



THE HUTCHINS SCHOOL

Enrolment, Inclusion and Exclusion Policy

Relevant legislation	Anti-Discrimination Act 1988 (Tas) Disability Discrimination Act 1992 (Cth) Disability Standards for Education 2005 Education Act 2016 (Tas)
Commencement date	01 July 2018
Last review date	5 November 2024

1. Purpose

The purpose of this policy is to outline The Hutchins School's commitment to the ongoing enrolment and education of students and to outline its approach to enrolment, inclusion and exclusion processes.

The School is committed to complying with its legal obligations regarding inclusivity under the Disability Discrimination Act 1992 (Cth), Disability Standards for Education 2005 and the Anti-Discrimination Act 1998 (Tas), whilst also meeting its responsibilities as a registered non-government school under the Education Act 2006 (Tas). At the same time, it is appropriate that the School's enrolment practices take into account the School's operational needs and duty of care to staff and students alike.

Reflecting these considerations, the School has developed the Enrolment, Inclusion and Exclusion principles set out in this policy.

2. Scope

This policy applies to all students attending (or who may enrol at) The Hutchins School (the School), and to their parents/carers.

3. Objectives

The primary objective of this policy is to clearly state the School's approach to enrolment, inclusion and exclusion, and to provide procedural guidance to staff and the Principal.

Created by: Policy & Compliance Manager	Document version: 1.4
Online location: https://myhutchinstasedu.sharepoint.com/sites/PolicyCompliance	Next review date: 01 May 2027
Printed copies are uncontrolled. For the latest version please refer to SharePoint Online.	CRICOS 00478F Page 1 of 9



4. Definitions

Enrolment	The process by which a person becomes registered as a student of The Hutchins School.
Reasonable adjustment	<p>Adjustments made to enable a student with a disability to participate in education on the same basis as other students.</p> <p>The Disability Standards for Education 2005 contemplate that an adjustment is reasonable in relation to a student with disability, if the adjustment balances the interests of all parties affected. Reflecting this, in assessing reasonableness the School takes into account a range of relevant considerations including not only a student's disability, and the views of the student and the student's parents, but also:</p> <ul style="list-style-type: none"> • the impact of any adjustment on the student and other relevant members the school community; • the School's duty of care and responsibility to manage the workload of teachers and other staff who support students; • the capacity of the School to commit its limited resources to supporting one student, having regard to the support needs of the broader student cohort (or in a particular class or year level). <p>Examples of adjustments which may be reasonable include:</p> <ul style="list-style-type: none"> • Individual learning plans and modifications to curriculum • additional support services through the School's Centre for Excellence; • provision of specialised equipment • adjustments to the physical environment. • accessibility aids and/or adjustments; • assistive technology; • adjustments to the School's timetable and/or class locations (where this does not compromise the School's learning programme); • behavioural and social support, provided through Behaviour Support Plans and via the School's counsellors.
Relevant needs	Whilst the School's legal obligations regarding inclusivity are primarily concerned with supporting students with disability, a student's relevant needs may more broadly relate to (amongst other things) allergies, health conditions, physical or intellectual disabilities (whether diagnosed, undiagnosed or suspected), behavioural or learning challenges or difficulties, learning support requirements and needs of a medical, psychological, health or dietary nature.
Suspension	<p>The temporary exclusion of a student from:</p> <ul style="list-style-type: none"> • attending any teaching or assessment session; • entering the premises of the School; and/or • or engaging with its programs or services

	for a specified period.
Termination	The immediate cessation of a student's enrolment, prohibiting future involvement with the School or any of its programs or services.
The Hutchins School community	For the purpose of this policy, 'the Hutchins School community' (or 'the School community') refers to students, parents/carers, alumni, associations (including, but not limited to, the Hutchins School Old Boys' Association and the Parents' Association), governing bodies (such as The School Board), volunteers, contractors and sub-contractors of the School, service providers, visitors and guests of the School.
Unjustifiable hardship	<p>Unjustifiable hardship occurs when the burden of making an adjustment significantly outweighs the benefits to the person with a disability. In determining whether an adjustment would impose an unjustifiable hardship, several factors are considered:</p> <ul style="list-style-type: none"> • the nature of the benefit or detriment likely to result from making the adjustment; • the effect of the student's disability; • the financial circumstances and the estimated cost of the adjustment; • the availability of financial and other assistance to offset the cost; and • any relevant action plans or strategies in place to support the student.

5. Policy statement

Enrolment is an invitation offered at the discretion of the School to parents/carers and students to work in collaborative partnership with the School to develop children and young people in an environment committed to educational excellence.

All enrolments are managed according to the School's enrolment procedures, namely the [Enrolment process for Australian citizens](#) and residents and the [Enrolment process for international students](#). These processes are designed to reflect the principles listed below, which are determined by the School and may be amended from time to time. These principles form the basis upon which all potential enrolments and exclusions will be assessed.

Enrolment principles

The Hutchins School is an Anglican school whose supportive learning community works together to nurture the character of its students. A Christian life as a response to Jesus Christ is commended and encouraged at Hutchins. We express our Christian values in welcoming and respecting members of all faiths.

The School values humility, kindness, courage and respect, and seeks to embed these values in its own principles, and in the education of its students.

- 1) All enrolments are ultimately at the discretion of the Principal, subject to the School's compliance with applicable laws.
- 2) Enrolment is subject to parents/carers and the student accepting and fulfilling the terms and conditions of enrolment at the School.
- 3) Enrolments will only be accepted and maintained at the School if parents/carers and students are prepared to actively support the mission, values, rules and policies of the School.
- 4) All enrolment applications must be supported by the documentation requested in the School's enrolment process. The School's acceptance of an Application Form will not guarantee an enrolment interview or an offer of enrolment, irrespective of the date of lodgment of the application.
- 5) The commencement and maintenance of enrolments will be assessed on an individual basis according (but not limited) to the following factors:
 - a) the availability of spaces in the prospective student's year level;
 - b) the number and social balance of the students currently enrolled in the prospective student's year level;
 - c) the learning, behavioural, social, emotional and inclusion needs of the students currently enrolled in the prospective student's year level;
 - d) the ability of the School to provide suitable resources, facilities, services and learning opportunities to the existing cohort and the prospective student;
 - e) the ability of the School to make any required and reasonable adjustments to support a prospective student's enrolment;
 - f) the financial, logistical and psychosocial capacity of the School to support the enrolment;
 - g) the cost and availability of specialised skills/resources not otherwise available at the School (for example, the provision of additional staff or facilities may not be possible or reasonable);
 - h) any needs or behaviours that cannot be reasonably accommodated by the School. Examples include but are not limited to:
 - i) physical behaviours that may cause unreasonable risks to the health and safety of:
 - (1) the student,
 - (2) other students,
 - (3) staff,

- (4) members of the School community; or
 - (5) members of the public.
 - ii) swearing;
 - iii) threatening or intimidating language or gestures;
 - iv) harassment or stalking; and/or
 - v) external behaviours that might result/have resulted in police charges;
 - i) circumstances where the impact on the reputation of the School and other existing or future enrolments where matters are inconsistent with the mission, values, rules and policies of the School; and
 - j) other matters relevant to the good order of the School.
- 6) Where year levels are oversubscribed for enrolment, a waitlist system will operate based on the Enrolment and Inclusion Principles, the date of application, and the discretion of the Principal.
- 7) The School is committed to meaningful consultation and dialogue with parents/carers and students (where appropriate to do so) about any issues which may impact on a child's prospective or continuing enrolment. Parents/carers are expected to co-operate with the School in a spirit of collaboration and provide truthful, current and accurate information about all relevant matters.

Exclusion principles

- 1) The School will reasonably attempt to maintain enrolment for its students through professional judgement, compliance with applicable Federal and State laws (including the School's registration requirements).
- 2) Continued enrolment for students cannot be guaranteed and is always conditional on parents/carers and the student complying with the terms and conditions of enrolment and the School Rules and policies as amended from time to time.
- 3) Exclusion from the School may be for a temporary period (suspension) or permanent (termination) and does not require any period of notice.
- 4) Any period of exclusion will require school fees to be paid as follows:
 - a) *suspension*: during the period of suspension; or
 - b) *termination*: up to the point of termination of enrolment.
- 5) Suspension may include withdrawal from a particular class/activity, or from all school class/activities for a period determined appropriate to the circumstances. Generally, suspension will not exceed one school term.
- 6) Where exclusion (via suspension or termination) is being considered, the School will:
 - a) take into account the Enrolment Principles and any actions already implemented by the School;
 - b) put into place reasonable interim arrangements (as determined by the School) which may include immediate suspension;

- c) gather and consider appropriate information from any relevant source (within or outside of the School) to inform any decision, including, but not limited to:
 - i) student pastoral care records;
 - ii) internal records (complaints & grievances / inappropriate conduct report forms);
 - iii) any individual learning plans; and
 - iv) any relevant attempts at adjustment.
 - d) consult as required with School staff or external advisors with relevant expertise;
 - e) consider the rights and needs of the student;
 - f) consult with parents/carers and the student regarding the information and provide them with the opportunity to respond to any allegation that may potentially result in exclusion; and
 - g) inform parents/carers and the student of any outcomes, taking reasonable steps to protect their privacy.
- 7) Suspension may be considered in circumstances including but not limited to:
- a) persistent inappropriate behaviour (e.g. disobedience, disruption, insolence etc.) towards other students, school staff, or members of the School community;
 - b) significant or serious breaches of the School Rules or policies as amended from time to time; and/or
 - c) incidents in which the health, safety or wellbeing of any of the following may be adversely affected:
 - i) the student,
 - ii) other students,
 - iii) staff,
 - iv) members of the School community; or
 - v) members of the public.
- 8) Whilst a suspension may be considered a consequence in appropriate circumstances, the School may also implement a suspension as an interim measure to uphold its duty of care; or alternatively, whilst the School investigates a serious behavioural concern.
- 9) The School may terminate a student's enrolment (with or without notice), in circumstances where, in the reasonable opinion of the Principal, any of the following apply:
- i) a parent fails to pay school fees, charges and levies imposed by the School by the due date, or in accordance with the payment terms, which apply during the student's enrolment;
 - ii) a parent or student otherwise breaches the School's terms and conditions of enrolment;
 - iii) a student, parent or sibling has acted inconsistently with the expectations set out in School's terms and conditions of enrolment, the School Rules or the School's policies as amended from time to time;
 - iv) the School is not satisfied it can meet the needs of the student including, for example, because the student is not benefitting from the curriculum, courses or programs provided by the School, or the student is not, in the School's reasonable opinion, school-ready;
 - v) the School is not satisfied that there remains sufficient trust and confidence between the Student and the student's family for an effective enrolment relationship; or
 - vi) as otherwise provided for in the School's terms and conditions of enrolment.

- 10) Termination of enrolment will be at the absolute discretion of the Principal in consultation with the Chair of the Board. The Principal will inform the Board of all terminated enrolments.

Inclusion Principles

- 1) The School is committed to the inclusion of students with disabilities, and will take steps to ensure that students with disabilities are not unlawfully discriminated against during the enrolment or exclusion processes, in accordance with relevant legislation. The School will accordingly make and maintain reasonable adjustments to support the enrolment and inclusion of students with disabilities.
- 2) Notwithstanding the School's commitment to inclusivity, equal opportunity laws reflect that the School is not necessarily able to cater to every student's relevant needs. The School is also entitled to set and enforce reasonable standards of student behaviour to ensure the good order of the School; and, more importantly, uphold the School's duty of care to staff and students alike.
- 3) Accordingly, the School must be aware of all relevant needs a prospective or current student has (or has had) which may be relevant to the education or welfare of the child (or which may impact upon the education or welfare of others). This accordingly necessitates parents providing to the School all reports, assessments and information in relation to the student's relevant needs.
- 4) If a parent fails to disclose relevant needs then the School, in its absolute discretion, may refuse to proceed with the enrolment of a student - or, if the enrolment has already commenced, immediately terminate the enrolment of the student under the School's applicable terms and conditions of enrolment.
- 5) Where the School is informed about a current or prospective student's relevant needs, including where needs develop or change, then the School will consult with the student's parents to enable the School to:
 - a) understand any relevant needs;
 - b) assess whether any relevant needs affect the student's ability to be enrolled at the School; and
 - c) identify any reasonable adjustments that would enable the student to be enrolled at the School on the same basis as a student without a disability; and
 - d) to the extent that the School may have concerns about a student's relevant needs despite any reasonable adjustments the School can make: provide the parents with an opportunity to be heard regarding how those concerns may be resolved.
- 6) In accordance with its relevant procedures, the School will then assess whether it has the capacity and resources to provide a safe and fulfilling learning environment for the relevant student.

- 7) A decision not to offer a prospective student enrolment, or to terminate a student's enrolment, will not be based on disability (unless in particular circumstances the characteristics of a student's disability are inconsistent with the School's duty of care). Decisions will be grounded in the broader context of the School's capacity to provide effective support and reasonable adjustments for the student, whilst also maintaining a positive learning environment for all staff and students.
- 8) Whilst the School will always benefit from, and encourages parents to share, information about a current or prospective student's needs from that student's healthcare team, the School also expects parents to respect that:
 - a) the School employs experienced educators who are well versed in supporting students with a range of disabilities and relevant needs;
 - b) any legal obligations the School may owe to the parent's child are but one of a multitude of legal obligations the School owes to many students and staff;
 - c) there are pragmatic limits to the capacity of School staff to communicate in real-time with parents, including in relation to queries and concerns.

6. Supporting/related documents

[Diversity, Equity & Inclusion Policy](#)

[Enrolment process for Australian citizens](#)

[Enrolment process for international students](#)

7. Record keeping

Records generated throughout the processes outlined in this policy will be kept confidential and stored in the appropriate school information management system(s).

8. Policy maintainence

This policy is to be kept for three (3) years until review except where legislative or organisational change demands otherwise.

The master copy is kept in [SharePoint Online](#) in read-only PDF form. All printed copies are uncontrolled.



9. Policy owner

Principal

10. Version Control

Version Number	Author	Purpose/Change	Date
1.0	Chief Operating Officer	Initial release	01/07/2018
1.1	Policy & Compliance Manager	Textual review and update; new template. No procedural changes. Removed gendered language; added definitions. Replaced text regarding "other persons" at the School with references to the School community (furthering consistency with other policies).	01/05/2021
1.2	Policy & Compliance Manager	Minor textual review; changes made to improve readability and clarity. Inclusion of community and the public in provisions against harm. No major policy changes.	01/05/2024
1.3	Policy & Compliance Manager	Review subsequent to legal advice. Changes made to structure (separating out enrolment and exclusion principles as distinct lists rather than a continual numbered list) and to specific policy regarding the School's approach to the inclusion of students with disabilities and/or learning and behavioural challenges. The Inclusion Principles have been developed to support the School's practice in this area, and are new to this revision of the policy. Policy not endorsed at this point – legal review upcoming.	01/08/2024
1.4	Russell Kennedy Pty Ltd	Legal Review. Significant textual changes to termination conditions, updated definitions (particularly around 'reasonable adjustments') more detail around legislative obligations and adjustments to the inclusion principles. This review prior to the release of the 2024/5 update of the document. Board review and endorsement 02/2025.	02/2025

Created by: Policy & Compliance Manager	Document version: 1.4
Online location: https://myhutchinstasedu.sharepoint.com/sites/PolicyCompliance	Next review date: 01 May 2027
Printed copies are uncontrolled. For the latest version please refer to SharePoint Online.	CRICOS 00478F Page 9 of 9

