YEAR 6-7 REFERENCE GUIDE

PROCEDURES FOR SECONDARY SCHOOL ENROLMENT

TRANSITION FROM YEAR 6, 2015 TO YEAR 7, 2016

INCLUDING A DETAILED STEP-BY-STEP GUIDE FOR USING THE ERN YEAR 6-7 TRACKING SHEET

Important: Please print out a colour copy of this booklet and also save an electronic copy to your computer for later use.
What's new this year?

In the Year 6-7 enrolment procedures

Please note that there have been no major changes to the Year 6-7 transition process. The booklet *Moving into Year 7 in a NSW government school in 2016* (also known as the Expression of Interest or EOI) has been updated to reflect current departmental style guides. There has been no significant change to content.

Translations

The expression of interest booklet *Moving into Year 7 in a government school* is available in translation in 35 community languages on the Department’s website. The translations are generic forms and do not have submission dates. The translations will be transitioned to the new EOI format this year.

While the EOI form must be completed in English, schools may wish to print translated booklets to assist parents/carers in better understanding the process. Please use these translations where appropriate and reassure parents/carers that the information is current.

Anaphylaxis changes: a timely reminder

*Allergy and Anaphylaxis Management within the Curriculum P-12 Procedures* have now been published on the NSW Public Schools website.

These procedures support the *Anaphylaxis Procedures for Schools* and are mandatory for all NSW government schools and preschools. They advise that *Schools must not use peanuts, tree nuts or any nut products in curriculum or extracurricular activities*. This does not include foods labelled as “may contain traces of nuts”.

Responsibilities for principals

Following advice from Legal Services in relation to anaphylaxis, asthma, diabetes and epilepsy, responsibilities for both primary and secondary principals include:

**Primary principals:**

- Providing information about a student’s learning and support needs (including information about their health conditions) to the secondary school
- Checking at the end of Term 3 that all students with learning and support needs, including health conditions, have been notified to the relevant secondary school
- Checking during and at the end of Term 4 that any newly diagnosed learning and support needs or health conditions, or changes to existing learning and support needs or health conditions, have been notified to the relevant secondary school.

**Secondary principals:**

- Referring information received from a primary principal about a student’s learning and support needs (including information about their health conditions) to the learning and support team
- Checking that all referrals and information received from primary principals about individual students’ learning and support needs, including health conditions, has been referred to the learning and support team
- Checking that any advice about incoming Year 7 students from primary principals in relation to (a) newly diagnosed learning and support needs or health conditions, or (b) changes to existing learning and support needs or health conditions, have been notified to learning and support team.

Quick links to important online support documents are on the last page in this guide.
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PROCEDURES FOR SECONDARY SCHOOL ENROLMENT – TRANSITION FROM YEAR 6, 2015 TO YEAR 7, 2016

This document provides policy and procedural information for principals, school staff and Directors, Public Schools NSW (hereafter referred to as ‘directors’) on the enrolment of Year 6 students into Year 7 at NSW government secondary schools.

- **Section 1** identifies the legislative policy context, general principles, processes and responsibilities which apply across the system.
- **Section 2** provides guidance on a number of secondary school enrolment circumstances where particular requirements may apply.
- **Section 3** provides a one page summary of the enrolment process showing key dates.
- **Section 4** provides a detailed action checklist for principals, teaching staff and school administrative and support staff, including detailed guidelines for using the ERN Year 6-7 tracking sheet.
- **Section 5** contains detailed notes about the procedures and sequence of actions to be carried out.
- **Section 6** contains two diagrams that help explain the Year 6-7 placement process, plus sample letters and proformas to be used by schools in implementing these procedures. These can be accessed either in this reference guide or online on the [DEC intranet](#).
- **Section 7** provides quick online links to important online support documents, including the current Year 6-7 enrolment documents and ERN Tracking Sheet Quick Reference Guides (help guides) for staff new to the ERN Year 6-7 tracking sheet process.

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**Important note re: Privacy and Confidentiality**

NSW Privacy and Health Privacy legislation places legal requirements on the collection, use and disclosure of information about individuals. This includes information collected about students.

It is important that information collected as part of the Year 6-7 expression of interest process and subsequent enrolment of students in Year 7 is treated confidentially and is only used for the educational and student welfare-related purposes for which it is collected. (There are some additional uses that are allowed for by the Department’s Privacy Code of Practice.)

If you need advice about a particular aspect of privacy within the school, please contact Legal Services on 02 9561 8538.
SECTION 1 – POLICY

LEGISLATIVE AND LEGAL CONTEXT

Public Education in New South Wales exists to provide high quality education for all students. The Education Act (1990) outlines, among other things, the objects of education and the legal requirements for compulsory schooling. In brief, the legislation provides that every eligible child has the right to enrol in his or her local government school, and that every parent of a school-aged student has a duty to ensure that their child attends school (Education Act, Sections 34 and 34a).

At the same time the Department has an obligation to ensure as far as is reasonably practicable the health and safety of students and staff. What is reasonably practicable will be determined by what is reasonably able to be done including:

- the likelihood of the hazard or risk concerned occurring, and
- the degree of harm that might result from the hazard or risk, and
- the availability of suitable ways to eliminate or minimise the risk.

This includes consideration of whether the student’s past behaviour or a learning and support need poses a current risk and also whether the student is at harm from, for example, a serious health condition such as asthma, diabetes, anaphylaxis or epilepsy.

In addition, attention is drawn to the Commonwealth Disability Discrimination Act (1992) and the Disability Standards for Education (2005) in order to ensure that enrolment policies and practices are transparent and non-discriminatory and students with disability are treated on the same basis as their peers without disability. This legislation sets out specific obligations to provide reasonable adjustments for students with disability where necessary to enable their access and equitable participation in all aspects of education, including enrolment.

Information is available at:

- Legal Issues Bulletin No. 43 Enrolment of students in government schools
- Legal Issues Bulletin No. 55 Transgender students in school – legal rights and responsibilities

GENERAL PRINCIPLES GOVERNING YEAR 6-7 ENROLMENT

- Parents/carers are entitled to seek enrolment of their child at the local secondary school that is designated for the intake area within which the child’s home is situated and which the child is eligible to attend.

- In addition to seeking enrolment at their local secondary school, Year 6 parents/carers are entitled to apply for placement of their children in up to three other secondary schools under the Department’s current Year 6-7 enrolment procedures.

- Parents/carers may seek to enrol their child in the secondary school of their choice but they should recognise that they have priority only in their designated local secondary school.

- Schools are required to establish an enrolment buffer to cater for anticipated future local enrolment demand, thereby seeking to ensure that every eligible local child has a place at his or her local school if he or she chooses to attend it.

- Schools are required to have a written policy which states the criteria upon which non-local enrolments will be accepted.

- The primary criteria for acceptance of non-local enrolments will include the availability of appropriate staff and permanent classroom accommodation.

Students seeking to enrol in a NSW public school should have an Application to Enrol in a NSW Government School completed on their behalf for consideration by the school principal.
IMPLEMENTATION OF POLICY IN RELATION TO YEAR 6-7 ENROLMENT PROCEDURES

Development of a school enrolment policy

Each principal, in consultation with your director and school community, is required to develop a written enrolment policy for their school which clearly states the criteria upon which non-local enrolments will be accepted.

Designated intake areas

The Education Act 1990 (Section 34) refers to designated intake areas for schools. Children are entitled to seek to be enrolled at the local secondary school that is designated for the intake area within which the child’s home is situated and which the child is eligible to attend. The boundaries of these designated intake areas are determined by the Department through a process involving consultation between Asset Management Business Systems, directors and principals. The establishment of designated intake areas for local secondary schools leads to the concept of designated local secondary schools.

Not all designated local secondary schools, however, have a static designated intake area. There are nine of these schools (Cheltenham Girls High School, Epping Boys High School, Northern Beaches Secondary College Mackellar Girls Campus, Northern Beaches Secondary College Balgowlah Boys Campus, Asquith Girls High School, Asquith Boys High School, Riverside Girls High School, Willoughby Girls High School and Parramatta High School) that have a limit on the number of enrolments they can accept and as a result, successful placement in these nine schools depends on a set of placement criteria determined by each school, with residential proximity being a key factor. In these nine schools the actual size of the intake area will vary each year depending on the number of applicants seeking placement and where these applicants actually live within the intake area. (For more information about these nine schools please see page 9 – ‘Placement in designated local secondary schools’.)

Determining designated intake areas

The School Intake Zone Enquiry tool (SIZE) was developed by Asset Management Business Systems to provide information to school staff regarding school intake zones and catchment boundaries. The tool can be accessed via the ‘My Applications’ button on the DEC insight staff portal. The tool uses the school catchment and site boundary maps held in the Department’s Asset Management System.

Some schools will not show an intake zone and catchment boundary. These schools include rural schools and schools in small towns, special schools and some selective and specialist secondary schools.

Enrolment ceilings

Each school is required to establish an enrolment ceiling based on available permanent accommodation. Demountables are not usually counted towards the enrolment ceiling unless replacement accommodation is under construction. No additional accommodation (permanent or demountable) will be provided to cater for increased enrolments that result from acceptance of non-local students.

Enrolment buffers

Within this enrolment ceiling schools are required to establish an enrolment buffer to accommodate local students arriving throughout the year. This buffer should be determined in consultation with your director, where appropriate. The size of the buffer should be based on both historical data, e.g. past enrolment trends and enrolment fluctuations, and on current knowledge of changes in the local area, e.g. the number of families moving into or out of the area, establishment of a new subdivision, changes in local employment opportunities. Places in the buffer are not to be offered to non-local students.

In secondary schools, the number of students exiting Intensive English Centres and the Intensive English High School should also be taken into account, where appropriate. It is also advisable to contact local Intensive English Centres and the Intensive English High School to discuss future potential enrolments.

School placement panels

In schools where demand for non-local places exceeds availability, the school should establish a school placement panel to (a) consider all non-local applicants against the school’s published placement criteria,
and (b) develop an ordered list of non-local applicants who satisfy the criteria. This list would then provide a basis for decisions about offering of places, placement on the school’s waiting list and declining of non-local applications.

The composition of the school placement panel is to be determined locally but should include at least one staff member (other than the principal) and one school community member nominated by the school’s P&C Association or parent body. The panel will be chaired by the principal who will have a casting vote if necessary.

The principal, in determining the placement criteria to be applied to non-local students, should consult with the school community and your director. The placement criteria must be consistent with the general principles governing enrolment stated on the previous page and should be readily available to any interested parent/carer.

The application of the placement criteria to individual students is the responsibility of the school placement panel. The recommendations made by the panel must be made within the context of the agreed enrolment ceiling and enrolment buffer kept for local students arriving later in the year.

In applying the placement criteria to individual non-local students, the panel should consider only that information provided with the Year 6-7 Expression of Interest (EOI) form and should not consider separate or additional oral submissions. However the panel may seek further information or clarification when required. The school placement panel should also make a record of its decisions and minutes of its meetings are to be made available to your director upon request.

Please note that should the principal be intending to take leave during the period in which the three Year 6-7 school placement panels may need to be convened then he/she should ensure that the relieving principal is in a position to take over the school placement panel(s) so that the timelines and deadlines required in this Year 6-7 process for Rounds 1, 2 and 3 are not affected.

### Placement criteria for non-local students

The criteria to be applied in determining the selection of non-local students must be documented and made available, in advance, to parents/carers who are interested in enrolling their children.

In addition to the availability of appropriate staff and permanent classroom accommodation, the placement criteria for any particular school could include factors such as:

- proximity or access to the school
- siblings already enrolled at the school
- access to single-sex education or to co-education
- disability or medical-related reasons
- safety and supervision of the student before and after school
- availability of subjects or combinations of subjects
- special interests and abilities
- compassionate circumstances or
- the structure and organisation of the school.

Please note that these possible criteria are not definitive nor are they listed in any priority order.

The principal will ensure that the agreed placement criteria for the school are applied equitably to all non-local students. Parents/carers are to be provided with an explanation of the decisions of the school placement panel in writing. The agreed placement criteria must be forwarded to your director prior to the school placement panel meeting to consider any non-local applications.

### Waiting lists

Waiting lists may be established for non-local students who meet the placement criteria but for whom a place is currently not available. Parents/carers should be advised in writing if their child is to be placed on a waiting list and of his/her position on this list. The size of the waiting list should reflect realistic expectations of potential vacancies. Waiting lists are current for one year.

Please note that the ERN Year 6-7 software does not include a ‘waiting list’ capability and as a result, any school placing students on a waiting list during Rounds 1, 2 or 3 should:

- create their own spreadsheet or manually draw up their own waiting list for this purpose
- comply with the ‘unsuccessful students’ requirements detailed for Rounds 1, 2 and 3 in the Section 4 checklist, pages 25, 28 and 30.

For detailed information on the process of making offers from waiting lists, please see Section 5, Step 12, page 51.
Appeals
Where a parent/carer wishes to appeal against the decision of the school placement panel, the appeal should be made in writing to the principal. The principal should seek to resolve the matter. If the matter is not resolved at the local level your director will consider the appeal and make a determination. Your director will consult with the relevant principals and school communities as necessary. The purpose of the appeal is to determine whether the stated criteria in the school policy have been applied fairly.

In the event that an appeal is upheld in relation to a student being declined placement at a school, this should be treated in ERN as if the student had been placed on the school’s waiting list but has now been accepted. Please refer to the detailed ERN information about making placement offers as described in Section 5, Step 12, page 51.

Responsibilities of the Principal
With regard to enrolment, the school principal is responsible for:
- developing a school enrolment policy for non-local students
- informing present and prospective members of the school community about the educational provision offered at the school
- managing the school’s enrolments within the resources provided to the school
- advising your director of enrolment and curriculum trends in the school
- maintaining accurate and complete enrolment data
- establishing an enrolment ceiling based on available permanent accommodation
- determining an enrolment buffer to cater for anticipated local demand during the year
- establishing a school placement panel for consideration of non-local expressions of interest
- documenting and promulgating to parents and the school community the criteria for placement of non-local students
- making decisions on non-local enrolments at the school level wherever possible
- implementing the Department’s policies on enhanced enrolment procedures, in the interest of improved risk management in schools
- primary principals: providing information about a student’s learning and support needs (including information about their health conditions) to the secondary school
- secondary principals: referring information received from a primary principal about a student’s learning and support needs (including information about their health conditions) to the learning and support team
- ensuring that the procedures outlined in this reference guide are followed and that the timelines and related ERN requirements are completed as required.

Responsibilities of the Director, Public Schools
With regard to enrolment, your director is responsible for:
- monitoring enrolment policies, procedures, numbers and ceilings at your school
- assisting principals in the implementation of the Department’s policies on enhanced enrolment procedures, in the interest of improved risk management in schools
- encouraging principals to comply with the various procedures, timelines and ERN requirements outlined in this document
- making determinations for out of area placements, in consultation with schools, which cannot be resolved at the school level
- monitoring schools’ designated intake areas in collaboration with principals, directors of adjacent networks (where appropriate) and Asset Management.

Role of local Public Schools NSW Network Office staff
The role of local Public Schools NSW Network Office staff in managing Year 6-7 enrolment enquiries and assisting parents/carers with Year 6-7 documentation is explained in some detail on page 37.
SECTION 2 – SPECIAL CIRCUMSTANCES

In addition to the general principles and policy requirements for student enrolment stated in Section 1, particular circumstances apply to some NSW government secondary schools and for some students.

PLACEMENT IN DESIGNATED LOCAL SECONDARY SCHOOLS

All government secondary schools in NSW, apart from fully selective high schools and various specialist high schools with separate selection procedures, have a designated intake area with a pre-defined boundary.

In nearly all instances the intake area of each designated local secondary school does not overlap or encroach upon the intake area of any other nearby designated local secondary school. As a result, students residing within a particular designated intake area only have one designated local secondary school and are entitled to seek to be enrolled at the secondary school that is designated for that area, provided that they are otherwise eligible to attend that school.

Under normal circumstances what this means is:
- A student residing within the designated intake area of a particular school would usually be able to enrol at this school, particularly if enrolling at the commencement of the school year.
- A student residing outside the designated intake area of a particular school would need to apply to that school as a non-local enrolment.

EXCEPTION: single sex schools in the northern Sydney area

There are eight single sex secondary schools in the state that have intake areas that lay entirely over the top of the intake areas of coeducational high schools located nearby. Therefore, these schools are exceptions to the rule that a student can have only one designated local secondary school.

The eight schools are Cheltenham Girls High School, Epping Boys High School, Northern Beaches Secondary College Mackellar Girls Campus, Northern Beaches Secondary College Balgowlah Boys Campus, Asquith Girls High School, Asquith Boys High School, Riverside Girls High School and Willoughby Girls High School.

What this means for students residing within the intake areas of these schools is that they have two designated local secondary schools – one will be the single-sex school, and the other will be one of the coeducational schools. Please note that due to a limit on the number of students that can be enrolled in each of these single-sex schools, eventual successful placement will depend on a set of criteria determined by each school, with proximity being a key factor. Each of these secondary schools has clearly specified processes for managing the placement process. In addition, a special ERN tracking sheet process has been developed for these schools to allow the placement of students at these and other nearby schools. Please contact the principal of each school for further details. (Please also see additional information on these schools in the section on designated intake areas – page 6.)

The School Intake Zone Enquiry (SIZE) tool shows both designated local secondary schools for Cheltenham Girls High School, Epping Boys High School, Asquith Girls High School, Asquith Boys High School, Riverside Girls High School and Willoughby Girls High School but not for Northern Beaches Secondary College Mackellar Girls Campus and Northern Beaches Secondary College Balgowlah Boys Campus.

EXCEPTION: Parramatta High School

In the case of Parramatta High School, the introduction of a partially-selective stream within the school forced the creation of (a) a ‘core area’ within their current intake area, in which all local students living in that core area will be assured a place at the school, and (b) four ‘co-designated areas’ where, in the event that local students living in any of these other four areas cannot be placed at Parramatta High School, they will be offered one of four nearby local secondary schools as an alternative designated local secondary school.

The school has clearly specified procedures for managing the placement process. In addition, a special ERN tracking sheet process has been developed to allow the placement of students at this and other nearby schools. Please contact the principal of this school for further details.

The SIZE tool does not show the alternative designated local secondary school for students in the four ‘co-designated areas’.
PLACEMENT IN NON-LOCAL SECONDARY SCHOOLS

Parents are entitled to apply for placement of their children in up to three other government secondary schools under the Department’s established Year 6-7 enrolment procedures. Year 6 students seeking non-local placement should indicate their preferences using Section C of the Expression of interest for placement in Year 7 in a NSW government school (EOI).

PLACEMENT IN SINGLE-SEX SECONDARY SCHOOLS

Government single-sex secondary schools usually have a designated intake area which does not overlap or encroach upon the intake area of any adjacent coeducational secondary school.

Under normal circumstances what this means is:

- a student residing within the designated intake area of a particular single-sex school would usually be able to enrol at that school, particularly if enrolling at the commencement of the school year
- a student residing outside the designated intake area of a particular single-sex school would need to apply to that school as a non-local enrolment
- a student residing within the designated intake area of a particular single-sex school, but who wishes to attend a co-educational secondary school, would need to apply to that co-educational school as a non-local enrolment.

PLACEMENT IN SPECIALIST SECONDARY SCHOOLS, INCLUDING MULTI-CAMPUS COLLEGES

Some secondary schools have a specialist emphasis, either in curriculum or in the nature of the students enrolled there.

Non-local placement at technology, languages, sports, creative arts, visual arts and performing arts high schools will depend on specific placement criteria determined and administered by each school. In some of these schools, e.g. in sports and performing arts high schools, the criteria for placement may include performance or audition.

Ideally specialist high schools with specific specialist placement criteria and performance or audition requirements should seek to complete their performance or audition processes before the start of Round 1 so that families can then complete their Expressions of Interest knowing in which priority to put their choice of schools. This will also allow the smooth processing of students on the ERN 6-7 tracking sheet by the specialist high school staff.

Placement procedures for multi-campus colleges have been developed to meet particular local circumstances. Consequently, students seeking a place in a multi-campus college should approach the college concerned to obtain a copy of its enrolment policy and procedures.

PLACEMENT IN ACADEMICALLY SELECTIVE SECONDARY SCHOOLS

Parents/carers may apply for students to be placed in Year 7 at one of a number of fully selective, partially selective or selective agricultural secondary schools. Application forms are due during Term 4 when the student is in Year 5. Parents/carers should apply online at www.schools.nsw.edu.au/shsplacement.

Applicants are required to sit for the Selective High School Placement Test which is held in March each year and administered by the High Performing Students Unit. A small number of vacancies may occur in Years 8-12 at selective secondary schools. These vacancies are filled according to procedures developed at each of the selective secondary schools.

Only citizens of Australia and New Zealand and permanent residents of Australia may enrol in selective secondary schools.

Details of placement procedures for selective secondary schools are available from the High Performing Students Unit (www.schools.nsw.edu.au/shsplacement), email ssu@det.nsw.edu.au, phone 1300 880 367 or fax 9266 8435.

Please note that students who accept a place at a selective secondary school will be issued with an Authority to Attend by the High Performing Students Unit. This is usually issued during late January, immediately prior to the commencement of Term 1 Year 7.
PLACEMENT IN THE CONSERVATORIUM HIGH SCHOOL

Parents/carers who wish to apply for students to be placed in Year 7 at the Conservatorium High School must complete an application form available from the high school. All applicants for Year 7 entry to the Conservatorium High School will be expected to take the Selective High School Placement Test and participate in auditions and a music workshop.

The Conservatorium High School usually enrolls only citizens of Australia and New Zealand and permanent residents of Australia but may enrol some international students from time to time.

STUDENTS WITH DISABILITY WHO HAVE ADDITIONAL LEARNING AND SUPPORT NEEDS

The learning and support needs of students with disability vary widely. Students with disability are enrolled in the full range of school types and they may seek enrolment in any of the schools outlined above.

The Commonwealth Disability Discrimination Act 1992 (DDA) and the Disability Standards for Education 2005 give students with disability the right to enrol in a school on the same basis as prospective students without disability. The legislation also requires reasonable adjustment to be provided for students with disability where necessary to enable their access and equitable participation. It is unlawful under the DDA to exclude students on the basis of disability.

The Department provides a range of programs and services to support students with disability and additional learning and support needs.

Every regular school receives an allocation of Learning and Support resources in their RAM (Low Level Adjustment for Disability). This allocation comprises a Learning and Support Teacher allocation and annual flexible funding. Schools use these resources to support students with additional learning and support needs and their classroom teachers, where and when needed according to local needs and priorities. Students do not require a formal disability diagnosis or confirmation in order to access support through these resources.

Enrolment options for a student with confirmed disability may include enrolment in a regular class with additional support through the Integration Funding Support Program, or placement in a specialist support class in a regular school, or a special school. Learning and Engagement personnel are available through local Educational Services teams to provide advice on enrolment options, placement procedures and eligibility criteria.

Primary school principals need to be confident that they know what enrolment option parents are seeking for their child so that the relevant secondary school enrolment procedures are followed. This means that schools need to work closely with parents early in the school year to discuss enrolment options in relation to their child’s secondary schooling.

Enrolment in a support class in a regular or special school and access to targeted support

Parents seeking to enrol their child in a support class in a regular or special school need to work with the primary school to complete an Access Request.

An Access Request is also required when parents seek specialist targeted provisions like itinerant hearing or vision support and/or support through the Integration Funding Support program.

All requests for specialist support provision, including requests for a place in a special class are processed by a panel. Parents/carers and receiving schools are advised of the panel’s recommendation.

Successful enrolment in a specialist support class is subject to the completion of an Application to Enrol in a NSW Government School and acceptance of this application by the school principal.

Transition planning

A considered planning process is important for successful transition of students with disability who require additional support. The transition planning process includes the sharing of information about the specific identified learning and support needs of the student, close liaison between the primary school and secondary school, the student and their parents/carers and other agencies where necessary to plan how their identified needs will be met.
A planned transition process assists the secondary school meet the obligations described in the Disability Discrimination Act 1992 and the Disability Standards for Education (2005). Schools should consider the student’s needs across the following five areas:

- curriculum
- access
- personal care needs
- on-going health care needs
- safety issues

Using this planning process, relevant staff from the secondary school can plan the way that they will meet the learning and support needs of the student, including any planned Year 6 to Year 7 transition activities. It is expected that students with disability participate in Year 6-7 orientation activities.

ENROLMENT OF NON-AUSTRALIAN CITIZENS

Non-Australian citizens entering Australia must hold appropriate current residency documentation and are subject to specific travel, entry and residency conditions set by the Department of Immigration and Border Protection.

Permanent and temporary residents must hold a current valid visa issued by the Department of Immigration and Border Protection, New Zealand citizens must hold a current New Zealand passport and Norfolk Islanders must hold appropriate current travel documentation verifying residential status.

(a) Temporary residents seeking placement in Year 7

In relation to temporary residents seeking placement in Year 7 (i.e. students who are not permanent residents or New Zealand citizens or Norfolk Island residents):

It is the responsibility of the primary principal to supply a copy of each Year 6 student’s current residency documentation (certified by the principal or delegated person within the school) and a copy of the most recent Temporary Residents Program Authority to Enrol document. This documentation should be attached to each student’s EOI before the EOI (original or copy) is sent to the secondary school prior to Round 1.

It is the responsibility of the secondary principal to identify all non-Australian citizens and note current residency documents when they are reviewing EOIs and subsequently considering Applications to Enrol.

Principals will need to sight original or certified copies of current residency documents for retention with student records. If a temporary resident student (i.e. not a permanent resident or New Zealand citizen or Norfolk Island resident) is going to be accepted for enrolment, the secondary school must notify the Temporary Residents Program in writing so that a Temporary Residents Program Authority to Enrol document can be issued to the secondary school.

The temporary resident student is not permitted to commence enrolment for any period of time unless an Authority to Enrol document has been issued to the secondary school by the Temporary Residents Program.

If there are any concerns or issues, secondary principals should contact the Temporary Residents Program by phone on 1300 300 229 or email tempvisa@det.nsw.edu.au before admission is finalised and an offer of place is issued to the parent/carer.

The proof of identity and enrolment of non-Australian citizen documents can be found on the intranet at:


They are also available on the internet at:


(b) International student visa holders

International student visa holders (visa subclass 571P) are full fee paying students and are not eligible to enrol directly into a NSW government school without an Authority to Enrol issued by the International Students Centre, DEC International. International full fee paying school students admitted to primary schools should be referred to the International Students Centre at the start of Term 4 of Year 6 to arrange their high school placement. If there are any concerns or issues, principals should contact the International Students Centre by phone on 9217 4801 or 1300 302 456, or fax 9212 6721 or email isc@det.nsw.edu.au
ENROLMENT IN INTENSIVE ENGLISH CENTRES OR THE INTENSIVE ENGLISH HIGH SCHOOL

Intensive English Centres and the Intensive English High School provide intensive English as a Second Language (ESL) tuition to newly arrived, high school aged students whose first language is not English.

The Intensive English Centres and Intensive English High School provide intensive English tuition, orientation, settlement and welfare programs to prepare students for transition into mainstream high schools in NSW.

To be eligible for placement in an Intensive English Centre or the Intensive English High School, a student must meet the following requirements. Students must:

- speak a language other than English as their first language and require intensive ESL instruction to enable them to participate in secondary education
- be newly arrived in Australia and applying for Intensive English Centre or Intensive English High School placement within 6 months of arrival
- be an Australian citizen, a permanent resident, a New Zealand citizen or a Norfolk Island permanent resident, an approved provisional visa holder or an approved temporary visa holder
- have the intention to continue their education in a government high school after completion of their Intensive English course.

In certain cases Year 6 students may transfer from a primary school to an Intensive English Centre or the Intensive English High School to prepare for entry to high school the following year. Schools seeking to arrange a possible transfer from Year 6 to an Intensive English Centre or the Intensive English High School should contact their local educational services team.

Newly arrived ESL students seeking to enrol at a primary school in Year 6 may be referred to an Intensive English Centre or the Intensive English High School for language assessment and possible enrolment. These Year 6 students must be at least 11 years of age on 31 July in the current year. Students who complete their course at an Intensive English Centre or the Intensive English High School then exit to a regular secondary school.


Please also refer to *English as a Second Language: Guidelines for Schools* for further information on Intensive English Centres and the Intensive English High School.
## SECTION 3 – SUMMARY OF KEY ACTIONS DURING 2015

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>DRAFT ACTION SCHEDULE FOR YEAR 6-7 ENROLMENT DURING 2015</strong> <strong>Summary only</strong> – please refer to the Year 6-7 Reference Guide to be issued in Term 1 2015 for full details of all steps. Key selective high school placement dates included in blue italics.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>T E R M 1</strong></td>
</tr>
<tr>
<td>3</td>
<td>12 Feb</td>
<td>All primary and secondary schools have appointed a Year 6-7 co-ordinator. All secondary schools have arranged Year 6-7 transition and school promotion activities with partner primary schools. All secondary schools have reviewed their school’s published criteria for placement of non-local students and made this information available to interested parents/carers.</td>
</tr>
<tr>
<td>4</td>
<td>20 Feb</td>
<td>Anticipated publication date for the Year 6-7 Reference Guide in SchoolBiz.</td>
</tr>
<tr>
<td>5</td>
<td>23 Feb</td>
<td>All schools have provided all relevant teaching staff and SASS with copies of the Year 6-7 Reference Guide (electronic copy plus full colour copy) and related enrolment materials.</td>
</tr>
<tr>
<td>6</td>
<td>6 Mar</td>
<td>All primary schools have checked/confirmed each Year 6 student’s permanent residential address and designated local high school in preparation for issue of the Moving into Year 7 in a government primary school (EOI) booklets. Each student’s name, SNR and designated local secondary school have been entered on page 9 of the booklet.</td>
</tr>
<tr>
<td>7</td>
<td>9 Mar</td>
<td>All primary schools have issued to parents/carers the Moving into Year 7 in a government primary school (EOI) booklet for placement in secondary school.</td>
</tr>
<tr>
<td>7</td>
<td>10 Mar</td>
<td>All secondary schools have contacted local non-government primary schools to provide them with a supply of Moving into Year 7 in a government primary school (EOI) booklets and related enrolment information (if required).</td>
</tr>
<tr>
<td>7</td>
<td>12 Mar</td>
<td>Selective High School Placement Test</td>
</tr>
<tr>
<td>8</td>
<td>20 Mar</td>
<td>All parents/carers have completed and returned EOIs to primary schools.</td>
</tr>
<tr>
<td>9</td>
<td>23 Mar</td>
<td>Entry of Year 6 EOI information into ERN has begun. Sending of EOI originals to designated local high schools (for local students only) and EOI copies to Choice 1 non-local schools (for students seeking non-local placement) has commenced as per Reference Guide.</td>
</tr>
<tr>
<td>10</td>
<td>2 Apr</td>
<td>Last day for primary schools to copy and forward EOI copies to Choice 1 non-local schools.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>T E R M 2</strong></td>
</tr>
<tr>
<td>1</td>
<td>23 April</td>
<td>All primary schools have completed entering all Year 6 EOI information into ERN. All necessary EOI originals and EOI copies have been sent to secondary schools.</td>
</tr>
<tr>
<td>2</td>
<td>27 April</td>
<td>All secondary schools have completed &quot;Quick registrations&quot; in ERN for any Year 6 non-government students seeking placement in Year 7.</td>
</tr>
<tr>
<td>5</td>
<td>22 May</td>
<td>Round 1 non-local placement process concludes. All secondary schools have finalised Round 1 non-local decisions and entered results in ERN. Risk assessment, development of learning and support plans including health care plans (if required) and enrolment of local students and successful Round 1 non-local students has commenced.</td>
</tr>
<tr>
<td>6</td>
<td>25 May</td>
<td>Round 1 unsuccessful EOIs have been forwarded to Choice 2 non-local schools (if relevant). All secondary schools have sent out the first ‘student information request’ to primary principals.</td>
</tr>
<tr>
<td>6</td>
<td>29 May</td>
<td>Primary schools have checked the results of Round 1 placement decisions in ERN and sent originals of EOIs to schools that have offered students a place.</td>
</tr>
<tr>
<td>7</td>
<td>1 Jun</td>
<td>Round 2 begins for students seeking placement in Choice 2 non-local schools.</td>
</tr>
<tr>
<td>8</td>
<td>12 Jun</td>
<td>Round 2 non-local placement process concludes. All secondary schools have finalised Round 2 non-local decisions and entered results in ERN.</td>
</tr>
<tr>
<td>9</td>
<td>15 Jun</td>
<td>Round 2 unsuccessful EOIs have been forwarded to Choice 3 non-local schools (if relevant).</td>
</tr>
<tr>
<td>9</td>
<td>19 Jun</td>
<td>Primary schools have checked the results of Round 2 placement decisions in ERN and sent originals of EOIs to schools that have offered students a place.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>T E R M 3</strong></td>
</tr>
<tr>
<td>1</td>
<td>13 Jul</td>
<td>Round 3 begins for students seeking placement in Choice 3 non-local schools.</td>
</tr>
<tr>
<td>1</td>
<td>17 Jul</td>
<td>Round 3 non-local placement process concludes. All secondary schools have finalised Round 3 non-local decisions and entered results in ERN.</td>
</tr>
<tr>
<td>2</td>
<td>24 Jul</td>
<td>Primary schools have checked the results of Round 3 placement decisions in ERN and sent originals of EOIs as indicated in Reference Guide.</td>
</tr>
<tr>
<td>4</td>
<td>7 Aug</td>
<td>All secondary schools have sent out the second ‘student information request’. Risk assessment, development of learning and support plans including health care plans (if required) and enrolment of local students and successful non-local applicants continues.</td>
</tr>
<tr>
<td>7</td>
<td>28 Aug</td>
<td>All secondary schools have sent out ‘confirmation of enrolment’ letters.</td>
</tr>
<tr>
<td>8</td>
<td>Sept</td>
<td>Selective high school placement appeals panels meet.</td>
</tr>
<tr>
<td>9</td>
<td>11 Sept</td>
<td>All secondary schools have checked/updated each Year 6 student’s enrolment status in ERN.</td>
</tr>
<tr>
<td>10</td>
<td>18 Sept</td>
<td>All primary schools have checked ERN and confirmed that all their Year 6 students are accounted for in terms of placement in a school for 2016. Secondary schools have been advised of students with learning and support needs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>T E R M 4</strong></td>
</tr>
<tr>
<td>1</td>
<td>Oct</td>
<td>Outcome of selective high schools appeals process advised to parents. Ongoing offers of placement in selective high schools.</td>
</tr>
<tr>
<td>9</td>
<td>3 Dec</td>
<td>Year 6 orientation day for all secondary schools.</td>
</tr>
<tr>
<td>10</td>
<td>11 Dec</td>
<td>Newly diagnosed or changed learning and support needs including health conditions have been notified to secondary schools. All primary schools are ready to send Year 6 record cards, etc to secondary schools.</td>
</tr>
</tbody>
</table>
Please note that it is essential that schools keep to the agreed timeline!
Please also refer to the information in Section 5 'Additional detailed notes' as required.
We apologise for the amount of detail in this checklist but it has been designed to assist school staff who are doing this process for the first time.
Please note that the detailed ERN instructions are provided in a teal (blue/green) colour. As a result we strongly recommend printing this checklist in full colour so that the ERN instructions can be easily identified.

Please note that for schools who do not wish to use the combined primary/secondary checklist below, there is a 'Primary Schools Only' checklist and a 'Secondary Schools Only' checklist also available. Please click on the links above or go to: [http://www.curriculumsupport.education.nsw.gov.au/middleyears/index.htm](http://www.curriculumsupport.education.nsw.gov.au/middleyears/index.htm)

<table>
<thead>
<tr>
<th>Due date</th>
<th>Action by</th>
<th>Action to be taken</th>
</tr>
</thead>
</table>
| No later than 13 Feb 2015 | Primary Principals | □ Confirm the appointment of one or more key people in the school to:  
- coordinate your Year 5 and Year 6 primary-secondary transition program with local high schools (if not already done)  
- handle enquiries about the Year 6-7 enrolment process during the year (if not already done).  
□ Contact local secondary schools to confirm your primary-secondary transition activities for the year. Also confirm any secondary school information sessions, visits, school promotion activities etc. planned for students and parents/carers during Term 1, prior to handing out your *Moving into Year 7 in a NSW government school* booklets at the start of Week 7. Also provide details about planned secondary school information sessions, visits, school promotion activities etc. to Year 5 families to inform their consideration of secondary schools. Commence Term 1 transition activities with local secondary schools (if not already begun).  
□ Ensure that a consultative planning process has already commenced for the placement of Year 6 students with disability (see page 11 for details).  |
| Secondary Principals   | □ Confirm the appointment of one or more key people in the school to:  
- coordinate your Year 5 and Year 6 primary-secondary transition program with local primary schools (if not already done)  
- handle enquiries about the Year 6-7 enrolment process during the year (if not already done).  
□ Review your school’s published criteria for acceptance/placement of non-local students and ensure that this information is readily available on the school’s website or otherwise widely accessible to all parents/carers interested in enrolling their child in your school.  
□ Contact partner primary schools to confirm your Year 5-6 primary-secondary transition program for the year. Also confirm your secondary school information sessions, visits, school promotion activities etc. for students and parents/carers during Term 1, prior to primary schools handing out the *Moving into Year 7 in a NSW government school* booklets at the start of Week 7. Commence Term 1 transition activities with partner primary schools (if not already begun).  |
| No later than 23 Feb 2015 | Primary Principals | □ It is anticipated that the 2015 *Year 6-7 Reference Guide* will be published in SchoolBiz by Friday 20 February. Please provide all teaching staff and school administrative and support staff involved in the Year 6-7 enrolment process with a full copy of this reference guide, both as a pdf file (so that the hyperlinks in the document can be accessed) and as a full-colour hard copy (so that the ERN tasks shown in a teal colour can be easily identified).  
□ For staff new to the process you may wish to take them through the  |
| No later than 6 March 2015 | Secondary Principals | It is anticipated that the 2015 Year 6-7 Reference Guide will be published in SchoolBiz by Friday 20 February. Please provide all teaching staff and school administrative and support staff involved in the Year 6-7 enrolment process with a full copy of this reference guide, both as a pdf file (so that the hyperlinks in the document can be accessed) and as a full-colour hard copy (so that the ERN tasks shown in a teal colour can be easily identified).

For staff new to the process you may wish to take them through the diagram on page 53 (Appendix 1) which provides a brief overview of the whole Year 6-7 placement process.

| No later than 9 March 2015 | Primary Principals | Work with secondary schools to provide information to Year 6 students, parents and carers about their public secondary school options and the Year 6-7 placement/enrolment process, prior to issuing the Moving into Year 7 booklets at the start of Week 7.

Check the status of all Year 6 non-Australian citizens (see page 12 for full details). For temporary visa holders you will need to prepare a certified copy of their current residency documentation and a copy of their most recent Temporary Residents Program Authority to Enrol for attachment to the EOIs that you send to secondary schools later in the term. For Year 6 international full fee-paying students please also see page 12.

Confirm the permanent residential address of all Year 6 students and identify each student’s designated local secondary school on the basis of this address.*

* Please note that, with very few exceptions, there is ONLY ONE designated local secondary school for any Year 6 student in the state, as determined by local secondary school enrolment boundary maps. The schools for which there are exceptions to this rule (ie eight single sex schools in northern Sydney and Parramatta High School) are listed on page 9 under ‘Placement in designated local secondary schools’.

The majority of students in the state will have EITHER a co-educational secondary school OR a single-sex secondary school as their designated local high school, but NOT BOTH.

Write in each student’s name, student registration number (SRN) and designated local secondary school on each EOI form (see page 9 of the Moving into Year 7 booklet), in preparation for issuing of these booklets to parents/carers at the start of Week 7.*

* Please note that space has been provided in Section B of the EOI 9 to place a printed label to indicate the designated local secondary school. In large primary schools, printing designated local secondary school labels will assist in the process of preparing the booklets for distribution to Year 6 families.

In a situation where any of your students are eligible to enrol as a local student in any of the following schools ONLY – Cheltenham Girls High School, Epping Boys, Asquith Girls High School, Asquith Boys High School, Riverside Girls High School, Willoughby Girls High School and Parramatta High School – there are special EOI procedures related to these enrolments. As a result, if the schools listed above have not provided this special information to you already, you should contact the relevant school(s) and obtain the necessary information so you can:

1. provide this information for parents/carers on the EOI
2. follow the special ERN instructions (which should also be supplied to you) when later you enter the student’s EOI preferences into ERN.

| No later than 9 March 2015 | Primary Principals | Issue the Moving into Year 7 in a NSW government school booklet to all parents/carers of Year 6 students.*

* Please note that this should also include parents/carers of Year 6 students in central schools and K-12 schools (just in case a parent/carer wishes to express interest in placement at another secondary school), but excludes Year 6 international full fee-paying students.
<table>
<thead>
<tr>
<th>No later than 20 March 2015</th>
<th>Parents/carers</th>
<th>All parents/carers have completed and returned their EOIs to their primary school.</th>
</tr>
</thead>
</table>
| From 23 March onwards      | Primary Principals | ☐ Entry of Year 6 EOI information into ERN begins (please see detailed checklist below of things that need to be done).  
☐ For students only seeking placement at their designated local high school, sending of *originals* of EOIs to these schools begins (please also see additional information below).  
☐ For students seeking placement at a *non-local* secondary school in Round 1, sending of *copies* of EOIs to Choice 1 non-local schools begins (please also see additional information below).*  
* Please note that by **Wednesday 1 April** (the second last day of Term 1) EOIs for students seeking *non-local* placement should have been entered in ERN, copied in full (including any attachments provided by the parent/carer) and the copy then sent to the Choice 1 non-local school. This means that these EOIs will arrive in secondary schools in time for the start of Round 1. |
| No later than 23 April 2015 | Primary Principals | **Please note that it is essential that all of the actions identified below in (a) Entering of student EOI information and (b) Forwarding of EOIs to secondary schools be completed before the start of Round 1!**  
(a) Entering of student EOI information  
☐ Allow school staff the necessary time to read this reference guide and the ERN training guides and familiarise themselves with the ERN tracking sheet process (see page 65 for links to all ERN training guides).  
☐ Check the student information and declaration signed by parents/carers on each EOI, including the residential address of the student to confirm that the designated local secondary school is correct.  
☐ If there are any discrepancies between what a parent/carer has declared on an EOI and what your own ERN enrolment records show about that student, please confirm this information if necessary and then update your own ERN enrolment data on this student.  
☐ Check any choices listed in Section C:  
  • If a parent/carer has listed a fully selective high school as one of their... |
choices, you should contact them and advise them that placement in
a fully selective high school required a separate application and the
closing date for this application was late last year. If necessary you
should advise the parent/carer to make another choice.

- If a parent/carer has listed a partially selective high school, you
  should contact the parent/carer to confirm that they are applying for
this school as a non-local school, not for the selective class in that
school.

- If the parent/carer is seeking placement in a specialist high school or
  a specific program within a school, you should contact them to ensure
they have completed any/all additional application requirements of
the school(s) listed.

- If the parent/carer has listed a support class placement, you should
  check to ensure that an Access Request has been submitted and
placement is being considered by the local placement panel.

- If the parent/carer is seeking placement in regular classes but wishes
to access support through the Integration, Funding Support program
you should remind them of the need to complete an Access Request
once the school destination is known. You will probably also need to
follow this up at a later date to see that this has happened.

- Please note that some schools, e.g. fully selective high schools, the
Hunter School of the Performing Arts and the Distance Education
High School, cannot be entered into ERN because they have
completely separate application and selection procedures to those
used by most schools. You should contact the parent/carer with this
information so they can make another choice if they wish.

☐ Please also locate a copy of the High Performing Students Unit Test
Centre Advice (emailed to primary schools at the start of March) so that
you can indicate a selective high school application on the tracking sheet
if the parent has forgotten to include this information in Section D of their
EOI.

☐ Please note that the Moving into Year 7 booklet has a primary school
checklist on the back page to keep track of what tasks have been
completed with each EOI that you are processing.

☐ ERN: Primary school staff who are going to enter Year 6 EOI information
into ERN will need ‘student administration’ rights in ERN. Please see
your Principal for this. If necessary, your Principal may refer to the ERN
Quick Reference Guide: Giving staff access to the ERN tracking sheet.

☐ ERN: Primary school staff who are not familiar with how to log into ERN
should read the ERN Quick Reference Guide: How to log into ERN.

☐ ERN: Once you are in ERN, the first thing you need to do is check that
you have one or more schools already set up as designated local high
schools.

The best way to check is for you to commence entering student EOI
information into ERN. When the first student EOI window comes up,
there should be a high school listed in the ‘Designated high school’ box.

If you don’t have any designated local high school(s) set up in ERN, it is
very important you do this before starting to enter student EOI
information. Please go to the ERN Quick Reference Guide: How to set up
multiple designated high schools.

☐ ERN: Now start entering the information from each Year 6 student’s fully
completed EOI. For help with this task please read the ERN Quick
Reference Guide: How to enter a student’s EOI into ERN.

Please note that you can enter this information by one of three methods:

- one student at a time – where you enter one student’s information
  and then click ‘save and exit’ to return to the main list of students.

- several students using ‘save and next’ – where you enter one
  student’s information and then click ‘save and next’ to automatically
  proceed to the next student (alphabetically) on the list. If this is not
  the next student you want, you can use the drop-down menu in the
top right corner to select the next student.

- bulk entry – where one group of students all have exactly the same
information and you can therefore enter all this information in one go for all these students.

Please do not enter any incomplete EOIs as this means you will have to go back later and complete them.

Please note that for central schools and K-12 schools only the EOIs of Year 6 students seeking placement at some other non-local secondary school need to be entered in ERN. The remainder of the Year 6 cohort will automatically roll over into Year 7 the following year without the need for any of the Year 6-7 documentation or work normally associated with students moving from primary school to secondary school.

ERN: As each Year 6 student’s EOI is entered into ERN, ERN will automatically prepare your online tracking sheet for you. This tracking sheet can be printed out, or saved if necessary as an Excel file.

**Essential reading!** To understand how the online tracking sheet works (and how to print it out or save it as an Excel file) please download and read the ERN Quick Reference Guide: *Understanding the primary school tracking sheet*.

ERN: It is essential that the data entered in ERN is accurate in every possible detail. Please double-check your ERN tracking sheet data against each of the original EOIs when you have finished entering everything. Perhaps the best way of doing this is to print out the tracking sheet and compare it with your EOIs.

ERN: If you make any corrections or changes to your online tracking sheet after the start of Round 1 it is essential that you notify all relevant secondary schools of this fact so that they can then take into account this revised information.

ERN: As Rounds 1, 2 and 3 occur during Term 2, you will be able to go back to your tracking sheet and find out which students have been offered or declined a place by each secondary school. This is explained in detail in the ERN Quick Reference Guide: *Understanding the primary school tracking sheet*.

ERN: For a summary of the changes that occur in ERN as a Year 6 student progresses through the processes of placement and enrolment in Year 7, please see the diagram on page 54 (Appendix 2).

ERN: Please don’t forget that if you are having ERN problems online, there is always the Tracking Sheet Online Help button (the question mark inside a circle) located in the top right corner of your tracking sheet screen.

(b) **Forwarding of EOIs to secondary schools**

1. **Students who have only applied for their designated local high school**

   For all temporary visa holders, please attach to the back of their EOI a certified copy of their current residency documentation and a copy of their most recent Temporary Residents Program Authority to Enrol (see page 12 for full details).

   Send the original of each student’s EOI to their designated local secondary school (including temporary visa information where appropriate).

2. **Students who have applied for one or more schools in Section C**

   * Please complete all the following tasks for these students no later than **Wednesday 1 April** so that all necessary non-local information is with secondary schools by the start of Round 1.

   For all temporary visa holders, please attach to the back of their EOI a certified copy of their current residency documentation and a copy of their most recent Temporary Residents Program Authority to Enrol (see page 12 for full details).

   If appropriate, add comments in Section C of the EOI for students seeking non-local placement. Please be aware that these comments may be accessed by the applicant.

   Send a copy (preferably by email or fax) of each EOI to the secondary
school identified as ‘Choice 1’ on each form (include temporary visa information where appropriate). Please note that every single page of the EOI that has parent/carer writing on it, plus any additional pages provided by the parent/carer in support of their request for non-local placement, should be copied and sent to the Choice 1 school, as per parent/carer legal entitlements. Retain originals of EOIs until the results of placement are known.

3. Students who have applied for selective high schools

☐ For students who have indicated in Section B of the EOI that they will attend their local secondary school if unsuccessful in their application to attend a selective high school, send a copy of the EOI (with temporary visa information if appropriate) to the local secondary school for their information. Retain the original of the EOI until the result of their selective high school application is known.

☐ For students who have also applied for one or more schools in Section C of the EOI, complete Section C comments (if appropriate) and then send a full and complete copy of their EOI (with temporary visa information and additional pages from parents/carers if appropriate) to their ‘Choice 1’ school. Retain the original of the EOI until the result of their selective high school application is known.*

* Please complete this task for these students no later than Thursday 23 April so that all necessary non-local information is with secondary schools by the start of Round 1.

☐ For students who have indicated in Section E of the EOI that they will not enrol in a public high school should they not be successful in their application for a selective high school, retain the original of the EOI until the result of their selective application is known.

4. Students with placement not required in a public high school

☐ For students who have indicated in Section E of the EOI that they will not require placement in Year 7 at a NSW government secondary school, file the original of the EOI in the student’s school records.

Please note that it is essential that all the actions outlined above, i.e. both (a) Entering of EOI information and (b) Forwarding of EOIs to secondary schools, be completed before the start of Round 1!

(c) EOI troubleshooting

Please see Section 5, Step 6 (pages 41-47) for answers to the following situations:

- Students in central schools and K-12 schools.
- Students in SSPs and primary school support classes.
- Students repeating Year 6.
- Parents/carers who do not return an EOI (including EOIs for students going to a non-government or interstate school).
- Parents/carers who submit an EOI with a mix of government and non-government (or interstate) schools on their list.
- Students who change schools before the start of Round 1.
- Students who change schools after the start of Round 1.
- Parents/carers who wish to change their choice of schools before the start of Round 1.
- Parents/carers who wish to change their choice of schools after the start of Round 1.
- Parents/carers who have not been successful in gaining a non-local place for their child during Rounds 1, 2 and 3 but now wish to change their EOI to list additional non-local schools.
- Parents/carers who hand in the EOI after the requested deadline but before the start of Round 1.
- Parents/carers who hand in the EOI after the start of Round 1.
- Parents/carers who submit an EOI but then advise the primary school that their child will now attend a non-government, interstate or overseas school.
- Parents/carers who advise the primary school that their child has failed to gain a place at a non-government school and they now want to enrol at a public secondary school.
- Students who are on a waiting list at Secondary School A, who now accept an offer of placement at that school, but who are already being processed for enrolment at Secondary School B, which was a lower preference school.

<table>
<thead>
<tr>
<th>Secondary Principals</th>
<th>Please note that with the exception of ‘quick registrations’ for non-government students, secondary schools must not commence any Year 6-7 work in ERN before the start of Round 1.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Allow school staff the necessary time to read this reference guide and the ERN training guides and familiarise themselves with the ERN tracking sheet process (see page 65 for links to the ERN training guides).</td>
</tr>
<tr>
<td></td>
<td>□ ERN: Secondary school staff who are going to access ERN will need student administration rights in ERN. Please see your Principal for this. If necessary, your Principal may wish to refer to the ERN Quick Reference Guide: Giving staff access to the ERN tracking sheet</td>
</tr>
<tr>
<td></td>
<td>□ ERN: Secondary school staff who are not familiar with ERN will need to read the ERN Quick Reference Guide: How to log into ERN.</td>
</tr>
<tr>
<td></td>
<td>□ ERN: For all non-government students (both local and non-local) who submit an EOI for placement at your school, it is important that a ‘Quick Registration’ be done in ERN, preferably before Round 1 commences.*</td>
</tr>
<tr>
<td></td>
<td>* Please note that students with ‘Quick Registrations’ will appear in the ‘Walk Ups’ (Walk up Registrations) column of your tracking sheet.</td>
</tr>
<tr>
<td></td>
<td>For advice on how to complete a ‘Quick Registration’ please read the ERN Quick Reference Guide: How to enter a Quick Registration. Please also take care to mark this student as a non-government student in their ‘Student Details’.</td>
</tr>
<tr>
<td></td>
<td>□ ERN: Please note that secondary schools must not do any ‘Quick Registrations’ on Year 6 government students before the end of Round 1, because this locks primary schools out of their tracking sheets.</td>
</tr>
<tr>
<td></td>
<td>If you are a specialist high school with specific requirements for auditioning or assessment of students prior to acceptance, then you will need to maintain a separate spreadsheet of successful applicants until Round 1 concludes.</td>
</tr>
<tr>
<td></td>
<td>Only after Round 1 has finished are secondary schools allowed to do ‘Quick registrations’ in ERN for special curriculum classes etc.</td>
</tr>
<tr>
<td></td>
<td>□ ERN: Secondary schools can view their online tracking sheet in ERN prior to the commencement of Round 1.</td>
</tr>
<tr>
<td></td>
<td>□ ERN Essential reading! To gain a better understanding of how the high school tracking sheet works it is really important that you read the ERN Quick Reference Guide: Understanding the high school tracking sheet</td>
</tr>
<tr>
<td></td>
<td>□ ERN: For a summary of the changes that occur in ERN as a Year 6 student progresses through the processes of placement and enrolment in Year 7, please see the diagram on page 54 (Appendix 2).</td>
</tr>
<tr>
<td></td>
<td>□ ERN: Please note that the tracking sheet can be printed out or saved as an Excel file. Once saved, you can then add extra columns as required. For advice on how to print out or save the tracking sheet, please read Understanding the high school tracking sheet.</td>
</tr>
<tr>
<td></td>
<td>□ ERN: Please remember if you are having ERN problems, there is the Tracking Sheet Online Help button (the question mark inside a circle) located in the top right corner of your tracking sheet screen.</td>
</tr>
</tbody>
</table>

| 27 April 2015 | Secondary Principals | Round 1 begins for students seeking placement in their designated local high school or Choice 1 non-local school. |
Finalise your school enrolment ceiling and buffers with your director.

**Round 1: Local students**

*Please note that it is essential that all of the actions identified below be completed by the due date!*

These actions apply to all secondary schools, and to central schools and K-12 schools that receive enrolments into Year 7 from other schools.

- **ERN:** Identify all Year 6 local students from government schools who are seeking local placement at your school. They will be those students on your tracking sheet who have your school in bold as the ‘Designated HS’ and no other high schools entered on the tracking sheet. When you put your cursor over the name of your school they will also show up as having an enrolment status of “Registered (interested).”
  
  * Please note that if any of these students have [SC] next to their name on the tracking sheet they are students who are currently in a primary school support class. If you have support classes in your school, you will need to contact the primary school to determine whether the student also has an Access Request submitted for placement in your support classes, or whether they are intending to enrol in regular classes, in which case they may also need an Access Request. If you don’t have support classes, then the student may need an Access Request for support in your regular classes.

  *Please note that if a student has [VA] next to their name on the tracking sheet you should process this student as if an EOI form has been submitted, even though you may never receive an EOI from the primary school. [VA] means ‘Verbal advice only – no EOI form available’. This means that the primary school has been unable to get an EOI but they do have other information that confirms the enrolment intentions of the parent/carer. For more information on the [VA] symbol please see the [VA] instructions given to primary schools in Section 5, Steps 6.4 and 6.13.*

- **ERN:** Now identify all Year 6 local students from government schools who intend to enrol in non-government, interstate or overseas schools. They will be those students who, despite having your school in bold as the ‘Designated HS’, will also have ‘NO’ to the left of their name.

  Please delete these students from your list of local enrolments by going into ERN and changing their enrolment status to “Withdrawn (by school)” using the ‘Bulk Change Status’ button or individual ‘Change Status’ icons on the tracking sheet. If you do not withdraw them, they will remain on your tracking sheet (and show up on state office monitoring reports) as not yet having been processed by you.

  If you find that you need to enrol these students later on, simply do a ‘Quick Registration’ to get them back on your tracking sheet. If necessary, see the ERN Quick Reference Guide: [How to enter a Quick Registration](#).

- **ERN:** Now identify all Year 6 local students from non-government schools who are seeking local placement at your school. Usually you will have received their EOI directly from their parents/carers. If not already done, you will need to do a ‘Quick Registration’ in ERN to enter them on the system. If necessary, see the ERN Quick Reference Guide: [How to enter a Quick Registration](#).

  * Please note that students with ‘Quick Registrations’ will appear in the ‘Walk Ups’ (Walk up Registrations) column of your tracking sheet.

  * You may also need to identify any of these students who may be seeking support class placement, or placement in regular classes with integration funding support.

- **Notify parents/carers** of all local students seeking local placement. Send out EITHER Sample Letter 1A (if you are going to use the ERN ‘ghosted’ application to enrol – see page 59) OR Sample Letter 1B (if you are going to use a blank application to enrol – see page 60), plus the appropriate Application to Enrol in a NSW Government School (see pages 47 and 49 for links to translations of these three documents).
Please note that all local students seeking local placement should be included in this mailout. This includes students with selective high school applications currently in the pipeline.

**ERN:** If you need help in how to print out several ghosted enrolment forms at one time please click [here](#).

☐ **ERN:** As soon as you have sent the letter and Application to Enrol, it is essential to change each student’s status in ERN from “Registered (interested)” to “Registered (offered)” For students in the ‘Designated HS’ column use the individual ‘Change Status’ icons or ‘Bulk Change Status’ button on the tracking sheet. For students in the ‘Walk Ups’ column you will need to use the ‘change status’ button in the ‘Registration Offers’ tab – please see the ERN Quick Reference Guide: *How to change a student’s status to Registered (offered).*

☐ **Complete Table 1 in Student Information Request No. 1 (page 55)** for each government primary school. Fax or email these out to primary principals, seeking urgent notification of any learning and support needs (including health conditions), or ‘special circumstances’ or ‘student history relevant to risk assessment’ (as outlined in the current Application to Enrol in a NSW Government School).

☐ **Contact non-government primary principals regarding distribution of the of Student Information Request No. 1** to them as well. (For further information about this please see Section 7.4, page 49.)

*Please note that it is essential that all of the actions identified above be completed by the due date! The actions identified below can then be completed over the following months.*

### Subsequent action following receipt of local Application to Enrol

☐ **ERN:** As each Application to Enrol is received back by the school, enter any changes or missing details into ERN.*

* Please note: When entering changes to existing data, if there is a change of parent/carer or a change to parent/carer information, contact details or emergency contact numbers indicated in the Application to Enrol, it is essential that you contact the primary school and advise them of this fact, as they may not have been told this information by the family.

☐ **Identify all students who are non-Australian citizens.** Please see page 12 for the special requirements relating to these students as they enrol in secondary school.

☐ **Review information provided by parents/carers on the Application to Enrol, plus any other available information including Student Information Request No. 1.** Make contact with primary principals for students where learning and support needs (including health conditions), special circumstances or a student's previous history has been identified. Obtain all necessary information. Commence risk assessments and the development of learning and support plans (including health care plans) as required. Liaise with your director about any students of concern.

☐ **ERN:** By entering the risk assessment details for each student in the ERN Application to Enrol - Office Use screen, the system will automatically determine if a student is “Applied to enrol (incomplete)”, i.e., some information is still missing on the Application to Enrol, or “Applied to enrol (validated)”, i.e. all information has been received but the principal is still to do the risk assessment, or “Applied to enrol (risk assessed)”, i.e. the principal has completed the risk assessment and has approved enrolment.

As each student becomes “Applied to enrol (risk assessed)” the system will automatically place them on the enrolment register for next year and send them to OASIS as a pre-enrolment. They will also show up in green text on your tracking sheet. Please do not move students to “Risk Assessed” in ERN without having your Principal actually sign off on the risk assessment!

☐ **For all those students now identified as “Applied to enrol (risk assessed)”, start sending out Sample Letter 2** (see page 61 – and for translations see page 49).
For students who are not going to be accepted immediately, you may wish to send out *Sample Letter 4* (see page 63 – and for translations see page 49).

Commence the development of all necessary learning and support plans (including individual health care plans) and behaviour management plans, strategies and safeguards aimed, where possible, at allowing the finalisation of enrolment and attendance at school of those local students identified as having a history of violence or other special needs. If risk assessment or learning and support assessment identifies continuing concerns, liaise closely with your director.

**Round 1: Non-local students**

*Please note that it is essential that all of the actions identified below be completed by the due date!*

These actions apply to all secondary schools, and to central schools and K-12 schools that receive enrolments into Year 7 from other schools.

- ERN: Identify all Year 6 non-local students from *NSW government schools* seeking placement at your school in Round 1. They will be those students on your tracking sheet who have your school in bold black text as ‘School 1’. When you put your cursor over the name of your school these students will show up as having an enrolment status of "Registered (interested)."

  - Please note that if any of these students have [SC] next to their name on the tracking sheet they are students who are currently in a primary school support class. If you do have support classes in your school, you will need to contact the primary school to determine whether the student also has an Access Request submitted for placement in your support classes, or whether they are intending to enrol in regular classes, in which case they may also need an Access Request if they are successful in gaining placement. If you don’t have support classes, then if they are successful in gaining placement, the student may need an Access Request to provide integration support in your regular classes.

  - Please note that if a non-local student has [VA] next to their name on the tracking sheet (i.e. ‘Verbal advice only – no EOI form available’) you should NOT process this student as a non-local applicant. This is because the school placement panel requires the information provided in Section C of the EOI to rate the student against the school’s non-local enrolment criteria and make its decision as to whether or not the student will be offered a place. For more information on the [VA] symbol please see the *VA* instructions given to primary schools in Section 5, Steps 6.4 and 6.13.

- By now you should also have a full and complete copy of each student’s EOI from the primary school, including Section C where the parents/carers have indicated their reasons for requesting placement at your school. These EOIs will be needed by the school placement panel so that it can make its placement decisions. If any EOIs are missing please contact the primary school(s) concerned and ask that they are sent to you as a matter of urgency.

- ERN: Now identify all Year 6 non-local students from *non-government and interstate schools* seeking placement at your school in Round 1. Usually you will have received their EOI directly from their parents/carers. If not already done, you will need to do a ‘Quick Registration’ in ERN to enter them on the system. If necessary, see the ERN Quick Reference Guide: *How to enter a Quick Registration.*

  - Please note that students with ‘Quick Registrations’ will appear as *‘Verbal advice only’* in the ‘Walk Ups’ column of your tracking sheet.

- You will also need the EOIs of these non-government and interstate students for the school placement panel to consider the Section C information.

- Convene your school placement panel. Consider Round 1 non-local students on the basis of the school’s published placement criteria. (For more information on school placement panels please see pages 6-7.)
1. **Successful students**

- Notify parents/carers of successful non-local students. Send out EITHER Sample Letter 1A (if you are going to use the ERN ‘ghosted’ application to enrol – see page 59) OR Sample Letter 1B (if you are going to use a blank application to enrol – see page 60) plus the appropriate Application to Enrol in a NSW Government School (for translations of all three documents see pages 47 and 49).

Please note that all successful non-local students identified by the school placement panel should be included in this mailout. This includes students with selective high school applications currently in the pipeline, despite the results of these applications not yet being known.

**ERN:** If you need help in how to print out several ghosted enrolment forms at one time please click here.

- ERN: As soon as you have sent the letter and Application to Enrol, it is essential to change each student’s status in ERN from “Registered (interested)” to “Registered (offered)”. For students in the ‘School 1’ column use the individual ‘Change Status’ icons or the ‘Bulk Change Status’ button on the tracking sheet. For students in the ‘Walk Ups’ column you will need to use the ‘Change Status’ button in the ‘Registration Offers’ tab – please see the ERN Quick Reference Guide: How to change a student’s status to Registered (offered).

2. **Unsuccessful students**

- Notify parents/carers of unsuccessful non-local students using Sample Letter 3 (see page 62 – and for translations see page 49). This may also involve notification of placement on a waiting list, if applicable.

- Where unsuccessful students have sought placement at more than one non-local school, as a matter of urgency send a copy of their EOI to their ‘Choice 2’ school so that they can be considered by the Round 2 school with all other Round 2 non-local applicants, as per their legal entitlement.

- ERN: As this process occurs for each unsuccessful student, it is essential to change their status in ERN from “Registered (interested)” to “Withdrawn (by school)”, i.e. placement has been declined by the school.

For students in the ‘School 1’ column use the individual ‘Change Status’ icons or the ‘Bulk Change Status’ button on the tracking sheet. For students in the ‘Walk Ups’ column you will need to use the ‘Change Status’ button in the ‘Registration Offers’ tab – please see the ERN Quick Reference Guide: How to change a student’s status to Registered (offered).

If you find that you need to enrol these students later on, simply do a ‘Quick Registration’ to get them back on your tracking sheet.

3. **Successful appeals against non-placement**

- In the event that an appeal is upheld in relation to a student being declined placement at a school, this should be treated as if the student had been placed on the school’s waiting list but has now been offered a place. Please see Section 5, Step 12, page 51 for details about how to offer places on waiting lists.

4. **Waiting lists**

- Please note that if you have decided to place any students on a waiting list at the end of Round 1, you will need to create your own spreadsheet or otherwise manually draw up this waiting list. You cannot use the ERN “Registered (standby)” category with the ERN Year 6-7 tracking sheet.

- In addition, you must comply with the ‘Unsuccessful students’ requirements detailed above, i.e. you must change their status in ERN from “Registered (interested)” to “Withdrawn (by school)” and also send on their EOI to the Round 2 school by the due date, even if you have placed them on your waiting list. This will allow them to be considered by the Round 2 school with all other Round 2 non-local applicants, as per their legal entitlement.
This requirement also applies to non-local applicants who have selective high school applications under consideration. You must either accept or decline these students and then enter this decision in ERN and immediately send a copy of their EOI to the Round 2 school so that they can be considered by the Round 2 school with all other Round 2 non-local applicants, as per their legal entitlement.

Please see Step 12, page 51 for details about offering of places to students on waiting lists.

Please note that it is essential that all of the actions identified above be completed by the due date! The actions identified below can then be completed over the following months.

Subsequent action following receipt of Round 1 non-local Applications to Enrol

- ERN: As each non-local Application to Enrol is received back by the school, enter any changes or missing details into ERN. Please advise primary schools if there is a change to parent/carer information.
- Identify all non-local applicants who are non-Australian citizens. Please see page 12 for the special requirements relating to these students as they enrol in secondary school.
- Finalisation of enrolment of non-local students should not occur until all relevant information (including any information from the primary principal) has been received and if necessary, a risk assessment or the development of a learning and support plan (including a health care plan if relevant) has occurred. In the procedures suggested in this booklet, the information about non-local students usually would not be received from the primary principal until they reply to Student Information Request No.2 in August. As a result you may wish to negotiate with your partner primary schools to obtain this non-local student information earlier than August, or alternatively, as a matter of courtesy, send out Sample Letter 4 (see page 63 – and for translations see page 49) to parents/carers to advise receipt of each non-local student’s Application to Enrol and to indicate to them that the process is moving forward.
- If receipt of all relevant information occurs earlier than August, then you may wish to follow the procedures listed on page 23 under the heading “Subsequent action following receipt of local Applications to Enrol”, so that each non-local student eventually becomes “Applied to enrol (risk assessed)” and parents/carers are sent Sample Letter 2 (see page 61 – and for translations see page 49).

As a matter of urgency, complete and return all Student Information Request No.1 forms to secondary schools, providing a response for every student on the list as to any learning and support needs (including health conditions), or ‘special circumstances’ or ‘student history relevant to risk assessment’ (as outlined in the current Application to Enrol in a NSW Government School).

25 May 2015

```
<table>
<thead>
<tr>
<th>Event Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>**Secondary</td>
<td><em>Round 1 concludes for non-local students.</em></td>
</tr>
<tr>
<td>Principals</td>
<td>- Parents/carers of all local students currently seeking local placement have been sent an Application to Enrol.</td>
</tr>
<tr>
<td></td>
<td>- All Round 1 non-local placement decisions have been finalised by this date.</td>
</tr>
<tr>
<td></td>
<td>- Parents/carers of all successful non-local students have been sent an Application to Enrol.</td>
</tr>
<tr>
<td></td>
<td>- Parents/carers of all unsuccessful non-local students have been advised by letter.</td>
</tr>
<tr>
<td></td>
<td>- Student Information Request No.1 has been sent to primary principals.</td>
</tr>
<tr>
<td></td>
<td>- Copies of EOIs for all unsuccessful non-local applicants in Round 1 have been forwarded onto Round 2 schools (if relevant) as a matter of urgency.</td>
</tr>
</tbody>
</table>
```
### No later than 29 May 2015

<table>
<thead>
<tr>
<th>Primary Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERN: The current enrolment status of all students on the tracking sheet has been updated in ERN by this date.</td>
</tr>
</tbody>
</table>

| ERN: If you have not done so already, please download and read the ERN Quick Reference Guide: Understanding the primary school tracking sheet. It explains the columns, colours and symbols used in your ERN tracking sheet. The `Walk Ups` column will show you any proposed enrolment at any secondary school that is outside the normal Year 6-7 EOI placement process. |
| ERN: Check your ERN tracking sheet to find out which students seeking non-local placement have been offered or declined a place by a secondary school in Round 1. |
| Students seeking non-local placement in Round 1 will have a school listed in the `School 1` column of the tracking sheet. A Round 1 school in black means that this school has not yet made a decision about accepting or declining this student. A Round 1 school in blue means that the student has now been offered a place and sent an Application to Enrol form, or that they may have even returned the Application to Enrol and are now in the process of being enrolled. A Round 1 school in grey means that this student has been declined a place at this school. |
| You can also check on the actual enrolment status of each student by placing your cursor over each school name and waiting for the enrolment status to appear next to the cursor. For an explanation of enrolment statuses, please see the ERN Quick Reference Guide: Understanding the primary school tracking sheet. |
| Where students have been successful in being offered non-local placement in Round 1, i.e. the Round 1 school is in blue, send the original of their EOI to that secondary school. |
| Where students have been unsuccessful in Round 1 they will now automatically move into Round 2 if they have applied for more than one non-local school. However, if only one non-local school was applied for, please write “No non-local places available” on the original of their EOI and send it to their designated local secondary school. |

### 1 June 2015

<table>
<thead>
<tr>
<th>Secondary Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Round 2 begins for students seeking placement in Choice 2 non-local schools.</td>
</tr>
</tbody>
</table>

### No later than 15 June 2015

<table>
<thead>
<tr>
<th>Secondary Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Round 2: Non-local students</td>
</tr>
<tr>
<td>Please note that it is essential that all of the actions identified below be completed by the due date!</td>
</tr>
<tr>
<td>These actions apply to all secondary schools, and to central schools and K-12 schools that receive enrolments into Year 7 from other schools.</td>
</tr>
<tr>
<td>ERN: Identify all Year 6 non-local students from NSW government schools seeking placement at your school in Round 2. They will be those students on your tracking sheet who have your school in bold as School 2. They will also have an ERN status of “Registered (interested)”.</td>
</tr>
<tr>
<td>* Don’t forget that you should not process any non-local student who has [VA] next to their name on the tracking sheet, because they have not handed in an EOI and have therefore not provided the necessary information required in Section C of the EOI.</td>
</tr>
<tr>
<td>By now you should also have a copy of each student’s EOI from the Choice 1 secondary school, which the school placement panel will need.</td>
</tr>
<tr>
<td>Check that all non-government and interstate students seeking Round 2 placement at your school have also been identified and included in your documentation for the school placement panel.</td>
</tr>
<tr>
<td>Convene school placement panel. Consider Round 2 non-local students on the basis of the school’s published placement criteria.</td>
</tr>
<tr>
<td>Notify parents/carers of successful non-local students. Send out either Sample Letter 1A or Sample Letter 1B plus the appropriate Application to Enrol in a NSW Government School (translations available on the DEC internet).</td>
</tr>
</tbody>
</table>
| ERN: As soon as you have sent the letter and Application to Enrol, it is...
essential to change each student's status in ERN from “Registered (interested)” to “Registered (offered)”.  

- Notify parents/carers of unsuccessful non-local students using Sample Letter 3 (translations available on the DEC internet). This may also involve notification of placement on a waiting list, if applicable.

- Where unsuccessful students have sought placement at more than two non-local schools, as a matter of urgency forward a copy of their EOI onto their ‘Choice 3’ school so that they can be considered by the Round 3 school with all other Round 3 non-local applicants, as per their legal entitlement.

- ERN: As this process occurs for each unsuccessful student, it is essential to change their status in ERN from “Registered (interested)” to “Withdrawn (by school)”, i.e. placement declined by the school. If you find that you need to enrol these students later on, simply do a ‘Quick Registration’ to get them back on your tracking sheet.

- If you have decided to place any students on a waiting list you will need to manually draw this up. In addition, you must comply with the ‘Unsuccessful students’ requirements detailed above, i.e. you must change their status in ERN from “Registered (interested)” to “Withdrawn (by school)” and also send on their EOI to the Round 3 school by the due date.

Please note that this requirement also applies to non-local applicants who have selective or specialist high school applications under consideration. You must either accept or decline these students and enter your decision in ERN, so that unsuccessful applicants can be considered by the Round 3 school.

Please see Step 12, page 51 for details about subsequent offering of places on waiting lists, or offering of places to students who have successfully appealed against a non-placement decision.

Please note that it is essential that all of the actions identified above be completed by the due date!

Subsequent action following receipt of Round 2 non-local Applications to Enrol

- ERN: As each non-local Application to Enrol is received back by the school, enter any changes or missing details into ERN. It is essential to advise primary schools if there is a change to parent/carer information.

- Identify all non-local applicants who are non-Australian citizens. Please see page 12 for the special requirements relating to these students as they enrol in secondary school.

- Acceptance of non-local students should not occur until all relevant information (including any information from the primary principal) has been received and if necessary, a risk assessment and/or the development of a learning and support plan (including a health care plan if relevant) has occurred. In the procedures suggested in this booklet, the information from the primary principal would not usually be received until the primary principal replies to Student Information Request No.2 in August. As a result you may wish to send out Sample Letter 4 (translations available on the DEC internet) to advise receipt of each non-local student’s Application to Enrol and to indicate to parents/carers that the process is moving forward.

- If receipt of all relevant information occurs earlier than August, then you may wish to follow the procedures listed on page 23 under the heading “Subsequent action following receipt of local Applications to Enrol”, so that each non-local student eventually becomes “Applied to enrol (risk assessed)” and parents/carers are sent Sample Letter 2 (translations available on the DEC internet).

Subsequent action for local students who missed out on non-local placement in Round 1, but who did not apply for a non-local school in Round 2

- Identify all local students from both government and non-government
primary schools who are now in this category and seeking local placement.

- Send out either Sample Letter 1A or Sample Letter 1B plus the appropriate Application to Enrol in a NSW Government School (translations available on DEC internet).

- ERN: As this process occurs for each student, it is essential to change their status in ERN from “Registered (interested)” to “Registered (offered)”.

- As Applications to Enrol are received back from parents/carers, start examining them in case further information or investigation is required. This might include incomplete applications to enrol, non-Australian citizens (see page 12), students with learning and support needs (including health conditions), students with special circumstances and students with a previous history of violence.

- ERN: As applications are received, start moving students through the ERN enrolment process.

- Start sending out Sample Letter 2 to parents/carers.

### 12 June 2015

#### Secondary Principals

**Round 2 concludes for non-local students.**

- All Round 2 non-local placement decisions have been finalised by this date.

- Copies of EOI’s for all unsuccessful non-local applicants in Round 2 have been forwarded onto Round 3 schools (if relevant) as a matter of urgency.

- ERN: The current enrolment status of all students on the tracking sheet has been updated in ERN by this date.

### No later than 19 June 2015

#### Primary Principals

- ERN: Check your ERN tracking sheet and note the outcomes for Round 2 non-local applicants.

  - Where students have been successful in gaining non-local placement in Round 2 (i.e. the Round 2 school is in blue), send the original of their EOI to the secondary school involved.

  - Where students have been unsuccessful in Round 2 (i.e. both the Round 1 and Round 2 schools are in grey), they will automatically move into Round 3 if they have applied for a third non-local school. However, if only two non-local schools were applied for, please write “No non-local places available” on the original of their EOI and send it to their designated local secondary school.

  - Now take a few moments to check that you have sent on the original EOIs for all students with a blue school in Round 1 as well. Some Round 1 schools may not have met the Round 1 deadline and may have offered places to additional non-local students since the last time you checked!

### 13 July 2015

#### Secondary Principals

**Round 3 begins for students seeking placement in Choice 3 non-local schools.**

### No later than 17 July 2015

#### Secondary Principals

**Round 3: Non-local students**

*Please note that it is essential that all of the actions identified below be completed by the due date!*  
These actions apply to all secondary schools, and to central schools and K-12 schools that receive enrolments into Year 7 from other schools.

- ERN: Identify all Year 6 non-local students from NSW government schools seeking placement at your school in Round 3. They will be those students on your tracking sheet who have your school in bold as ‘School 3’. They will also have an ERN status of “Registered (interested)”. *
  * Don’t forget that you should not process any non-local student who has [VA] next to their name on the tracking sheet, because they have not handed in an EOI and have therefore not provided the necessary information required in Section C of the EOI.

- By now you should also have a copy of each student’s EOI from the
Choice 2 high school.

- Check that all non-government and interstate students seeking Round 3 placement at your school have also been identified and included in your documentation for consideration by your school placement panel.
- Convene school placement panel. Consider Round 3 non-local students on the basis of the school’s published placement criteria.
- Notify parents/carers of all successful students. Send out either Sample Letter 1A or Sample Letter 1B plus the appropriate Application to Enrol in a NSW Government School (translations available on DEC internet).
- ERN: As soon as you have sent the letter and Application to Enrol, it is essential to change each student’s status in ERN from “Registered (interested)” to “Registered (offered)”.
- Notify parents/carers of unsuccessful students using Sample Letter 3 (translations available on the DEC internet). This may also involve notification of placement on a waiting list, if applicable.
- ERN: As this process occurs for each unsuccessful student, it is essential to change their status in ERN from “Registered (interested)” to “Withdrawn (by school)”, i.e. placement declined by the school. If you find that you need to enrol these students later on, simply do a ‘Quick Registration’ to get them back on your tracking sheet.
- If you have decided to place any students on a waiting list you will need to manually draw up this list. In addition, you must change their status in ERN from “Registered (interested)” to “Withdrawn (by school)”. Please see Step 12, page 51 for details about subsequent offering of places on waiting lists, or offering of places to students who have successfully appealed against a non-placement decision.

Please note that it is essential that all of the actions identified above be completed by the due date!

Subsequent action following receipt of Round 3 non-local Applications to Enrol

- As Applications to Enrol are received back from Round 3 non-local parents/carers, start examining them in case further information or investigation is required. This might include incomplete applications to enrol, non-Australian citizens (see page 12), students with learning and support needs (including health conditions), students with special circumstances and students with a previous history of violence.
- ERN: As applications are received, start moving students through the ERN enrolment process.
- Start sending out Sample Letter 2 to parents/carers.

Subsequent action for local students who missed out on non-local placement in Rounds 1 and 2, but who did not apply for a non-local school in Round 3

- Identify all local students from both government and non-government primary schools who are now in this category and seeking local placement.
- Send out either Sample Letter 1A or Sample Letter 1B plus the appropriate Application to Enrol in a NSW Government School (translations available on DEC internet).
- ERN: As soon as you have sent the letter and Application to Enrol, it is essential to change each student’s status in ERN from “Registered (interested)” to “Registered (offered)”.
- As Applications to Enrol are received back from parents/carers, start examining them in case further information or investigation is required. This might include incomplete applications to enrol, non-Australian citizens (see page 12), students with learning and support needs (including health conditions), students with special circumstances and students with a previous history of violence.
<table>
<thead>
<tr>
<th>Date</th>
<th>Role</th>
<th>Task</th>
</tr>
</thead>
</table>
| 17 July 2015                | Secondary Principals | **Round 3 concludes for non-local students.**  
- All Round 3 non-local placement decisions have been finalised by this date.  
- ERN: The current enrolment status of all students on the tracking sheet has been updated in ERN by this date. |
| No later than 24 July 2015  | Primary Principals | **ERN:** Check the ERN tracking sheet and note the outcomes for Round 3 non-local applicants.  
- Where students have been successful in gaining non-local placement in Round 3 (i.e. the Round 3 school is in blue), send the original of their EOI to the secondary school involved.  
- Where a student has not been successful in gaining placement at any non-local school during this process (i.e. the Round 1, 2 and 3 schools are all in grey), write "No non-local places available" on the original of their EOI and then send it to their designated local secondary school.  
- Now take a few moments to check that you have sent on the original EOI for all students with a blue school in Rounds 1 and 2 as well. Some Round 1 and Round 2 schools may not have met their deadlines and may have offered places to additional non-local students since the last time you checked!  
- In relation to the placement of students with disability in regular classes, confirm that all necessary transition planning, funding requests and other support processes are in place between the primary and secondary school. |
| No later than 7 August 2015 | Secondary Principals | **ERN:** As soon as you have sent the letter and Application to Enrol, it is essential to change each student’s status in ERN from “Registered (interested)” to “Registered (offered)”.  
- Identify all those Year 6 government students for whom you do not have advice from primary principals about any learning and support needs (including health conditions), or ‘special circumstances’ or ‘student history relevant to risk assessment’ (as outlined in the current Application to Enrol in a NSW Government School). This would normally include all non-local students from Rounds 1, 2 and 3, plus local students not successful in gaining placement at any non-local school, plus other late enrolments.  
- Send out Student Information Request No.2 (page 57) to each government primary principal.  
1. In Table 1 enter all those students for whom you have not yet received any indication of learning and support needs (including health conditions), ‘special circumstances’ or ‘student history relevant to risk assessment’  
2. In Table 2 list all the students for whom you have previously received advice, together with the primary principal’s previous response. (Alternatively, to reduce paperwork, you could send back a copy of their response to Request No.1 and simply re-label it as ‘Table 2’ or… |
ask them to re-confirm their first response).

- Contact non-government primary principals regarding distribution of *Student Information Request No.2* (page 57) to them as well.

### Subsequent action following receipt of remaining applications to enrol and Student Information Request forms

- **ERN:** As each *Application to Enrol* is received back by the school, enter any changes or missing details into ERN. Please advise primary schools if there is a change to parent/carer information.

- For students who are non-Australian citizens, see page 12 for the specific requirements for enrolment.

- Review the information provided by parents/carers on the *Application to Enrol*, plus any other available information including information provided by the primary principal in Table 1 of *Request No.2*. Make contact with primary principals for particular students where learning and support needs (including health conditions), special circumstances or a relevant previous history of violence are identified. Obtain all necessary information. Commence risk assessments and the development of learning and support plans (including health care plans) as required. Liaise with your director about any students of concern.

- **ERN:** By entering the risk assessment details for each student in the ERN 'Application to Enrol - Office Use' screen the system will now automatically determine if a student is "Applied to enrol (incomplete)”, “Applied to enrol (validated)” or “Applied to enrol (risk assessed)”. For all those students now identified as “Applied to enrol (risk assessed)”, they will receive their notification of acceptance through the mail-out of *Sample Letter 5* in early September.

- For those students who are not going to be immediately accepted, you may wish to send out *Sample Letter 4* (translations also available on the DEC internet).

- For all those students in Table 2, i.e. local students for whom you have already received advice about learning and support needs, special circumstances and relevant previous history in June, check that the primary principal has not altered their response for any student. You may need to conduct a new risk assessment or develop a revised learning and support plan or health care plan if appropriate.

- Commence the development of all necessary learning and support plans (including individual health care plans) and behaviour management plans, strategies and safeguards aimed, where possible, at allowing the finalisation of enrolment and attendance at school of those students identified as having a history of violence or other special needs. If risk assessment or learning and support assessment identifies continuing concerns, liaise closely with your director.

### Primary Principals

- **As a matter of urgency, complete and return all Student Information Requests to secondary schools.**

  1. In *Table 1* write in your response for each of the students on this list, because you have not commented on these students before. (For an explanation of ‘special circumstances’ and ‘student history relevant to risk assessment’ please see the current *Application to Enrol in a NSW Government School*.)

  2. In *Table 2* check that the response you previously provided in June for each of the students on this list has not changed since then. Please clearly indicate any changes you decide to make to this list.

### Secondary Principals

- **ERN:** The current enrolment status of all students (both local and non-local) has been updated in ERN by this date.

- **ERN:** Identify all students who are now “Applied to enrol (risk assessed)”. Send out *Sample Letter 5* to parents/carers of all students now...
**Procedures for Secondary School Enrolment – Transition from Year 6, 2015 to Year 7, 2016**

<table>
<thead>
<tr>
<th>Date</th>
<th>Role</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>No later than 11 Sept 2015</td>
<td>Secondary Principals</td>
<td>Continue to work towards the finalisation of enrolment of all other remaining students. As this occurs, send out Sample Letter 5 to parents/carers and enter details in ERN.</td>
</tr>
<tr>
<td>No later than 18 Sept 2015</td>
<td>Primary Principals</td>
<td>ERN: Please make sure that the current enrolment status of every student has been fully updated in ERN by this date. Primary schools will need this information first thing next week.</td>
</tr>
<tr>
<td>No later than 11 Sept 2015</td>
<td>Secondary Principals</td>
<td>Check that all students with learning and support needs, including health conditions, have been notified to the relevant secondary school.</td>
</tr>
<tr>
<td>No later than 13 Oct 2015</td>
<td>Primary Principals</td>
<td>Identify all full fee paying international students in Year 6. Refer these students to the International Students Centre, DEC International (see page 12-13 for further details).</td>
</tr>
<tr>
<td>No later than 27 Nov 2015</td>
<td>Primary Principals</td>
<td>Commence implementation of transition activities for Year 5 students during Term 4, prior to their move into Year 6 the following year (if not already in operation).</td>
</tr>
<tr>
<td>No later than 11 Dec 2015</td>
<td>Primary Principals</td>
<td>ERN: Immediately before end-of-year financial roll-over, print out and then save your tracking sheet as a csv or Excel file so that you have a record of which students went to what schools. Once roll-over occurs the tracking sheet is lost forever! You can print out a copy of the tracking sheet by clicking on the printer icon located in the top right corner of your tracking sheet screen. To understand how to save the tracking sheet as an Excel file please download and read the ERN Quick Reference Guide: Understanding the primary school tracking sheet.</td>
</tr>
<tr>
<td>Thursday 3 Dec 2015</td>
<td>Primary Principals</td>
<td>Year 6 Orientation Day for all secondary schools.</td>
</tr>
<tr>
<td>Thursday 3 Dec 2015</td>
<td>Secondary Principals</td>
<td>An orientation day for all Year 6 students moving into Year 7 next year should be held in every secondary and central school across the state.</td>
</tr>
<tr>
<td>No later than 11 Dec 2015</td>
<td>Primary Principals</td>
<td>Check that any newly diagnosed learning and support needs or health conditions, or changes to existing learning and support needs or health conditions, have been notified to the relevant secondary school.</td>
</tr>
<tr>
<td>No later than 11 Dec 2015</td>
<td>Primary Principals</td>
<td>Finalise all information on Year 6 student record cards. Update ERN student details if necessary. Package up all Year 6 student record cards</td>
</tr>
</tbody>
</table>
so they are ready to be sent to respective secondary schools during Week 1, Term 1 next year at the latest. Do not post through Australia Post over the Christmas holiday period.

| Secondary Principals | ☐ Check that any advice about incoming Year 7 students from primary principals in relation to (a) newly diagnosed learning and support needs or health conditions, or (b) changes to existing learning and support needs or health conditions, have been notified to learning and support team. |
SECTION 5 – ADDITIONAL DETAILED NOTES ON YEAR 6-7 PROCEDURES

SOME KEY POINTS BEFORE YOU START

- This section should be read in conjunction with the checklist in Section 4. It provides additional information about the various steps in the Year 6-7 enrolment process.

- It is strongly recommended that schools use the checklist in Section 4. This checklist will help make sure that each step in the enrolment process is implemented in such a way that the legal requirements and responsibilities associated with the enrolment of students in NSW public schools are taken into account. Please note that there is a 'Primary Schools Only' checklist and a ‘Secondary Schools Only’ checklist also available on the DEC intranet for staff who do not wish to use the combined primary-secondary checklist in Section 4 of this booklet.

- Because of the state-wide use of the ERN tracking sheet, it is imperative that all schools strictly adhere to the agreed timeline so that the Year 6-7 enrolment operation runs smoothly across the state and no student is disadvantaged.

- Please note: It is of critical importance that primary schools provide secondary schools with information that is relevant to a student’s learning and support. This includes information about:
  - the student’s health condition/s and
  - any learning difficulties that may impact on the ability of the student to understand his or her condition and
  - managing the student’s health care and
  - managing risk minimisation strategies that have been developed for the student.
  It is also of critical importance that primary schools provide secondary schools with information about how to manage the condition including recognising signs of an emergency and how to respond in an emergency.

STEP 1: INITIAL ACTION BY SCHOOL STAFF AT THE START OF THE YEAR

1.1 Primary-secondary transition coordinators
Primary schools and secondary schools have worked together collaboratively for many years to ensure the effective transition of Year 6 students into Year 7.

A key element in this process has been the early identification of key people in each school who will coordinate primary-secondary transition and manage the Year 6-7 enrolment process.

Of particular importance in the Year 6-7 enrolment process is the role of coordinators in handling enquiries about the Year 6-7 enrolment process during the year and in organising or facilitating secondary school information sessions, school visits, school promotion activities and other across-school activities prior to the issuing of the booklet *Moving into Year 7 in a NSW government school* to parents and carers in Week 7 Term 1.

1.2 Support for improved primary-secondary transition practices
It is increasingly common practice in NSW government schools for primary-secondary transition programs to commence in Year 5, if not earlier. For help with primary-secondary transition the DEC Middle Years Transition webpages include information and support for primary-secondary transition.

1.3 Review of each secondary school’s enrolment/placement policy
Pages 5-8 of this booklet provide detailed information about the policy guidelines within which schools should develop their own school-based enrolment policy.

One key purpose of this school enrolment policy is to provide students and parents/carers with clear information about the criteria that will be used in the selection of non-local students for placement at the school.
In early Term 1 each secondary principal should review their current school enrolment policy with a view to updating and confirming the selection criteria that will be used by the school’s Year 6-7 placement panel. When confirmed, this school enrolment policy should be forwarded to your director for future reference.

The school’s enrolment policy and selection criteria should be made accessible to all parents/carers interested in enrolling their child at your school. They will obviously need to address these criteria when submitting a request for placement as a non-local student.

**STEP 2: PROVISION OF INFORMATION TO PARENTS/CARERS IN GOVERNMENT SCHOOLS**

**2.1 Moving into Year 7 in a NSW government school**

The booklet *Moving into Year 7 in a NSW government school* has been developed for use during the Year 6-7 placement process. It contains five sections:

- Moving to secondary school – an outline of the benefits of choosing government secondary education
- Government secondary schooling options – an outline of various types of schools and special programs that are available within the NSW public education system
- Completing the Expression of Interest – guidelines on how to fill out the EOI
- The Expression of Interest for placement in Year 7 in a NSW government school
- A checklist on the back page for use by primary schools.

Parents should indicate their preference(s) for placement of their child in Year 7 by completing the Expression of Interest form in this booklet (see EOI pages 9-11). The EOI identifies a student’s designated local secondary school and also allows parents to indicate a preference for placement in up to three other secondary schools if required. After the expression of interest process is completed and parents know which secondary school is offering their child a place, they must then complete an Application to Enrol in a NSW Government School for the principal’s consideration and assessment.

The primary principal should enter the student’s name, student registration number (SRN) and designated local secondary school on the first page of the EOI. In doing this the principal must check that the residential address of each student is correct and then refer to secondary school local boundary maps or use the School Intake Zone Enquiry tool to ensure that students are matched with their designated local secondary schools. *

The School Intake Zone Enquiry (SIZE) tool was developed by Asset Management Business Systems to provide information to school staff regarding school intake zones and catchment boundaries. The tool can be accessed via the ‘My Applications’ button on the DEC insight staff portal. The tool uses the school catchment and site boundary maps held in the Department’s Asset Management System.

Some schools will not show an intake zone and catchment boundary. These schools include rural schools and schools in small towns, special schools and some selective and specialist secondary schools.

* Please note that, with very few exceptions, there should be ONLY ONE designated local secondary school for any Year 6 student in the state, as determined by local secondary school enrolment boundary maps. The schools for which there are exceptions to this rule are listed on page 9 under ‘Placement in designated local secondary schools’.*

The majority of students in the state will have EITHER a co-educational secondary school OR a single-sex secondary school as their designated local high school, but NOT BOTH.

* Please also note that space has been provided in Section B of the EOI (bottom of page 9) to place a printed label to indicate the designated local secondary school. In large primary schools, printing designated local secondary school labels will assist in the process of preparing the booklets for distribution to Year 6 families.

Printed copies of the *Moving into Year 7* booklet have been supplied to all government primary schools, central schools and K-12 schools for distribution to all Year 6 students in these schools. Additional copies of the booklet have been sent to local secondary schools and local Public Schools NSW Network Offices for parents/carers of students not currently attending government primary schools. Should additional copies of the booklet be urgently required, please go to:

For Year 6 students whose parents/carers are from non-English speaking backgrounds, it may also be appropriate to provide a translation of the booklet. For these translations, including an English version of the translated text, please go to:

**STEP 3: PROVISION OF INFORMATION TO NON-GOVERNMENT PARENTS/CARERS**

### 3.1 Individual applicants from non-government primary schools

Parents/carers of non-government students should obtain a *Moving into Year 7* booklet from their local Public Schools NSW Network Office, local primary school or local secondary school.

Expressions of interest from Year 6 non-government students should be processed in the first instance by the ‘Choice 1’ government secondary school in which these students are seeking placement. This ‘Choice 1’ school could be their designated local secondary school or it could be another secondary school.

Parents/carers collecting a *Moving into Year 7* booklet should be asked to return their EOI to their ‘Choice 1’ government secondary school no later than the end of Term 1. These schools then do a ‘Quick Registration’ in ERP to get these students onto the ERP tracking sheet.

### 3.2 Groups of students from non-government ‘feeder’ schools

In areas where non-government primary schools consistently send groups of Year 6 students to the local government secondary school, secondary principals should seek anticipated Year 7 enrolment numbers from those schools.

Secondary principals should then request the number of *Moving into Year 7* booklets they need from their local Public Schools NSW Network Office and then distribute these to each non-government primary school. They should also ensure that each non-government primary principal is aware of the Year 6-7 enrolment process, timelines and proposed Year 6-7 transition program.

### 3.3 Role of local Public Schools NSW Network Office staff

Parents/carers who collect a *Moving into Year 7* booklet from a local Public Schools NSW Network Office should have the designated local government secondary school entered in Section B of the EOI (bottom of EOI page 9) by local Public Schools NSW Network Office staff. In order to do this, local Public Schools NSW Network Office staff must check the address supplied by parents/carers for authenticity against two reference points such as a driver’s licence, telephone account, electricity account, rate notice, rental lease or similar document.

In a situation where parents are separated and the child is living with one of the parents, these reference points will only establish the address of the parent, not the child. As a result, it is strongly recommended that in these circumstances a statutory declaration be obtained to confirm that the child lives with person X, in addition to the reference points to prove the address of person X.

Where relevant, local network office staff should also sight originals or certified copies of residency documentation (current passport, visa or other travel documents) to establish a student’s conditions of enrolment.

In a situation where a student is found to be a temporary resident student or an international student visa holder (visa subclass 571P), please refer to the section on ‘Enrolment of non-Australian citizens’ on page 12. For further information and assistance with Year 6 international full fee paying students (visa subclass 571P) please contact the International Students Centre, DEC International on (phone) 9217 4801 or 1300 302 456. For further information and assistance with all other temporary residents please contact the Temporary Residents Program, International Students Centre, DEC International on (phone) 1300 300 229.

If required, local network office staff should contact the Telephone Interpreter Service on 131 450 to assist parents/carers from non-English speaking backgrounds.
STEP 4: COMPLETION OF EOI FORMS BY PARENTS/CARERS

- Parents/carers of Year 6 **government school** students should be asked to return their completed EOI to their primary school by the date shown on the form.
- Parents/carers of Year 6 **non-government school** students should be asked to return their completed EOI form to their ‘Choice 1’ secondary school no later than the end of Term 1.

4.1 EOI Section A

Section A should be completed by all parents/carers and the declaration at the bottom should be signed.

Please note that the primary principal should check the accuracy of the address and other student information that parents/carers have entered on the form. If the family is known to the school and the address is consistent with primary school records, this will suffice. If a new or unfamiliar address is listed, the school should check the address supplied for authenticity against two reference points such as a driver’s licence, telephone account, electricity account, rate notice, rental lease or similar document.

In a situation where parents are separated and the child is living with one of the parents, these reference points will only establish the address of the parent, not the child. As a result, it is strongly recommended that in these circumstances a statutory declaration be obtained to confirm that the child lives with person X, in addition to the reference points to prove the address of person X.

4.2 EOI Section B

Section B should be completed if parents/carers want their child to attend their designated local secondary school.

4.3 EOI Section C

Section C of the Expression of Interest form allows parents/carers to seek placement in one or more non-local high schools, in specialist high schools (e.g. sports high schools, performing arts high schools), in specific programs within schools (e.g. an academic class, technology class or music class) or in a support class (through a local placement panel).

Parents/carers can list up to three (3) schools in priority order in Section C.

**If a parent/carer is seeking Year 7 placement for their child in a non-local high school, specialist high school, specific program within a school or in a support class, these preferences should be listed as choices 1, 2 and 3 in Section C of the Expression of Interest form. Please note, however, that parents/carers will still need to fulfil any additional application requirements for individual schools as well.**

- If parents/carers are applying for placement at one or more non-local high schools, they should also provide reasons for requesting each of these non-local schools and, in particular, they should make sure they address the specific enrolment criteria of each of the non-local schools in question. (Please note that examples of some possible reasons for requesting non-local placement are provided to parents/carers in the information they receive in the Moving into Year 7 booklet. For more information please the Moving into Year 7 booklet, plus the section on ‘Placement criteria for non-local students’ on page 7 of this Reference Guide.)

- If parents/carers are seeking placement in a specialist high school or specific program within a school then there would normally be other application forms and provision of additional information required.

- In the case of a child currently in a primary school support class seeking placement in a secondary school support class, the parent/carer will need to complete both an EOI and an Access Request which is processed through the local placement panel.

- Alternatively, parents/carers with a child currently in a primary school support class wishing for their child to be placed in regular classes in the secondary school will need to only complete an EOI, but should support be sought through the Integration, Funding Support Program, an Access Request will need to be completed in addition to the EOI.
Please note that in relation to Section C:

- Secondary schools will use the information provided by parents/carers on the EOI to determine whether non-local students meet the school’s published selection criteria.
- Once accepted by a non-local school, a student will not be offered placement in a lower preference non-local school.
- Section C of the EOI indicates that if parents/carers are not successful in their application to non-local schools, the student will be placed in their designated local secondary school.

4.4 EOI Section D

Parents/carers should tick Section D if they have submitted an application for placement at one or more selective high schools. If parents/carers complete Section D, they must also complete Section B, Section C or Section E of the EOI, just in case their child is unsuccessful in gaining a place at one of these schools.

4.5 EOI Section E

Section E is to be completed if placement is not sought in a NSW government secondary school, e.g. the parent/carer intends to enrol their child at a NSW non-government school or interstate school.

STEP 5: SUBSEQUENT PROCESSING OF EOIs BY PRIMARY SCHOOL STAFF

5.1 Important note re: privacy and confidentiality of student information

NSW Privacy and Health Privacy legislation places legal requirements on the collection, use and disclosure of information about individuals. This includes information collected about students.

It is important that information collected as part of the Year 6-7 Expression of Interest process and the subsequent enrolment of students in Year 7 is treated confidentially and is only used for the educational and student welfare-related purposes for which it is collected.

School staff should take reasonable steps to avoid classroom situations or other situations where individual students’ EOI information is made publicly available to other students or other parents/carers.

If you need advice about a particular aspect of privacy within the school, please contact Legal Services on 02 9561 8538.

5.2 Checking Section A (student information) and entering of EOIs into ERN

Upon receipt of EOIs from parents/carers, primary principals should check the information provided on the form (especially the student’s address) and make sure the parent/carer declaration has been signed. In the event that clarification of any information is required, in the first instance the primary principal should contact the parent/carer to obtain that information.

Once the EOI information has been checked, it should then be entered into ERN. Please see detailed advice on this process in the Section 4 checklist (pages 17-19) plus the ERN Quick Reference Guide: How to enter a student’s EOI into ERN.

Please note that for central schools and K-12 schools, only the EOIs of Year 6 students seeking enrolment in a non-local secondary school should be entered into ERN. The remainder of the Year 6 cohort will roll-over automatically into Year 7 at their current school.

If a student is a temporary visa holder, the primary principal should make a certified copy of their current residency documentation, plus a copy of the current Temporary Residents Program Authority to Enrol. When the original (or copy) of the EOI is forwarded to the secondary principal, the necessary documentation can be attached to the EOI as required by DEC enrolment policy.

Primary principals are especially requested to allow their staff the necessary time to read through the various ERN guides and booklets and familiarise themselves with the ERN Year 6-7 tracking sheet.
process.

The critical thing is that every primary school with access to ERN has entered the EOI information for its Year 6 students before the start of Round 1.

5.3 Placement at the designated local secondary school (Section B)

Where parents/carers have requested local secondary school placement only, i.e. they have only completed Sections A and B of the EOI, the primary principal should ensure that each student’s EOI information is entered into ERN and then send the original of each EOI (plus a certified copy of current temporary residency documentation, if applicable) to the relevant local secondary school, no later than the date shown in Section 4. Please use hand delivery or the DEC courier service if very close to the holidays.

5.4 Placement at other government schools (Section C)

- In those cases where parents/carers have requested placement at a non-local high school, i.e. they have completed Section C of the EOI listing one or more non-local high schools and provided reasons for seeking non-local placement, the primary principal may wish to add comments in Section C to assist secondary schools make placement decisions. Such comments should be relevant to the reasons given by parents or carers for their child’s requested placement at each school. Please be aware that these comments could be accessed by the parent/carer at some later stage. Please also note that where comments provided by primary principals are likely to have an adverse impact on the school placement panel’s decision, parents/carers must be given a reasonable opportunity to respond to those comments prior to the final placement decision being made.

- Please make sure the parent/carer has not listed a fully selective high school as one of their choices. If they have, you will need to contact them and advise them that fully selective high schools required a separate application and the closing date for these applications was late last year.

- If a parent/carer has listed a partially selective high school you will need to contact the parent/carer to confirm that they are applying for this school as a non-local school, not for placement in the selective class in that school.

- If the parent/carer is seeking placement in a specialist high school or specific program in a school, you will need to contact them to ensure they have completed any/all additional application requirements of the school(s) listed.

- If the parent/carer has listed a support class placement you will need to check to ensure that an Access Request has been submitted and placement is being considered by the local placement panel.

- If the parent/carer has listed placement in regular classes within a secondary school but also wishes to seek support through the Integration, Funding Support Program, you will need to check that an Access Request has also been submitted.

By the date shown in the Section 4 checklist the primary principal should then:

- ensure that each student’s EOI information is entered into ERN
- retain the original of each EOI (plus any other documentation supplied by the parent/carer) for when final placement of each student is known, and
- send a copy of the EOI completed by the parent/carer (i.e. all three pages of the completed EOI) plus any additional student information supplied by them (e.g. school reports), plus a certified copy of current temporary residency documentation (if applicable) to the ‘Choice 1’ non-local secondary school only. (Please use hand delivery or the DEC courier service if very close to the holidays.)

5.5 Selective high school applicants (Section D)

If parents/carers have completed Section D, they should have also completed either Section B, C or E just in case their child is unsuccessful in gaining a place at a selective high school.

- If parents/carers have completed Sections B and D, the primary principal should: (a) ensure that the student’s EOI information is entered into ERN; (b) send a copy of the EOI (plus a certified copy
of current temporary residency documentation, if applicable) to the local high school; and (c) retain the original of the EOI until the result of their selective application is known.

- If parents/carers have completed Sections C and D, i.e. they have also sought non-local enrolment in addition to selective high school enrolment, the procedures listed above in 5.4 (placement at other government schools) should be followed.

- If parents/carers have completed Sections D and E, i.e. they do not intend to enrol their child in a public secondary school if they cannot get into a selective high school, the primary principal should ensure that the student’s EOI information is entered into ERN and then retain the original of the EOI until the result of their selective application is known. If the student is subsequently not successful in their application to the selective high school, the primary principal should record this on the student’s EOI and file it in the student’s school records.

The High Performing Students Unit will notify primary schools and local secondary schools of the outcome of selective high school applications. In addition, the ERN tracking sheet will show the progress of each student’s enrolment at the various schools shown on the tracking sheet. (Selective high school enrolment will show up in the ‘Walk Ups’ column of the tracking sheet.) Primary principals will then be able to forward the originals of the EOIs to the appropriate schools.

Primary principals are asked to notify the local secondary school or non-local secondary school (where appropriate) if a student accepts a late offer of selective high school placement, or if parents/carers make a late decision to send their child to a non-government school. If for any other reason there are changes to a student’s original placement, please notify the appropriate secondary school.

5.6 Placement not required (Section E)

If parents/carers have completed Section E of the EOI, the primary principal should ensure that the student’s EOI information is entered into ERN and then file the original of the EOI in the student’s school records.

Please note that on page 7 of Moving into Year 7 in a NSW government school, parents/carers are advised that the completion of Section E closes all action by NSW government schools relating to the placement of their child in Year 7.

5.7 Students with learning and support needs (including health conditions), special circumstances or a relevant previous history of violence etc.

It would be appropriate at this time for primary principals to start considering which students may need to be identified as having learning and support needs (including health conditions), special circumstances requiring support, or a relevant previous history of violence etc., for later in the process when secondary principals send out their student information requests.

It would also be appropriate for primary principals to start considering what information they might provide that would be relevant to any risk assessment or the development of any learning and support plan or health care plan that might need to be conducted by the secondary principal.

STEP 6: EOI TROUBLESHOOTING FOR PRIMARY SCHOOLS

6.1 Students in central schools and K-12 schools

ERN has been set up so that Year 6 students currently enrolled in central schools and K-12 schools will automatically roll-over into Year 7 at that same school without any paperwork or other processing required, i.e. they already have a Year 7 registration status of ‘Enrolled (in attendance)’ for next year. As a result, ERN will not allow EOIs to be entered for Year 6 students progressing into Year 7 at the same central school or K-12 school.

However, there will be situations where Year 6 students from other schools may seek enrolment in Year 7 at the central school or K-12 school, and situations where Year 6 students currently enrolled in a central school or K-12 school will seek enrolment at another school.

As a very broad summary, central schools and K-12 schools should take the following action in relation to the Year 6-7 enrolment process:
• Issue the EOI to every student currently enrolled in Year 6 (just in case there are some parents/carers intending to seek placement in Year 7 at another school that you don’t know about) OR issue the EOI to parents/carers who indicate they would like a copy
• Only enter into ERN the EOIs of currently enrolled Year 6 students seeking placement at other government schools, and then send copies of their EOIs (including all Section C information) as per Step 5.4
• Complete ‘Quick Registrations’ for any non-government Year 6 students who are seeking placement in your school
• Follow the secondary school procedures identified in the checklist for Rounds 1, 2 and 3 for (a) local students currently enrolled in Year 6 at other schools now seeking placement at your school, and (b) non-local students seeking placement at your school
• Follow the primary school procedures identified in the checklist at the end of Rounds 1, 2 and 3 for any students seeking enrolment at other government schools
• Follow all relevant procedures listed in the checklist after the end of Round 3 so that all incoming new students are progressively enrolled in preparation for Day 1 Year 7
• Send a ghosted enrolment form to parents/carers of all current Year 6 students proceeding into Year 7 at your school, requesting that they update their existing enrolment details as appropriate.

Primary school and secondary school tracking sheets in ERN: Please note that in ERN you can view your primary school tracking sheet by clicking on the ‘Tracking sheet’ tab in ‘Place Management’ and then selecting ‘Fed To’. You can view your secondary school tracking sheet by selecting ‘Fed From’.

6.2 Students in SSPs and primary school support classes
Parents/carers of students in SSPs or primary school support classes will need to complete an EOI if they wish to enrol in a secondary school.
• In the case of a student seeking enrolment in a secondary school support class, the parent/carer will need to complete both an EOI and an Access Request which is processed through the local panel procedures.
• Alternatively, parents/carers with a child currently in a primary school support class wishing for their child to be placed in regular classes in the secondary school will only need to complete an EOI, but should support be sought through the Integration, Funding Support Program, an Access Request will also need to be completed, in addition to the EOI.

Please consult with parents/carers, your school counsellor and local Learning and Support personnel if necessary to determine the likelihood of other students might be intending to seek placement in regular classes at a secondary school. If this is what is intended, the parents/carers would need to complete an EOI and the secondary school would need to be alerted to the fact that although the student shows up with an [SC] (i.e. current Year 6 support class placement) on the secondary school tracking sheet, they are actually seeking enrolment in regular classes for next year.

For students who you know will not require placement in a regular class in a high school, i.e. you have already been informed that the student has been offered and has accepted a support class placement in a secondary school, you can enter an EOI into ERN on their behalf to show only their designated local secondary school, but make sure you then tick the box “EOI Section E: Placement not required in a NSW government secondary school next year”. This will alert this secondary school to the fact that this student does not require placement in a regular class in their school.

6.3 Students repeating Year 6
For students who you already know will be repeating Year 6 next year, you can enter an EOI into ERN on their behalf to show only their designated local high school, but make sure you then tick the box “EOI Section E: Placement not required in a NSW government secondary school next year”. This will alert the secondary school to the fact that this student does not require placement.

6.4 Parents/carers who do not return an EOI (including EOIs for students going to a non-government or interstate school)
(a) What if I cannot get an EOI from a parent/carer, no matter what I do?
If primary schools have handed out an EOI to every parent/carer, clearly asked every parent/carer to return the form (even if their child is going to a non-government or interstate school next year), made every effort on a number of occasions to contact parents/carers and get these forms back, and have entered every other form that has been returned to the school, then you can do no more! It is obviously important to continue to try to get back any missing EOIs but if this fails then you have done your best.

(b) What if I have no EOI but the parent/carer informs me of their Year 7 enrolment intentions?

In these situations, please do not enter any EOI information into ERN unless:
- you have some sort of documentation from the parent/carer (e.g. email, signed note, letter), or
- the parent/carer has personally spoken to you on the phone or face-to-face (Don't forget to make a note of this conversation showing the date and time, and then file it in your records), or
- you are absolutely certain what the intention of the parent/carer is concerning placement of their child in Year 7, e.g. a student on the NSW border who intends to enrol at an interstate high school.

In a situation where you are sure about the secondary school intentions of the parent/carer, i.e. *either* going to the local secondary school or not requiring placement in a NSW government secondary school, *but excluding* going to a non-local secondary school (because this requires the parent/carer to complete Section C of the EOI), you should go into ERN and open the EOI data entry window for this student and then:
- enter the name of the designated local high school
- tick the “EOI Section D” box (if applicable)
- tick the “EOI Section E” box (if applicable)
- tick the “Verbal advice” box, i.e. “Verbal advice only – no EOI form available”.

By ticking this "Verbal advice" box you put a [VA] symbol on the secondary school tracking sheet. What you are saying to the local secondary school is that in the absence of an EOI you have some sort of verified information and as a result, they should process this student as if an EOI had been submitted.

(c) What if I have no EOI, haven’t been able to contact the parent/carer but the student is telling me they intend to go to the local secondary school?

If you have students who think that they will be attending their local secondary school next year but you have absolutely no verbal or written advice from the parent/carer, then you could greatly assist the secondary school by advising it of this situation and suggesting it pencil in these students as ‘possible local enrolments’. In addition, could you please suggest to the secondary school that it might like to consider mailing out the normal enrolment letter and *Application to Enrol form*, in the hope that even if the parents/carers do not return the EOI to you, they might return the *Application to Enrol* to the secondary school?

6.5 Parents/carers who submit an EOI with a mix of government and non-government (or interstate) schools on their list

As the ERN 6-7 tracking sheet is only designed for use by NSW government schools and can only be accessed by them, any entering of parent/carer choices for NSW non-government schools or interstate schools (even if they are interstate government schools) is not possible and not relevant.

As a result, when an EOI with this type of information is being processed, you need to do two things:
- Notify the parent/carer that the EOI is only used for placement in NSW government schools, and that any application to a NSW non-government school or interstate school is the responsibility of the parent/carer
- When entering the student’s choices into ERN, please skip over any non-government schools or interstate schools listed in Section C of the EOI and simply record the NSW government schools in the order they appear in Section C. For example, an EOI with a NSW government school as Choice 1, NSW non-government school as Choice 2 and NSW government school as Choice 3 would only show two NSW government schools in ERN as ‘Choice 1’ and then ‘Choice 2’. It is the responsibility of the parent/carer to apply to the non-government or interstate school separately from the process provided in ERN.
6.6 Students who change schools before the start of Round 1

If a student enrolls in Year 6 from another school before the start of the Round 1, the first thing to do is to check if he/she already has their EOI information entered into ERN at their previous school.

- If no then you should immediately give the parent/carer an EOI form to fill in. When it is returned, enter the EOI information into ERN and send the original of the EOI (or copy if applying for a non-local school) to the relevant secondary school.
- If yes then this EOI information may still be correct – or it may need to be changed. To change an existing set of EOI preferences in ERN before the start of Round 1 please refer to the ERN Quick Reference Guide *How to enter a student’s EOI into ERN*. Don’t forget to also forward the original (or copy) of the EOI, plus any accompanying paperwork, to the relevant secondary school.

6.7 Students who change schools after the start of Round 1

If a student enrolls in Year 6 from another school after Round 1 has commenced, the first thing to do is to check if he/she already has their EOI entered into ERN at their previous school.

- If not, please see (a) Students WITHOUT an EOI entered into ERN.
- If so, please see (b) Students WITH an EOI entered into ERN.

(a) Students WITHOUT an EOI entered into ERN

If a student does not have an EOI already entered into ERN (e.g. an interstate student), then it depends on:

- whether he/she wants to go to their local secondary school or to some other school
- how far into the Round 1-2-3 process you are.

(i) If a student only wants to go to their designated local secondary school you should:
- get the parent/carer to fill in an EOI
- enter the EOI information into ERN
- contact the secondary school to advise them of the additional local enrolment that will appear on their tracking sheet
- send this school the original of the EOI.

(ii) If a student wants to go to a non-local secondary school, specialist high school, specific program within a secondary school, support class or regular class with integration support you should:
- get the parent/carer to fill in an EOI
- enter the EOI information into ERN
- get the parent/carer to fill out any additional application or paperwork that may be necessary
- contact the ‘Choice 1’ school listed in Section C to advise them of the additional applicant that will now appear on their tracking sheet in the ‘School 1’ column
- send this school a copy of the EOI and any other paperwork for consideration by the school placement panel.

(iii) If a student wants to go to a non-local secondary school, specialist high school, specific program within a secondary school, support class or regular class with integration support and Round 3 has finished by the time you enter the EOI preferences, there is a possibility that none of these choices may now be available. As a result, although you should still complete (ii) above, suggest to parents/carers that they should personally approach individual schools to seek possible placement for their child, outside the tracking sheet process. Please be aware that you may need to provide continuing advice during this time.

(b) Students WITH an EOI entered into ERN

If a student does have an EOI already entered into ERN (e.g. a student from another NSW government school), then it depends on:

- whether his/her existing EOI is correct
- if he/she wants to go to the designated local secondary school, or to some other school
- how far into the Round 1-2-3 process you are.

(i) If necessary, ask the parent/carer to complete a new EOI so that you can go online and compare the old EOI information with the new EOI.

(ii) Now go into your ERN tracking sheet to see the student’s previously entered EOI preferences.
(Please note that as a result of the change in primary schools, any tick boxes entered by the previous primary school, e.g. selective high school applicant, will not appear on your tracking sheet. These tick boxes will also be missing from the tracking sheets of the secondary schools.)

(iii) If the secondary schools currently entered into ERN are correct then the only thing you have to do is advise each of these schools that the student is now enrolled at your school, and that there may be an ‘SH’ symbol (selective high school applicant), ‘NO’ symbol (placement not required in a government school) or ‘VA’ symbol (verbal advice) missing from their tracking sheets.

(iv) If the schools currently entered into ERN are incorrect then you need to check if you still have time to change the existing EOI preferences before one of these secondary schools makes a change to this student on their tracking sheet, thereby locking you out.

To do this, hold your cursor over each school name on the tracking sheet and see what enrolment status shows up. The only two enrolment statuses should be ‘Registered (interested)’ or ‘Registered (other preference)’. If some other enrolment status shows up, e.g. ‘Registered (offered)’ or ‘Withdrawn (by school)’, then you are locked out, i.e. you will be unable to change the existing EOI.

(v) If the existing EOI is incorrect but you are not yet locked out you still have time to go into ERN, open up the student’s EOI and change the schools listed there. To change an existing set of EOI preferences please see the ERN Quick Reference Guide How to enter a student’s EOI into ERN. Don’t forget to also forward the original (or copy) of the EOI to the relevant secondary school once you have changed the student’s preferences.

(vi) If the existing EOI is incorrect but you are locked out then you cannot do anything to change the existing EOI in ERN. In this situation you will probably need to cancel the existing EOI and start again.*

* Important note: Canceling the existing EOI will depend on whether any secondary school has already accepted this student, i.e. if one of the schools is now in blue on the tracking sheet. If one of the secondary schools has accepted this student, and this school is the school that the parent/carer wants this student to attend, then you should leave everything as is and not proceed with the cancellation of the EOI!

To cancel an existing EOI you should:

- Contact the ‘Choice 1’ school (if there is one) and get them to withdraw the student (if they haven’t done so already), then contact the ‘Choice 2’ school (if there is one) and get them to withdraw the student (if they haven’t done so already), then contact the ‘Choice 3’ school (if there is one) and get them to withdraw the student (if they haven’t done so already), then contact the designated local high school and get them to withdraw the student.
- When doing this you may also be able to tell these schools if the student will reappear on their tracking sheet after you have entered the new EOI. You could also suggest that the existing EOI (original or copy) be destroyed to avoid future confusion.
- As soon as every secondary school listed on the existing EOI has withdrawn the student on their tracking sheet, the old EOI is cancelled and you are now free to enter a new EOI into ERN.
- Now follow the procedures listed in Step 6.7 (a) ‘Students WITHOUT an EOI entered into ERN’ to enter the new EOI.

6.8 Parents/carers who wish to change their choice of schools before the start of Round 1

To change an existing set of EOI preferences before the start of Round 1 you should go into ERN and then make these changes. For help with this process please see the ERN Quick Reference Guide How to enter a student’s EOI into ERN.

6.9 Parents/carers who wish to change their choice of schools after the start of Round 1

Please see Step 6.7 (b) ‘Students WITH an EOI entered in ERN’, starting from paragraph (iv) onwards (see above). You should basically follow this sequence of procedures, but modify it according to your situation.

6.10 Parents/carers who have not been successful in gaining a non-local place for their child during Rounds 1, 2 and 3 – but now wish to change their EOI to list additional non-local

6.11 Parents/carers who hand in the EOI after the requested deadline but before the start of Round 1

In this situation you should enter the student’s EOI information into ERN as normal, and send the original or copy of the EOI to the relevant school. (Please see ‘Entering of student EOI information’ and ‘Forwarding of EOIs to secondary schools’ on pages 17-20.)

6.12 Parents/carers who hand in the EOI after the start of Round 1

Please see Step 6.7 (a) ‘Students WITHOUT an EOI entered in ERN’ (page 44).

6.13 Parents/carers who submit an EOI but then advise the primary school that their child will now attend a non-government, interstate or overseas school

If the student’s EOI has already been entered in ERN, please notify all secondary schools listed on the tracking sheet so they can withdraw the student.

If the parent/carer has not returned (or does not intend to return) a completed EOI because of this reason, please make a record of the date and time of the parent/carer phone call or conversation and then enter the student’s details into ERN to show (a) the designated local high school, (b) a tick in the box next to ‘EOI Section E: Placement not required in a NSW government secondary school next year’, and (c) a tick in the “Verbal advice” box, i.e. “Verbal advice only – no EOI form available”.

By ticking this “Verbal advice” box you put a [VA] symbol on the secondary school tracking sheet. What you are saying to the local secondary school is that in the absence of an EOI you have some sort of verified information and as a result, you have been able to let them know that this student will not be seeking a place for next year.

6.14 Parents/carers who advise the primary school that their child has failed to gain a place at a non-government school and they now want to enrol in a public secondary school

What action you take will depend on whether or not you have already entered an EOI on behalf of the student, and whether or not Round 1 has already commenced.

- If an EOI has not been entered into ERN then please follow Step 6.7 (a) ‘Students WITHOUT an EOI entered into ERN’
- If an EOI has been entered into ERN then please follow Step 6.7 (b) ‘Students WITH an EOI entered into ERN’.

6.15 Students who are on a waiting list at Secondary School A who now accept an offer of placement at that school, but who are already being processed for enrolment at Secondary School B, which was a lower preference school

This is a matter for the secondary schools to manage.

(a) If the decision to offer a place is made before the end of the year, as a matter of courtesy School A should contact School B and advise them that School A is now going to offer this student a place. School A should then complete a ‘Quick Registration’ in ERN, change the student’s enrolment status to “Registered (offered)” and send out an Application to Enrol. School A should then proceed to enrol the student through the normal enrolment process in ERN.

(b) If it is at the start of the next school year, provided the student has not presented themselves at School B and commenced attending that school, as a matter of courtesy School A should contact School B and advise them that School A will now be enrolling this student. School A should then complete a ‘Quick Registration’ in ERN, change the student’s enrolment status to “Registered (offered)” and send out an Application to Enrol. School A should then proceed to enrol the student.
through the normal enrolment process in ERN.

(c) If it is the start of the next school year and the student has started attending School B, School B will need to process the student as a ‘leaver’. School A should then proceed to enrol the student through the normal enrolment process in ERN.

**STEP 7: PROCESSING OF LOCAL AND ROUND 1 (NON-LOCAL) STUDENTS**

The Department has obligations under the *Work Health and Safety Act 2011* to ensure the safety of all students and staff. In line with Memorandum DN/06/00168, principals need to be aware of these obligations when considering the enrolment of all students, both local and non-local.

With this in mind, the Year 6-7 procedures incorporate the requirements of this memorandum into the enrolment process. Local students are referred back to their primary school principal for comment on any learning and support needs (including health conditions), special circumstances or relevant previous history in June, while non-local students are referred back for comment in August.

Please also note that secondary principals are especially requested to allow their staff the necessary time to read through the various ERN guides and booklets and familiarise themselves with the ERN Year 6-7 tracking sheet process.

7.1 **Enrolment ceilings and buffers**

Prior to any consideration of expressions of interest for Year 7 placement at a secondary school, secondary principals need to have established their school’s Year 7 enrolment ceiling and buffer for local students arriving during the next school year. This should be done in consultation with your director. For more information on this, please see page 6.

Upon entry of Year 6 student EOI information into ERN by primary schools and receipt of the originals of EOIs (for local students) and copies of EOIs (for non-local students), secondary principals will be in a position to compile detailed lists of all local and non-local students seeking placement in Round 1.

Please note that with the exception of ‘quick registrations’ in ERN for non-government students, secondary schools must not begin processing EOIs or commence any Year 6-7 work in ERN before the start of Round 1.

7.2 **Use of the Application to Enrol in a NSW Government School**

This form must be used for all students seeking enrolment in Year 7 in government schools. There are two options available here – printing out an ERN ‘ghosted’ enrolment form (for any student currently enrolled in a government school) or use of a blank enrolment form. Two different letters have been provided in the ‘sample letters’ at the end of this booklet, depending on which option you choose.

- If you need help in how to print out several ERN ghosted enrolment forms at one time please click here.

In addition to updating current enrolment information and gathering missing information on the prospective student and his/her family, this enrolment form is extremely important because it requires parents/carers to provide information about any special needs or circumstances (e.g. medical conditions, court orders etc.) and any relevant previous history of violence etc. and then sign the declaration. Schools must not use any previous form or any school-devised form to enrol a student. For more information, please see Memorandum to Principals DN/06/00168 *Enhanced enrolment procedures*.

7.3 **Use of the Student Information Request forms**

Two forms are used within the Year 6-7 enrolment process to gather information from NSW primary school principals about Year 6 students seeking enrolment in government secondary schools. These forms are designed to assist secondary principals in making a decision as to whether additional
information needs to be obtained about particular students, not only in relation to deciding whether or not to conduct a full risk assessment on any student, but also in relation to the development of learning and support plans, including health care plans.

Each form asks primary principals to indicate whether any Year 6 students who are listed on the form have learning and support needs (including health conditions), or ‘special circumstances’ or a relevant previous history of violence. ‘Special circumstances’ are explained in the current Application to Enrol – and should not be confused with learning and support needs, including health conditions.

If the primary principal does indicate learning and support needs (including health conditions), ‘special circumstances’ or a relevant previous history of violence etc., the secondary principal should contact the primary principal as soon as possible to discuss the student. Alternatively, given the nature or importance of any student’s situation, the primary principal may wish to contact the secondary principal direct.

(a) Student Information Request No.1 (page 55)

This form should be used during Term 2 after secondary schools have compiled a list of their Year 6 local students* seeking placement at their designated local school. The secondary school should complete the first three columns of Table 1 and then fax or email the cover letter and table to the primary school. The primary principal should clearly indicate either ‘yes’ or ‘no’ for learning and support needs (including health conditions), special circumstances and relevant previous history for each student and return the form as a matter of urgency.

* Please note that non-local students should not be placed on this particular form, and that this form is not for use with non-local students prior to them being considered by the school placement panel for non-local placement at a school.

(b) Student Information Request No.2 (page 57)

This form should be used during Term 3 after secondary schools have completed Round 3 of the non-local student selection process. The primary principal should return this form to the secondary school as a matter of urgency, once the information in Table 1 and Table 2 has been provided.

- Table 1 is for all students for whom no advice has been received about learning and support needs (including health conditions), special circumstances or relevant previous history. Typically this will include all non-local students accepted for placement at your school during Rounds 1, 2 and 3, plus local students who were not successful in gaining non-local placement at other schools, plus other late enrolments, plus any other students for whom advice has not been received. The secondary school should enter each student’s name, date of birth and sex, and the primary principal should complete the remainder of the columns.

- Table 2 is a follow-up for all local students for whom an indication of learning and support needs (including health conditions), special circumstances and relevant previous history has already been provided earlier in the year. Secondary schools should complete all columns in this table, based on the primary principal’s earlier response to Student Information Request No.1. Alternatively, to save time, they may choose to re-fax the primary principal’s earlier response, now labeled as ‘Table 2’. Upon receipt of this information, the primary principal should check that nothing has changed since the last time they responded. If a student’s situation has changed since Request No.1 was completed, primary principals should clearly mark this change on the form and, if necessary, contact the secondary school.

Please note that decisions on enrolment are not to be made solely on the basis of the information revealed through use of the Student Information Request procedure. Where information obtained through the Student Information Request provides reasonable grounds to suspect the student seeking enrolment has a history of violence etc. that gives rise to a risk, a risk assessment must be undertaken in consultation with the student’s parents/carers. Similarly when the request form indicates the student may require a learning and support plan, health care plan or adjustments due to disability, a consultative planning process must be undertaken with parents/carers.

7.4 Obtaining relevant information about non-government and interstate students

Principals may wish to contact their colleagues in non-government schools to request information about non-government students seeking enrolment in Year 7. Following the Wood
Special Commission of Inquiry into Child Protection Services (2008) “prescribed bodies” (which include non-government registered schools) are required to provide information that may assist schools to manage any risk to a child or young person. Legal Issues Bulletin No.50 provides information for principals on this and can be found at https://detwww.det.nsw.edu.au/media/downloads/directoratesaz/legalservices/ls/legalissuesbulletin50.pdf.

In addition, the NSW Government is a party to a national exchange of information regarding students seeking to enrol from interstate schools. For further information please see the Interstate student data transfer note on the SCSEEC webpage:

7.5 Use of sample letters

A set of six sample letters has been developed to assist schools in implementing these enrolment procedures. It is highly recommended that schools use these letters, rather than construct their own, as these letters were developed with the help of the Department’s Legal Services Unit.

- **Sample Letter 1A** (page 59) advises parents/carers that their child has been identified for placement at the secondary school and invites them to check and if necessary amend or add any missing information on the ‘ghosted’ ERN version of the Application to Enrol before signing it and returning it to the school

- **Sample Letter 1B** (page 60) advises parents/carers that their child has been identified for placement at the secondary school and invites them to fill in and sign a blank copy of the Application to Enrol before returning it to the school

- **Sample Letter 2** (page 61) notifies local parents/carers that their Application to Enrol has been accepted

- **Sample Letter 3** (page 62) advises non-local parents/carers that their EOI for placement at a particular school has not been successful

- **Sample Letter 4** (page 63) advises non-local parents/carers that their Application to Enrol has been received

- **Sample Letter 5** (page 64) replaces the old ‘Authority to enrol’. It confirms placement at the secondary school and provides details of Year 6 orientation activities and first day requirements for Year 7.

For translations of these six letters please go to: https://www.det.nsw.edu.au/languagesupport/documents/index_s.htm

7.6 Enrolment of local students by secondary schools

Please refer to the Section 4 checklist where this process is outlined in detail on pages 22-24.

7.7 Processing of Round 1 non-local students by secondary schools

Please refer to the Section 4 checklist where this process is outlined in detail on pages 24-26.

7.8 Action by primary schools during Round 1

Primary principals have two main tasks during Round 1:

- Completion and return of all Student Information Request forms as soon as possible (see page 26)
- Sending of EOIs to secondary schools. (Please refer to the Section 4 checklist where this process is outlined in detail on page 27.)

**STEP 8: PROCESSING OF ROUND 2 STUDENTS**

8.1 Action by secondary schools

Secondary principals have two main tasks during Round 2:
• Processing of Round 2 non-local students
• Processing of local students who missed out on their Round 1 non-local choice, but who did not apply for a second non-local school.

Please refer to the Section 4 checklist where this process is outlined in detail on pages 27-29.

8.2 Action by primary schools at the end of Round 2

Please refer to the Section 4 checklist where this process is outlined in detail on page 29.

STEP 9: PROCESSING OF ROUND 3 STUDENTS

9.1 Action by secondary schools
Secondary principals have two main tasks during Round 3:
• Processing of Round 3 non-local students
• Processing of local students who missed out on their Round 1 and Round 2 non-local choices, but who did not apply for a third non-local school.

Please refer to the Section 4 checklist where this process is outlined in detail on pages 29-31.

9.2 Action by primary schools at the end of Round 3

Please refer to the Section 4 checklist where this process is outlined in detail on page 31.

STEP 10: REQUESTING BACKGROUND INFORMATION ON STUDENTS NOT YET PROCESSED

At the end of Round 3 there could be quite a large number of students for whom Student Information Request forms have not been received. These students would include:
• non-local students successful during Rounds 1, 2 and 3
• local students who were not successful in gaining non-local placement at other schools during Rounds 1, 2 and 3 – but who are now seeking placement at your school
• any other late enrolments or any other students for whom you do not have the necessary information.

As a result it is now time to send primary principals Student Information Request No.2 so that the Applications to enrol that have been returned by all these students can now be finalised.

Please refer to the Section 4 checklist where this process is outlined in detail on page 31-32.

STEP 11: CONFIRMATION OF ENROLMENT LETTERS

By the end of August secondary schools should be in a position to start sending out Sample Letter 5 (confirmation of enrolment- see page 64). This letter confirms that students have a place at the secondary school and provides details of the proposed Year 6 orientation day and requirements for Day 1, Year 7.

As a matter of courtesy and good public relations this letter should be sent to all students now identified for placement at your school, even if they have already been sent Sample Letter 2 previously.

As additional students are processed and accepted for enrolment during Term 4, this letter should then be sent out as an ongoing process prior to the end of the year.

STEP 12: OFFERING PLACES TO STUDENTS ON WAITING LISTS, SUCCESSFUL APPEALS AGAINST NON-PLACEMENT

As enrolment vacancies occur secondary principals should contact students on their waiting list and invite them to complete an Application to Enrol.
The process detailed below should also be followed in the event that an appeal is upheld in relation to a student being declined placement at a school, i.e. a successful appeal against non-placement should be treated as if the student was on the school’s waiting list but has now been accepted.

Please note that when a school decides to offer a place to a student on a waiting list, or as a result of a successful appeal, there are a number of actions that must be followed through by that school. These actions will depend on what stage of the placement process it is, because this student may be currently being processed for enrolment by another school that was a lower preference on this student’s choice of schools list.

12.1 Students who are offered a place well before the end of the year

If a school decides to offer a place to a student on its waiting list well before the end of the year:

- As a matter of courtesy School A (the school offering the place) should contact School B (the school that is currently enrolling this student or considering them for enrolment) and advise it that School A will now be offering this student a place.

- As a matter of courtesy School A should also advise any other school further down the line on the tracking sheet that it will be offering this student a place.

- School A should then complete a ‘Quick Registration’ in ERN, change the student’s enrolment status to “Registered (offered)” and send out an Application to Enrol.

- School A should then proceed to enrol the student through the normal enrolment process in ERN.

12.2 Students who are offered a place very late in the year and turn up to enrol at the start of the next school year

If School A (the school offering the place) offers a place very late in the year, then provided the student has not commenced officially attending School B (the school that is currently enrolling this student):

- As a matter of courtesy School A should contact School B and advise it that School A will now be offering this student a place.

- School A should then complete a ‘Quick Registration’ in ERN, change the student’s enrolment status to “Registered (offered)” and send out an Application to Enrol.

- School A should then proceed to enrol the student through the normal enrolment process in ERN.

12.3 Students who have commenced attendance at another school

If it is the start of the next school year and the student has started attending another school, this school will need to process the student as a ‘leaver’ in ERN. The school offering the student a place should then enrol the student through the normal enrolment process in ERN.

**STEP 13: FINALISATION OF TRACKING SHEETS BY PRIMARY SCHOOLS**

During September all primary principals should review the ERN tracking sheet and confirm that all Year 6 students are now accounted for in terms of their proposed enrolment in Year 7 next year. Where any problem is identified, primary principals must follow this up to ensure that all student placements are eventually finalised.

In addition, it is critical that at this same time primary principals check to ensure that all students with learning and support needs, including health conditions, have been notified to the relevant secondary school.

It is also essential that during Term 4, and at the end of Term 4, any newly diagnosed learning and support needs or health conditions, or changes to existing learning and support needs or health conditions, have been notified to the relevant secondary school.
STEP 14: YEAR 6 ORIENTATION DAY FOR ALL STUDENTS

An orientation day for all Year 6 students moving into Year 7 next year should be organised by every secondary and central school across the state. The agreed date for this orientation day is Thursday 3 December 2015.

Please note that in some circumstances, e.g. where a group of schools have implemented an ongoing program of transition activities throughout the year or where a secondary school and its partner primary schools can run their orientation day on another day without adversely affecting other schools and other Year 6 students, then an alternative date is acceptable provided all the schools agree and no students are disadvantaged.

Please consider inviting primary school teachers and executive to this orientation day as it could be a valuable opportunity for them to interact with secondary school staff and learn more about your school and the quality programs that it offers.

STEP 15: STUDENT RECORD CARDS

Primary schools should finalise the attendance information etc. on all their Year 6 Student Record Cards by the end of the year and package them up so that they can be sent at the latest during Week 1 Term 1 of the following year to secondary schools.

Please do not use Australia Post immediately prior to the holidays as there is a risk that record cards may be left in a letter box on the school site for the whole of the holidays.

If a student fails to enrol the following year, the secondary principal should return the Student Record Card to the primary school. The home school liaison officer will follow up those non-enrolling students where no satisfactory explanation for non-enrolment has been received.
Primary Principals issue parents/carers with *Moving into Year 7 in a NSW government school*, indicating each student’s designated local secondary school

Parents/carers complete and return *Expressions of Interest* (EOIs) to primary schools

**Local students wishing to enrol at their local secondary school:** Primary Principals enter EOI information into ERN and send originals of EOIs to designated local secondary schools

**Students seeking placement at other government schools – non-local, specialist, those with a specific program or a support class:** Primary Principals enter EOI information into ERN, add comments on EOIs (if appropriate) and send copies of EOIs to Choice 1 schools

**Round 1 begins:** Secondary Principals convene school placement panels to consider Round 1 applicants

- **Successful students:** Secondary Principals send out *Applications to Enrol* to successful students
- **Unsuccessful students:** Secondary Principals notify parents of unsuccessful placement and send copy of EOI onto next school on tracking sheet

**Round 2 begins:** Secondary Principals convene school placement panels to consider Round 2 applicants

- **Successful students:** Secondary Principals send out *Applications to Enrol* to successful students
- **Unsuccessful students:** Secondary Principals notify parents of unsuccessful placement and send copy of EOI onto next school on tracking sheet

**Round 3 begins:** Secondary Principals convene school placement panels to consider Round 3 applicants

- **Successful students:** Secondary Principals send out *Applications to Enrol* to successful students
- **Unsuccessful students:** Secondary Principals notify parents of unsuccessful placement and send copy of EOI onto designated local secondary school

Secondary Principals compile complete list of all students identified for placement (both local and others)

Secondary Principals send out *Applications to Enrol* to all remaining students (local and others) who have not yet completed and returned this form

Secondary Principals send out *Student Information Request No.2* – covering all students that the school proposes to enrol in Year 7 the following year

Secondary Principals review information from each *Application to Enrol* and *Student Information Request* form, with a view to determining if further risk assessment of specific students is required

Secondary Principals start issuing confirmation of enrolment letters to all students now accepted for enrolment

APPENDIX 1: A BRIEF OVERVIEW OF THE YEAR 6-7 PLACEMENT PROCESS
APPENDIX 2: CHANGES IN ERN ENROLMENT STATUS DURING THE PLACEMENT AND SUBSEQUENT ENROLMENT OF A YEAR 6 STUDENT INTO YEAR 7

1. Parent/carer fills in an Expression of Interest (EOI) requesting placement at a particular government secondary school

2. Primary school enters EOI details into ERN

3. Student appears on the secondary school tracking sheet as Registered (interested)

4. **Secondary school offers this student a place**
   - Secondary school goes into ERN and changes student’s enrolment status to Registered (offered)
   - Secondary school sends out letter of offer and Application to Enrol (ATE)
   - Parent/carer returns ATE to the secondary school
   - Secondary school enters ATE details into ERN
   - **Application to Enrol is fully complete**
   - Application to Enrol is incomplete – ERN automatically changes student’s status to Applied to Enrol (incomplete)
   - Parent/carer provides missing information – missing details are entered into ERN
   - ERN automatically changes student’s status to Applied to Enrol (validated)
   - Secondary school principal reviews the available enrolment information and decides whether or not to conduct a risk assessment
   - **Risk assessment not required**
   - **Risk assessment is required**
     - Risk assessment completed and appropriate plans and strategies in place
   - Student’s enrolment is finalised
   - Secondary school changes the student’s status to Applied to Enrol (risk assessed)

5. **Secondary school declines this student**
   - Secondary school goes into ERN and changes student’s enrolment status to Withdrawn (by school)
   - Secondary school sends out letter re: unsuccessful placement
   - Secondary school sends copy of EOI onto the next school on the tracking sheet

APPENDIX 2: CHANGES IN ERN ENROLMENT STATUS DURING THE PLACEMENT AND SUBSEQUENT ENROLMENT OF A YEAR 6 STUDENT INTO YEAR 7
APPENDIX 3: STUDENT INFORMATION REQUEST No. 1

CONFIDENTIAL

Year 6-7 Enrolment and Transition
Request for Background Information on Students

From the Principal, ________________________________ Fax: _____________
To the Principal, ________________________________ Fax: _____________

STUDENT INFORMATION REQUEST No. 1

Dear Colleague

The following Year 6 students from your school have sought placement in Year 7 at [name of secondary school] next year. These students are local students seeking local placement at our school.

In the interests of enhanced primary-secondary transition information and implementation of the student risk assessment procedures introduced in Memorandum DN/06/00168 Enhanced Enrolment Procedures and the Application to Enrol in a NSW Government School, please indicate whether there are any learning and support needs (including health conditions), special circumstances (as explained in the Application to Enrol, e.g. mature age, pregnancy, living apart from parental supervision, subject of a court order, State-arranged out of home care) or any relevant previous history which might pose a risk of any type to the student, other students or staff at this school (as outlined in the Application to Enrol, e.g. medical history, violent behaviour, suspension or expulsion, illegal drugs, weapons, threats, intimidation, other incidents).

Please note: It is of critical importance that primary schools provide secondary schools with information that is relevant to a student’s learning and support. This includes information about:
• the student’s health condition/s and
• any learning difficulties that may impact on the ability of the student to understand his or her condition and
• managing the student’s health care and
• managing risk minimisation strategies that have been developed for the student.

It is also of critical importance that primary schools provide secondary schools with information about how to manage the condition including recognising signs of an emergency and how to respond in an emergency.

Please return this form to me as a matter of urgency.

Upon receipt of your reply, I will contact you as soon as possible to discuss any students who you have identified on this list. Alternatively, given the nature and importance of any student’s particular situation, please call me directly on [phone number].

Thank you very much for your help in this matter.

Yours sincerely

_____________________
Principal
Date: _______________

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The confidentiality of the information contained in this message is protected and is intended for the principal named above. If you are not the principal you must not copy, distribute, take any action reliant on or disclose any details in this message to any other person or organisation. Unauthorised disclosure or misuse of the confidential information obtained as a result of mistaken transmission may incur a liability for criminal penalty. Please notify the sender if you have received this message in error.

Please respond by return fax or email.
STUDENT INFORMATION REQUEST No. 1 (continued)

Name of secondary school: ______________________________________________
Name of primary school: _______________________________________________
Date of reply by primary school: ________________________________

Table 1
Local students for whom we do not have an indication of
learning and support needs (including health conditions), special circumstances or
student history relevant to risk assessment

Please note: For an outline of the terms ‘special circumstances’ and ‘student history relevant to risk assessment’ please see the
current Application to Enrol in a NSW Government School. Secondary schools should complete details in columns 1-3. Primary
schools should complete the remaining columns.

<table>
<thead>
<tr>
<th>Name of student</th>
<th>Date of birth</th>
<th>Sex M/F</th>
<th>Learning and support needs (including health conditions)</th>
<th>Special circumstances</th>
<th>Student history relevant to risk assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
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</tbody>
</table>

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above. If you are not the principal you must not copy, distribute, take any action reliant on or disclose any details in this
message to any other person or organisation. Unauthorised disclosure or misuse of the confidential information obtained
as a result of mistaken transmission may incur a liability for criminal penalty. Please notify the sender if you have
received this message in error.

Please respond by return fax or email.
APPENDIX 4: STUDENT INFORMATION REQUEST No. 2

CONFIDENTIAL

Year 6-7 Enrolment and Transition
Request for Background Information on Students

From the Principal, ________________________________  Fax: _____________
To the Principal, ________________________________  Fax: _____________

STUDENT INFORMATION REQUEST No. 2

Dear Colleague

The following Year 6 students from your school have sought placement in Year 7 at [name of secondary school] next year.

For those students in Table 1, i.e. students for whom we do not have any information, please indicate whether there are any learning and support needs (including health conditions), special circumstances (e.g. mature age, pregnancy, living apart from parental supervision, subject of a court order, State-arranged out of home care) or any relevant previous history which might pose a risk of any type to the student, other students or staff at this school (e.g. medical history, violent behaviour, suspension or expulsion, illegal drugs, weapons, threats, intimidation, other incidents).

For those students in Table 2, i.e. students for whom you have previously provided information, please clearly indicate any student for whom there has now been a change in learning and support needs (including health conditions), special circumstances or relevant previous history since completion of the previous form.

Please note: It is of critical importance that primary schools provide secondary schools with information that is relevant to a student’s learning and support. This includes information about:
• the student’s health condition/s and
• any learning difficulties that may impact on the ability of the student to understand his or her condition and
• managing the student’s health care and
• managing risk minimisation strategies that have been developed for the student.

It is also of critical importance that primary schools provide secondary schools with information about how to manage the condition including recognising signs of an emergency and how to respond in an emergency.

Please return this form to me as a matter of urgency. Upon receipt of your reply, I will contact you as soon as possible to discuss any students who you have identified on this list. Alternatively, given the nature and importance of any student’s particular situation, please call me directly on [phone number].

In addition, would you please contact me immediately should there be a change in any student’s situation between now and the end of the year?

Thank you very much for your help in this matter.

Yours sincerely

____________________
Principal

Date: _______________

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Please respond by return fax or email.
STUDENT INFORMATION REQUEST No. 2 (continued)

Name of secondary school: ____________________________________________
Name of primary school: ____________________________________________
Date of reply by primary school: ________________________________

Table 1
Students for whom we currently do not have an indication of learning and support needs (including health conditions), special circumstances or student history relevant to risk assessment

Please note: For an outline of the terms ‘special circumstances’ and ‘student history relevant to risk assessment’ please see the current Application to Enrol in a NSW Government School. Secondary schools should complete details in columns 1-3. Primary schools should complete the remaining columns.

<table>
<thead>
<tr>
<th>Name of student</th>
<th>Date of birth</th>
<th>Sex M/F</th>
<th>Learning and support needs (including health conditions)</th>
<th>Special circumstances</th>
<th>Student history relevant to risk assessment</th>
</tr>
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<td>Yes</td>
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Table 2
Students for whom we already have an indication – please confirm current status

Please note: Secondary schools should complete all details in this table or insert the previous primary school response as ‘Table 2’. Primary schools should check and clearly indicate any changes to this information.

<table>
<thead>
<tr>
<th>Name of student</th>
<th>Date of birth</th>
<th>Sex M/F</th>
<th>Learning and support needs (including health conditions)</th>
<th>Special circumstances</th>
<th>Student history relevant to risk assessment</th>
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Please respond by return fax or email.
APPENDIX 5: SAMPLE LETTER 1A
FOR USE WITH THE ERN ‘GHOSTED’ APPLICATION TO ENROL

[School letterhead]

[Date]
[Name of parent or carer]
[Address]

PLACEMENT IN YEAR 7, [CALENDAR YEAR]

Dear [name of parent or carer]

Thank you for your expression of interest for placement of your child, [name of child], in Year 7 at [name of school] in [calendar year, e.g. 2016].

In accordance with your expression of interest, we have identified your child for proposed placement on our enrolment list for next year. As you would be aware, until a completed application to enrol has been accepted by the school, your child’s enrolment at [name of school] cannot be finalised.

If you wish to proceed with a formal application to enrol, please complete the attached Application to Enrol in a NSW Government School and return this form to me by [DAY and DATE].

You will notice that this form already has many sections filled in for you. This is information we currently have in our computer system about your child.
1. Please check all the printed information and make any corrections that are needed.
2. Please complete any missing information.
3. Please make sure you answer all necessary questions and sign the form.

Please note:
• It is compulsory for you to answer all questions on the application form except those about your occupation and education
• If we have not received your application to enrol by the date shown above we will assume that you are no longer interested and other students will be invited to apply
• If you submit this application but then change your mind, or your circumstances change and you no longer wish to proceed with enrolment, please contact the school as soon as possible so that we can contact other students on our waiting list.

Your application will be reviewed and processed as a matter of priority. If it is accepted, an official confirmation of enrolment will be sent to you. In some circumstances we may need to follow up with you on some aspect of the information you have provided in your application. If this is the case, we will contact you.

If you need help in completing this form please contact your local primary school, or make an appointment to talk with our staff at [name of high school] on telephone number [school phone number].

Thank you for your assistance.

Yours sincerely

[name of principal]
Principal
APPENDIX 6: SAMPLE LETTER 1B
FOR USE WITH A BLANK APPLICATION TO ENROL

[School letterhead]

[Date]

[Name of parent or carer]
[Address]

PLACEMENT IN YEAR 7, [CALENDAR YEAR]

Dear [name of parent or carer]

Thank you for your expression of interest for placement of your child, [name of child], in Year 7 at [name of school] in [calendar year, e.g. 2016].

In accordance with your expression of interest, we have identified your child for proposed placement on our enrolment list for next year. As you would be aware, until a completed application to enrol has been accepted by the school, your child’s enrolment at [name of school] cannot be finalised.

If you wish to proceed with a formal application to enrol, please complete the attached Application to Enrol in a NSW Government School and return this form to me by [DAY and DATE].

Please note:
• It is compulsory for you to answer all questions on the application form except those about your occupation and education.
• If we have not received your application to enrol by the date shown above we will assume that you are no longer interested and other students will be invited to apply.
• If you submit this application but then change your mind, or your circumstances change and you no longer wish to proceed with enrolment, please contact the school as soon as possible so that we can contact other students on our waiting list.

Your application will be reviewed and processed as a matter of priority. If it is accepted, an official confirmation of enrolment will be sent to you. In some circumstances we may need to follow up with you on some aspect of the information you have provided in your application. If this is the case, we will contact you.

If you need help in completing this form please contact your local primary school, or make an appointment to talk with our staff at [name of high school] on telephone number [school phone number].

Thank you for your assistance.

Yours sincerely

[name of principal]
Principal
APPENDIX 7: SAMPLE LETTER 2

[School letterhead]

[Date]

[Name of parent or carer]
[Address]

NOTIFICATION OF ACCEPTANCE INTO YEAR 7, [CALENDAR YEAR]

Dear [name of parent or carer]

Thank you for your application to enrol your child, [name of child], in Year 7 at [name of school] next year.

I am pleased to advise you that your application to enrol has been successful. May I offer you and your child my sincere congratulations. I look forward to a very successful association with you both over the coming years.

An orientation day for all incoming Year 7 students will be held at our school on [day and date]. We will send you more details about this orientation day during September/October.

Please contact the school immediately if your circumstances change and you no longer wish to proceed with this enrolment. We will then be able to offer this vacancy to another student on our waiting list.

If you have any questions or need any further information, please contact [name of school person who will deal with enquiries, telephone number].

Yours sincerely

[name of principal]
Principal
APPENDIX 8: SAMPLE LETTER 3

[School letterhead]

[Date]

[Name of parent or carer]
[Address]

NOTIFICATION OF AN UNSUCCESSFUL NON-LOCAL PLACEMENT

Dear [name of parent or carer]

Thank you for your expression of interest for placement of your child, [name of child], in Year 7 at [name of school] next year.

I regret to advise you that your expression of interest has been unsuccessful. The reasons for this are … (insert reasons here for the unsuccessful EOI - but please note that if these reasons are likely to be contentious, the principal should seek further advice about the drafting of this letter from their director).

(Delete if not applicable) Please note, however, that your child has been placed on a waiting list, should a vacancy occur within the next few months. Your child is [position on list, e.g. sixth] on this list. Should such a vacancy occur, we will contact you immediately.

Yours sincerely

[name of principal]
Principal
APPENDIX 9: SAMPLE LETTER 4

[School letterhead]

[Date]

[Name of parent or carer]
[Address]

NOTIFICATION OF RECEIPT OF APPLICATION TO ENROL

Dear [name of parent or carer]

Thank you for your application to enrol your child, [name of child], in Year 7 at [name of school] next year.

Your application will be reviewed and processed as a matter of priority. If it is accepted, an official confirmation of enrolment will be sent to you. In some circumstances we may need to follow up with you on some aspect of the information you have provided in your application. If this is the case, we will contact you.

Please contact the school immediately if your circumstances change and you no longer wish to proceed with this enrolment. We will then be able to offer this vacancy to another student on our waiting list.

If you have any questions or need any further information, please contact [name of school person who will deal with enquiries, telephone number].

Yours sincerely

[name of principal]
Principal
APPENDIX 10: SAMPLE LETTER 5

[School letterhead]

[Date]

[Name of parent or carer]
[Address]

CONFIRMATION OF ENROLMENT IN YEAR 7, [CALENDAR YEAR]

Dear [name of parent or carer]

Thank you for your application to enrol your child, [name of child] in Year 7 at [name of school] next year.

I am pleased to be able to confirm that a place has been reserved for your child at our school in [calendar year, e.g. 2016]. May I extend my congratulations and a very warm welcome to you and your child.

An orientation day for incoming Year 7 students will be held … (indicate day, date, location, start time, finishing time, other arrangements, what to bring, desirability of parent/carer attendance etc.)

The first day of attendance for Year 7 students next year is [day and date]. On this day students will need to be at school … (indicate start time, location, what to bring, other arrangements including parent/carer attendance, where to purchase school uniform etc.)

Please contact the school immediately if your circumstances change and you no longer wish to proceed with this enrolment. We will then be able to offer this vacancy to another student on our waiting list.

If you have any questions or need any further information, please contact [name of school person who will deal with enquiries, telephone number].

I look forward to meeting you and your child at the Year 7 orientation day on [date].

Yours sincerely

[name of principal]
Principal
SECTION 7 – QUICK LINKS TO IMPORTANT ONLINE SUPPORT DOCUMENTS

YEAR 6-7 ENROLMENT

Year 6-7 enrolment – Intranet home page
Year 6-7 memorandum – DN/15/00001 Documents for moving into Year 7 in a NSW government school
Year 6-7 enrolment – Term planner
Moving into Year 7 in a NSW government school in 2016
Translations of Moving into Year 7 in a NSW government school
Year 6-7 reference guide – Procedures for secondary school enrolment
Detailed ‘Primary schools only’ checklist for 2015
Detailed ‘Secondary schools only’ checklist for 2015
Translations of sample letters 1-5 from the reference guide

ERN HELP

ERN Year 6-7 Tracking Sheet – Online Help
In ERNest

ERN QUICK REFERENCE GUIDES (HELP GUIDES) FOR THE YEAR 6-7 TRACKING SHEET

QRG – How to Give Staff Access to the ERN Tracking Sheet
QRG - How to Log into ERN
QRG - How to Set up Multiple Designated High Schools
QRG - How to Enter a Student’s EOI into ERN
QRG - How to Change a Student’s Status to Registered Offered
QRG - How to Withdraw Students
QRG - Understanding the Primary School Tracking Sheet
QRG - Understanding the High School Tracking Sheet