



Yea High School

Access Yea Community Education (AYCE) Coeducational Specialist Campus Enrolment Policy

Background to this policy

AYCE offers a specialised service within the Department of Education and Training (DET) in that it provides assistance to any individuals who may seek advice regarding accessing a flexible, individualised, alternative education program.

AYCE delivers programs at a number of coeducational specialised VRQA registered campuses, these were established for the main purpose of providing instruction for students with social, emotional or behavioural difficulties.

Our emphasis is on the re-engagement of young people within a supportive environment which is consistent with our program's emphasis on wellbeing and appropriate life-long learning. The programs have a particular focus on the delivery of literacy, numeracy and social development.

Our aim is to have students return to mainstream schooling, undertake appropriate training, find a pathway to employment or go on to tertiary studies.

AYCE Enrolment Process

Initial Contact

AYCE fields many requests from a range of categories including the ones outlined below:

- Psychologist referred clients who have had issues with school attendance due to high anxiety/depression.
- School or parent enquiry relating to students who may be on the Autism Spectrum, ODD or ADHD (often these students have a health professional supporting them). Disruptive behaviours in the student's current school has led to numerous suspensions and talk of possible expulsion.
- DET or school request/referral – after a school has tried multiple strategies (without success) to reengage a school refuser.
- Special needs students whose needs are not properly catered for in a special school setting nor in a mainstream school.
- Requests from organisations including hospitals, CAMHS, youth support services, Salvation Army and other charitable organisations.
- Parents who have been home schooling their child and reach a point where they feel a need to link with state education but are concerned with their child's capacity to cope with the demands of a mainstream school.
- Students with life circumstances or physical illness preventing attendance at school five days a week but are looking for a degree of social interaction with peers.



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Assessing student suitability

- High risk students are referred to AYCE Manager – for immediate assessment and appropriate support. (These students are assessed using the AYCE screening tool)
- Others are required to attend an interview with the AYCE manager at a mutually convenient time. If both parties are of the view that AYCE can assist; students are offered a place (if one is available). In other instances, students may need to be gradually integrated into a classroom situation and initial contact may be through provision of teacher support in a library, with a view to joining classes at an AYCE campus after an appropriate 'settling in' time.
- In some instances, after hearing about the structure and demands of the program some decide that AYCE would not be suitable for their child. AYCE often works with these individuals to find an alternative placement that is more suitable for their needs. Every effort is made to find each student an appropriate educational setting.

Ongoing

- There is process for staff, parents and students to report any concerns or issues on a weekly basis to be followed up by senior AYCE staff as required.
- At the commencement of each new school year AYCE students are interviewed with their parents/carers, progress is discussed and adjustments to their program are made as necessary. In addition, enrolment/medical details are also updated.
- Students who leave the program are periodically monitored by the AYCE leadership team.

DET Policy

AYCE also operates within the DET enrolment policy framework.

Schools must:

- enrol eligible students, who are new to the Victorian government education system under the name contained in the documents supporting their admission; primarily their birth certificate
- keep copies of sighted documents (Note: for primary students this includes an immunisation status certificate)
- verify changes to student enrolment names
- maintain and update student details obtained on enrolment
- keep all information confidential and managed in accordance with:
 - the Department's privacy policy
 - Victorian privacy laws.

Rule: At initial enrolment a Victorian Student Number (VSN) is allocated to a student in the name certified in admission documents. When students transfer between schools, the name will remain as the name attached to the VSN, unless new legal documentation with an amended name is provided.

REVIEW CYCLE

This policy was last updated in 2020 and is scheduled for review in 2021.



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Changing enrolment name

Note: The majority of students enrolled prior to 2009, with names different from those appearing on their birth certificate due to previous Department policy; can continue to be enrolled in these names.

Schools can change the name under which a student is enrolled if:

- new legal documentation with an amended name is provided, such as:
 - officially amended birth certificate
 - proof of adoption
 - court order authorising another name
- supporting documentation, which was not originally available, differs from the name provided during conditional enrolment.
- proof is provided that the enrolling parent or the student is using another name under a scheme designed to ensure their safety, such as witness protection.

Maintaining Student Family Occupation and Education (SFOE) information

Funding for equity (Social Disadvantage) provides an individual loading for students from disadvantaged backgrounds that will increase with the density of disadvantage at the school. Increased funding for schools has proven to raise educational outcomes, particularly for these students. Schools use Social Disadvantage funding to deliver tailored educational programs that meet the needs of this cohort of students.

The Social Disadvantage loading allocates funding based on parental occupation, parental education and the level of concentration of disadvantage in a school. Students with the highest level of need are targeted with the most funding to ensure schools have the resources to support them.

SFOE information that parents provide directly affects the level of Social Disadvantage funding that a school will receive. Therefore, it is essential that schools:

- ensure that their staff understand why SFOE data is needed and the benefits of ensuring there are no errors in data logged on CASES21
- clearly explain to parents the importance of correctly completing the parent information form
- have a process to ensure SFOE information is accurate and up-to-date
- contact parents when occupation and/or education data is missing, incomplete or unclear
- keep records to explain any changes or updates to data submitted by parents.

See YHS enrolment forms for additional detail.



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