted Catholic educational program with an academic focus for students as per the following criteria:
 - 6.1.1 Years 5 and 6 – a diagnosis of Autism Spectrum Disorder (ASD) and/or mild to moderate intellectual disability
 - 6.1.2 Year 7 and beyond - mild to moderate intellectual disability

- 6.1.3 May also include sensory issues (e.g. hearing impaired and/or vision impaired) or
- 6.1.4 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.
- 6.2 EREA Flexible 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.
- 6.3 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.
- 6.4 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 of this policy.

7 Application Process

- 7.1 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.

- 7.2 An application for enrolment may be made by submitting a completed online application for enrolment form for:
 - (a) Years 5 and or 6
 - (b) Years 7 and beyond

- 7.3 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 completed within the last two years (e.g. WISC-V or Stanford-Binet)
 - (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, which confirms an ASD diagnosis (e.g. ADOS and ADI-R)
 - (3) occupational therapist or speech assessments completed within the past two years.
 - (4) a functional assessment within the last two years with recommendations for support requirements (e.g. ABAS-3 or Vineland-3)
 - (5) where applicable, any other relevant medical assessments (completed within the past two years)
 - (6) 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:
 - A certificate of baptism, if this applies.
 - 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.
- 7.4 Submitting the application for enrolment form and paying the enrolment application fee, does not guarantee a place at the College.
- 7.5 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.
- 7.6 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

- 7.7 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.
- 7.8 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.

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

8 Pre-enrolment Process

8.1 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).

8.2 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.

- 8.3 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.
- 8.4 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.
- 8.5 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).

9. Offer of Enrolment

- 9.1 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.
- 9.2 Any offer of enrolment made by the College will be made in writing.
- 9.3 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).
- 9.4 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.
- 9.5 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.
- 9.6 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.

10. Defer, Refuse or Vary an Offer of Enrolment

10.1 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.

10.1.1 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.

11. Appealing an enrolment decision

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

11.2.1 Parents may appeal and 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.

12 Orientation

12.2 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.

13 The College's commitment to inclusivity

13.2 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.

13.3 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.

13.4 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.

- 13.5 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.
- 13.6 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.
- 13.7 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 or others).
- 13.8 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).
- 13.9 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.

14 Register of Enrolments

- 14.2 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.

14.3 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.

Approval Authority	College Principal
Date of Next Review	September 2027
Implementation Date	September 2024
Version	01
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