

ADMISSIONS POLICY 2025

Forming part of: Giant Steps Tasmania's *Curriculum & Learning Experiences Manual*

Policy Statement

Giant Steps Tasmania accepts students on the Autism Spectrum, as diagnosed by a suitably qualified Medical Practitioner. Giant Steps Tasmania gives priority to students who require extensive or substantial levels of adjustment as defined by the Nationally Consistent Collection of Data on School Students with a Disability (www.nccd.edu.au)

Giant Steps Tasmania accepts students on the Autism Spectrum regardless of sex, race, socio-economic status and place of residence, from foundation year level, who have turned 5 in the previous schooling year. Giant Steps Tasmania does not accept any student for placement whose needs cannot be adequately met by the school's resources.

Giant Steps Tasmania placements are funded by federal funding and/ or parental contribution. School fees are set by Giant Steps Tasmania's Board. Details of current fees can be found on the school's website (www.giantsteps.tas.edu.au) or by contacting the Giant Steps Tasmania Business Manager (Tel: 63 622 522).

Dual enrolment is possible at Giant Steps Tasmania and any other school in the State, Independent or Catholic sectors with the written agreement of both schools.

Purpose

The aim of this policy is to ensure transparency regarding:

- the criteria upon which Giant Steps Tasmania accepts students
- how and why a placement may be terminated, and
- the Admissions Process

Implementation

In most cases, the Principal will manage the enrolment process. If the Principal feels it is necessary, an enrolment committee may be set up, involving one or more members of the class or therapy team and/ or a Board member.

Places at Giant Steps Tasmania normally become available if a former student is withdrawn, or if a student moves from one classroom group to another.

Parent(s)/ Carer(s) and students, whenever possible, are encouraged to actively participate in the admissions process.

Giant Steps Tasmania will consider students for enrolment based on:

- The student's diagnosis by a suitably qualified Medical Practitioner. Giant Steps Tasmania prioritises students requiring significant or extensive adjustment. In some circumstances it might be possible to accept students who require supplementary adjustments, but this is likely to be for a short-term placement, with the aim of assisting the student to (re)integrate into mainstream schooling and will probably involve discussion of the placement at Board level.

- Homogeneity in age or functioning level for an available classroom placement at Giant Steps, Tasmania
- The student's place on the waiting list

For additional information regarding the enrolment process, refer to **Addenda 1 & 4**.

Ending a placement

If a parent/ carer wishes to remove a student from Giant Steps Tasmania, they must give the school one term's notice in writing. Refer to **Addendum 3**.

Giant Steps Tasmania will end a placement if the student no longer requires services from the Giant Steps Tasmania programme and can be successfully transferred to another school/ centre, with any necessary on-going support being provided by the accepting school/ centre.

The Giant Steps Tasmania placement will be jeopardised and could be ended if:

- The student has an unexplained absence of more than a week (5 consecutive days when they are expected to attend Giant Steps Tasmania). Refer to **Attendance Policy**.
- The student has an unexplained pattern of absences or 10 unexplained days of absence in any term. Refer to **Attendance Policy**
- Parents/ Carers do not participate in IEP meetings, behavioural support programmes, nutritional/ diet plans and have not contacted Giant Steps Tasmania to discuss this.
- Parents/ Carers have not updated the student's Medical Information Form at the start of the academic year and/ or mid-year in spite of at least one reminder to do so.
- Parents/ Carers have outstanding fees of more than 1 term and have not made arrangements with Giant Steps Tasmania to settle the amount, following a reminder letter having been sent to the address the school holds for them.
- Parents/ Carers do not provide the School, prior to enrolment, with information about the student's previous behaviours of concern.
- Parents/ Carers, a family member, a Giant Steps Tasmania student or their advocate has a grievance against the school or a member of the Giant Steps Tasmania staff but does not follow the Giant Steps Tasmania Complaints Policy to attempt to resolve the issue. Refer to **Complaints Policy**.
- The School's Positive Behaviour Support Policy having been followed, the student continues to exhibit behaviour which places themselves or others in danger. See also **Positive Behaviour Support Policy**.

A student who has attained the age of 18 is encouraged to participate in all procedures which require parent/ carer participation as specified in this policy.

Authorised by:	Paul Bowman
Position:	Chair of Board
Signature:	
Date:	
Original Policy developed by:	Chris Jacobsen
Position:	(Previously) Education Administrator
Date developed:	July, 2018
Date of first review:	July, 2019
Date of this review:	November 2025
Reviewed by:	Chris Jacobsen
Position:	Fairlight Educational Consulting
Staff consultation period:	October 2025
Date for next review:	November 2027

Addenda

Addendum 1: Admissions

Addendum 2: Transition Plan template

Addendum 3: Home-School Agreement

Addendum 4: Enrolment Forms

Addendum 5: Parent/ Carer Orientation

Addendum 6: New Student Checklist

Addendum 1: ADMISSIONS

Enrolment Procedure

Purpose

The aim of these procedures is to provide clarity and details for all staff in relation to the requirements for school enrolment at Giant Steps Tasmania, in line with the *Education Act 2016*.

Legal requirements

“A child who is at least 5 years of age as at 1 January in any year must be – (a) enrolled at a school until issued with a transition statement (whether or not the child attains the age of 18 years before the commencement of, or during, Year 10); or (b) provided with home education by a registered home educator for that year and subsequent years until the child is issued with a transition statement.” (*Education Act 2016*)

Considerations

- The Principal will consider enrolment at Giant Steps Tasmania when it is requested by a parent and when the child has a diagnosis of ASD requiring significant or extensive adjustment*.
- Access to Giant Steps Tasmania on a part-time basis while maintaining enrolment at a Department, Independent or Catholic school is an option available to students who meet the criteria for enrolment at Giant Steps Tasmania and who receive permission from their other school.

** In some circumstances it might be possible to accept students who require supplementary adjustments, but this is likely to be for a short-term placement, with the aim of assisting the student to (re)integrate into mainstream schooling and will probably involve discussion of the placement at Board level.*

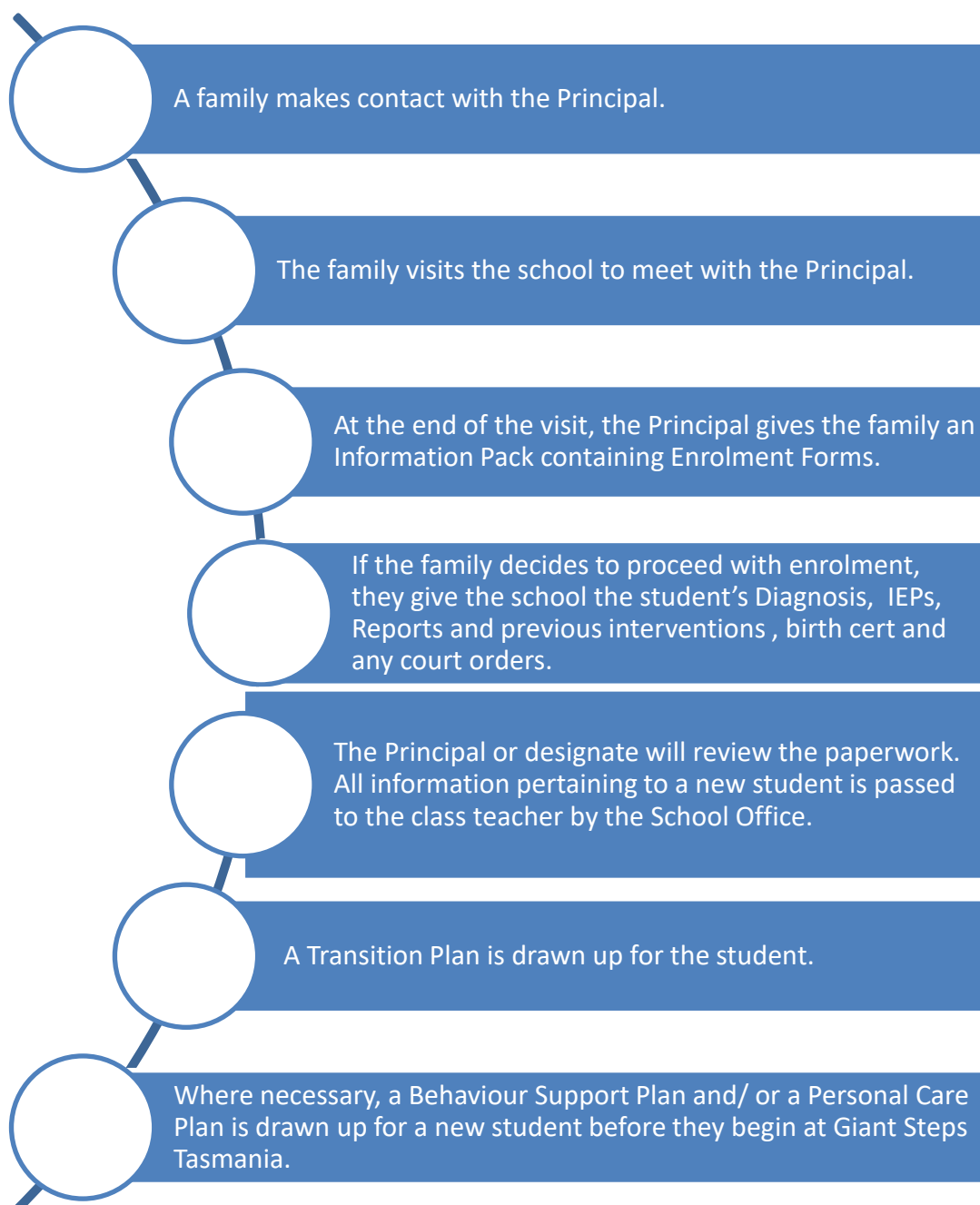
Procedure

- A family makes contact with the Principal.
- The family visits the school to meet with the Principal.
- At the end of the visit, the Principal gives the family an Information Pack containing Enrolment Forms.
- If the family decides to proceed with enrolment, they provide the School with:
 - a copy of the student's Diagnosis report and any other specialist reports the family has;
 - consent for the Principal (or designate) to contact the child's current school for information about the types of adjustments the child is currently requiring;
 - a copy of the student's current Individual Education Plan;
 - the student's most recent report and any other personalised planning documents available.
- The new student's parent/ carer, with the assistance of the Principal (or designate) if required will complete the Admission Forms (incorporating Contact Information, Student Information, Medical Information, Restrictive Information, Consent Forms and the Home School Agreement) for each enrolling child.
- The family visits the school with the child and the Principal reviews the admission paperwork with the parent/carers, and they complete the data collection form together.

- The Administration Staff obtain a copy of the student's Birth Certificate and/ or Passport, as evidence of the student's identity at enrolment.
- If there is any doubt about the parent's guardianship or care and control of the child, the Principal (or designate) will ask for evidence of their status in this regard, including any court orders.
- The Principal (or designate) ensures that the required evidence of identity and residency status is provided by the parent before the enrolment is accepted.
- Where necessary, a Personal Care Plan will be drawn up for a new student before s/he begins at Giant Steps Tasmania.
- Where necessary, a Behaviour Support Plan will be drawn up for a new student before s/he begins at Giant Steps Tasmania.
- All information pertaining to a new student is passed to the class teacher by the School Office.
- Once the enrolment has been accepted, the School Office will disseminate the Information as follows:
 - To the Business Manager copy of:
 - The Contact Information Sheet
 - To the Class Teacher copies of:
 - The Contact Information Sheet
 - The Student Information Form
 - The Medical Information Form
 - The Restrictive Intervention Information
 - The Consent Forms
 - To the Principal (files in filing cabinets) originals of all of the above plus:
 - home/ school agreement
 - diagnosis of Autism
 - details of any therapies/ interventions tried
 - reports/ IEPs from previous school(s)
 - reports/ IEPS from dual-enrolled school
- The School Office also transfers the information to Access, and saves a PDF of enrolment information on the shared drive.
- The class teacher ensures that the necessary information is shared with the class team.
- Within one month of the student starting at Giant Steps Tasmania, the teacher with the assistance of the parent/ carer, therapists and – where appropriate – the student her/himself and/ or the dual placement school will draw up an Individual Education Plan (IEP) to guide curriculum delivery and support provision.
- During the first month of enrolment, the class teacher of a new student ensures s/he makes twice weekly contact with the parent/ carer and ensures that during this time the contact focusses on positive matters.
- Giant Steps Tasmania requires that parents/ carers validate each student's enrolment and their medication details annually (every six months for students on Schedule 8 Medication).

The Information is not saved in any other way, either in hard copy or electronically without the written authorisation of the Principal.

STEPS PRIOR TO STUDENT TRANSITIONING IN TO GIANT STEPS TASMANIA



SUMMARY OF PAPERWORK

Enrolment Forms, diagnosis, Medication, IEPs,
Reports provided to Principal



All paperwork passed to School Office



Office copies contact Information Sheet to
Business Manager (if required)



Office copies all Enrolment Forms to Class
Teacher (if required)



Office saves all Enrolment Forms to Shared Drive
in Folder 'Admissions' by Student Family Name



Office files originals of all Enrolment Forms,
Diagnoses, IEPs, Reports to Principal's file



Teacher and therapists develop Transition Plan



Parents/ carers validate student's enrolment and
medication details at least annually (six monthly
if Schedule 8 medication)

RESPONSIBILITIES OF THE SCHOOL

When informed that a prospective new student will be visiting, the Class Teacher arranges suitable activities for them.



The Class Teacher ensures that they have seen all enrolment forms, diagnosis etc. before a new student joins the School.



The Principal, with input from the Class Teacher and Therapists, draws up the new student's Transition Plan.



The Class Teacher ensures that all necessary information about the new student is shared with the Class Team.



During the first month of enrolment, the Class Teacher makes twice weekly contact with the parent/ carer and ensures they focus on positive matters.



Within one month of the student starting their Transition, the Class Teacher with the assistance of the Therapists, Parents/ Carers etc. will begin to develop an Individual Education Plan (IEP) to guide curriculum delivery and necessary supports.

ADDENDUM 2: Transition Plan Template

Student name: Grade: Term: Year: Room:				Photo	
Strengths/interests: • Key support needs: •					
Enrolled days at Giant Steps:					
Attendance plan					
Week					
Monday	Tuesday	Wednesday	Thursday	Friday	
Aims: •					
Review:					
Week					
Monday	Tuesday	Wednesday	Thursday	Friday	
Aims: •					
Review:					
Week					
Monday	Tuesday	Wednesday	Thursday	Friday	
Aims: •					
Review:					

ADDENDUM 3: HOME-SCHOOL AGREEMENT

Giant Steps Tasmania's Home-School Agreement outlines the ways in which the school and home work together to develop and maintain respectful and pro-active relationships to support all aspects of the student's learning.

Parent(s)/ Carer(s) are advised to access the school's website for more information on some of the policies referred to in this Agreement, including:

- Admissions Policy
- Attendance Policy
- Complaints Policy
- Positive Behaviour Support Policy
- Privacy Policy
- Transportation Policy
- Medication Administration Policy

As part of its Charter of Commitment to Children & Young People, Giant Steps Tasmania will:

- provide a safe and happy environment where your child is valued, respected and listened to,
- provide excellent teaching and an engaging curriculum to meet the individual needs of your child,
- provide support to help your child meet their full potential,
- provide opportunities for your child to practise what they have learnt in school at home,
- regularly share the progress of your child with you, through Communication Books, online reporting, regular parent consultation meetings and twice-yearly written reports,
- support your child to develop moral and ethical values for life, enabling them to grow up to be the best person they can be,
- support the achievement of high standards of behaviour by providing opportunities for your child to develop positive social relationships, self-esteem and a sense of responsibility,
- teach your child to develop a positive attitude to others, regardless of age, disability, gender identification, race, religion or belief, sex, marriage or civil partnership, pregnancy and maternity,
- provide information to you about our school, including relevant policies, meetings and events by keeping our website, including our weekly newsletter, up-to-date and updating our annual calendar of events at regular intervals,
- in the event of a dual placement, maintain regular communication with the other school in order to ensure your child makes the best progress academically, personally and socially,
- respect the confidentiality of information regarding each child,
- if a termination of service is necessary, provide a minimum of 2 weeks' notice of this in writing, sent to the address that the school holds for you,

Signature of Principal or delegate: _____

Name: _____ Role: _____

Date: _____

As a parent/carer I will:

- make sure my child attends school regularly and is at school or the bus pickup punctually,
- let the school know of any concerns or worries that may be affecting my child's learning, behaviour or ability to undertake home learning,
- let the school know of any recent/relevant medical issues or episodes,
- ensure that my child is well enough to attend school and has not experienced diarrhoea or vomiting at any time during the preceding 48 hours,
- encourage my child to develop a positive attitude towards every member of our community and society,
- attend meetings with my child's teacher and other staff, aiming to be positive and productive, to support my child in their learning and development,
- support and work with the school to ensure that the behaviour policies are maintained,
- ensure that the food my child brings into school is as healthy as possible (e.g. water is the drink of choice and sugary snacks are avoided),
- respect the confidentiality of each child,
- regularly read information on the website, Communication Book and StoryPark, keeping myself up-to-date with relevant policies, meetings, events and my child's progress,
- update the information the school holds about all medication my child needs to take at school annually (every 6 months for Schedule 8 medication) and whenever there is any change to their medication,
- complete re-enrolment forms before the start of each academic year,
- pay school fees on time, or contact the school immediately to arrange a plan if this is not possible,
- follow the school's Complaints Policy if I have a problem with the school's practice,
- give Giant Steps Tasmania one term's notice in writing if I want to withdraw my child.

Signature of Parent/ Carer: _____

Name: _____ Relationship to student: _____

Date: _____

As a student I will: *(This section may be signed by the student, or a parent/ carer on their behalf.)*

- be a safe, respectful learner,
- come to school regularly and on time,
- be tidy in appearance and hygienic,
- respect others,
- accept responsibility for the things that I do,
- be prepared to have a go,
- take good care of the school's building, equipment and grounds,
- use technology responsibly and for the intended purpose
- think about and communicate about my behaviour and learning with the help of my teachers, therapists and aides,
- let a member of staff know if I am worried or unhappy,
- leave at home any toys that could hurt others (e.g. toy weapons, lasers),
- not share my food with others.

Signature of Student/ Parent/ Carer: _____

Name: _____ Relationship to student (if appropriate): _____

Date: _____

ADDENDUM 4: ENROLMENT FORMS

STUDENT DETAILS	
Name	
Address	
Date of birth	
Dual Enrolment School	
School phone number	

FAMILY CONTACT DETAILS	
1. Mother's/ Carer's Name	
Address	
Telephone (Mobile)	
Telephone (Work)	
Email address	
2. Father's/ Carer's Name	
Address	
Telephone (Mobile)	
Telephone (Work)	
Email address	

Copies of photographic ID (e.g. Driver's Licence) must be supplied for all adults with permission to collect the student from school or bus.

EMERGENCY CONTACT DETAILS	
Name	
Relationship to student	
Address	
Telephone (Mobile)	
Telephone (Work)	
Group Home/ Respite Care	
Address	
Telephone	

NON-CONTACT DETAILS (any person who is NOT allowed contact with the student)	
Name	
Relationship to Student	
Address	
Telephone	
Who to inform if contact attempted	

Requested no. of days _____ Start date: _____

Transition Information: _____

STUDENT INFORMATION

The first part of this form is to be completed by the parent/ carer (preferably with the help of the prospective student). The second part of the form is to be completed by the prospective student, using whatever method (e.g. words, drawing, painting, collage, emoticons) that they would like to use. This is an important source of information and the process should not be rushed.

STUDENT DETAILS

Name	
Address	
Date of birth	
Gender/ Pronouns	

COMMUNICATION

Briefly describe the student's communication skills:

Speech	
Writing	
Understanding of others	

TOILETING/ PERSONAL HYGIENE

Briefly describe any assistance the student may need with this:

--

LIKES/ INTERESTS/ PARTICULAR SKILLS

Likes	
Interests	
Skills	

DISLIKES/ ADVERSE REACTIONS/ BEHAVIOURAL DIFFICULTIES

Dislikes	
Adverse reactions	
Behavioural Issues	

THIS IS ME

THIS IS WHAT I LIKE

MEDICAL INFORMATION

STUDENT DETAILS			
Name			
Address			
Date of birth			
Medicare Number	Position on Card: Expiry:		
Private Healthcare Fund			
Height:		Weight:	

MEDICAL CONTACTS	
Name of Doctor	
Medical Practice	
Address	
Telephone	
Name of Dentist	
Dental Practice	
Address	
Telephone	

HEALTH CONDITIONS Does the student have any of the following? If YES give details	
Severe allergies/ anaphylaxis	
Other allergies	
Diabetes	
Seizures	
Asthma	
Immunisation History	Please attach form from GP

MEDICATION TO BE TAKEN DURING SCHOOL HOURS				
Medication	Condition	Dose	Time	Prescribing Dr.

In order to administer medication during school hours, Giant Steps Tasmania requires a drug chart signed and dated by a medical professional. This needs to be updated at least annually (6 monthly if the student is prescribed Schedule 8 medication).

All medication to be taken during school hours must be given to Giant Steps Tasmania in a Webster Pack. It must be labelled with the student's name, name of medication, dosage and time to be given.

MEDICATION DETAILS List any other medication student takes

RESTRICTIVE INTERVENTION INFORMATION

To be completed if the student has needed to be restrained in the last 6 months in any of the following ways:

- **while travelling in a vehicle:** using seatbelt guards/ harnesses, or physical restraint
- **at home/ in the community:** using prescribed medication and/ or physical restraint
- **in an educational setting:** using prescribed medication and/ or physical restraint

STUDENT DETAILS	
Name	
Address	
Date of birth	

RESTRAINT WHILE TRAVELLING	
Triggers	
Behaviour	
Type of restraint used	e.g. type of buckle, type of hold
Recommended by doctor	Attach doctor's recommendation. If no recommendation, Risk Assessments must be carried out. If risk unacceptably high it might not be possible for student to travel in Giant Steps Tasmania bus.
Effect of restraint on behaviour to date	

RESTRAINT AT HOME/ IN COMMUNITY	
Triggers	
Behaviour	
Type of restraint used	e.g. type of medication, type of hold
Recommended by doctor	Attach doctor's recommendation.
Effect of restraint on behaviour to date	

RESTRAINT IN AN EDUCATIONAL SETTING	
Triggers	
Behaviour	
Type of restraint used	e.g. type of medication, type of hold
Recommended by doctor	Attach doctor's recommendation.
Effect of restraint on behaviour to date	

ENROLMENT FORM: CONSENT

Please review each area of the consent form and tick or highlight yes/no to each statement.

STUDENT DETAILS

Name

Date of birth

A. EMERGENCY TREATMENT CONSENT

In the event of an accident or illness, if it is not possible to contact me, or the emergency contact person I have designated, I give consent for my child to be given emergency medical treatment, as deemed necessary. I understand that in an emergency, my child may be transported to a doctor's surgery or hospital in a private car, school bus or ambulance.

I acknowledge that I would be liable for any medical expenses.

YES

☐

NO

☐

B. PUBLICATION OF PERSONAL INFORMATION CONSENT

I give consent for images/video of my child to be taken when they are engaged in curriculum or learning experiences on the Giant Steps Tasmania school site, or an excursion organised and led by Giant Steps Tasmania staff.

Such images may be used for display within the school and on our communication platform Storypark, to inform families about the student's work. Storypark is a closed platform that only Giant Steps Tasmania Families have access to.

YES

☐

NO

☐

I give consent for images/video of my child to be shared in the school newsletter, on the school website, and school social media site/s or on promotional materials, and in any media article approved by Giant Steps Tasmania. This may also include the publication of the student's given and family name.

YES

☐

NO

☐

C. OFF-CAMPUS ACTIVITY CONSENT

I give consent for my child to be taken on excursions associated with Giant Steps Tasmania programmes.

I understand that this may entail walking outside the school environs and may require a student to travel on a school bus.

I understand that staff with current first aid and CPR qualifications will be present.

I understand that all Off-Campus Activities are planned in accordance with Giant Steps Tasmania's Off-Campus Activity Policy to ensure the safety of all participants.

I understand that as part of Giant Steps Policy, there are planning and approval stages which need to be completed before an activity can be undertaken.

These include:

- The submission of an Off-Campus Activities Proposal Form, or an Off-Campus Activities Procedure Form.

- The submission of a risk assessment, outlining any identified risks and mitigating factors in place.
- Collection of any required external provider documentation such as WWVP cards.

I understand that it may at times be necessary to limit a student's participation for safety reasons, based on Giant Steps Tasmania risk assessment procedures.

I also understand that it is the school's practice to allow participation to resume as soon as it is safe to do so.

I understand that for all major Off-Campus Activities (anything other than a community walk), I will be notified of the details by my child's class teacher, prior to the activity.

I can choose to exclude my child from an Off-Campus Activity by contacting the school office.

The Off-Campus Activity Policy can be viewed on the Giant Steps Tasmania website, or by contacting the school office for a copy.

YES

☐

NO

☐

D. AQUATIC (water-based) ACTIVITY CONSENT

I give consent for my child to participate in pool-based activities designed to aid swimming and/ or water safety at the Giant Steps Tasmania pool.

I understand that all pool-based activities are planned in accordance with our Pool Policy.

As part of our policy:

- All pool-based activities are led by a Swim Teacher who has a current AUSTSWIM or equivalent Swim Teacher qualification.
- The swim teacher ratio for students under the age of 6 years is 1 swim teacher to no more than 4 students.
- When any group/class is in the pool there is at least two staff members attending swimming lessons on the side (in addition to the Swim Teacher), including one staff member who is prepared to go in the pool if required. Staffing ratios increase based on student numbers in the pool as per our Pool Policy.
- Staff with current first aid, CPR and rescue qualifications will be present during pool-based activities.

I understand that it may at times be necessary to limit a student's participation for safety reasons, based on Giant Steps Tasmania risk assessment procedures.

I also understand that it is the school's practice to allow participation to resume as soon as it is safe to do so.

The Pool Policy can be viewed on the Giant Steps Tasmania website, or by contacting the school office for a copy.

YES

☐

NO

☐

They are at the following ability level – Please tick

Beginner <i>no previous experience in the activity</i>	Intermediate <i>some or limited experience in the activity</i>	Advanced <i>competent and confident in the activity</i>
--	--	---

E. BRING YOUR OWN TECHNOLOGY (BYOT) CONSENT

The above named child will be bringing their i-pad to school.

I understand that s/he is allowed to bring their own i-pads from home into school to use as communication tools, or for other school-directed programs.

I understand that the school cannot take any responsibility for loss or damage to a device brought from home. Giant Steps Tasmania recommends ensuring devices are covered by home and contents insurance whilst away from home.

YES

☐

NO

☐

F. NATIONALLY CONSISTENT COLLECTION OF DATA (NCCD) CONSENT

I understand that the Australian Education Regulation 2013 requires the operators of all government and non-government schools receiving Australian Government funding to provide information to the Australian Government Department of Education and Training in relation to each student with a disability. The information required is:

- the student's level of education (i.e. primary or secondary)
- the student's category of disability (i.e. physical, cognitive, sensory or social/emotional)
- the student's level of adjustment (i.e. support provided within quality differentiated teaching practice, supplementary, substantial or extensive adjustment).

The information provided to the Department will not identify individual students. I understand that NCCD information may also be used for policy development undertaken by the Department, including informing funding considerations relating to students with disability, and other policy development as agreed by the Education Council.

I give my consent to Giant Steps Tasmania reporting this information about the above named student.

YES

☐

NO

☐

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Addendum 5: PARENT/CARER ORIENTATION

Parent/ Carer Orientation Checklist

Date:
Student Name:
Parent/Carer Name:

	Staff Responsible	Staff Signature
Tour of Facilities (provided during pre-enrolment process)	Principal or Delegate	
Transition Plan drafted with parent/guardian and provided to all key stakeholders.	Principal or Delegate	
Social Story provided to support child's transition into Giant Steps (if required).	Principal or Delegate	
School hours, procedures for student being absent and pick-up / drop-off, confirmed with parent/carers.	Principal or Delegate	
Parent/carers added to Storypark communication platform, invite and instructions sent to parent/guardian.	Lead Teacher	
	Administration	
Personal care support plan drafted in consultation with parent/carers (if required).	Occupational Therapist	
Parent/carers meet classroom teacher to discuss preferred methods of communication & classroom schedule for key events and other important information (e.g., swimming days & requirements).	Classroom Teacher	
Classroom teacher updates transition plan in consultation with parent/carers and Principal/Delegate and communicates updated plan to all relevant stakeholders (administration, Head of Learning & Development).	Classroom Teacher	
Classroom teacher maintains regular and ongoing communication with parent/carers to support new student's transition in.	Classroom Teacher	

Addendum 6: NEW STUDENT CHECKLIST

New Student Checklist for Administration

Documentation Checklist		
	Returned Y/N	Follow Up / Info
Enrolment Paperwork from Enrolment Pack Including: • Contact information • Student information • Medical information • Restrictive intervention information • Consent form		
Home School Agreement signed by parent		
Medical Information Card information		
Data Collection Form (completed with Principal)		
Conveyance Application Form (if applicable)		
Copy of Birth Certificate		
Autism Diagnosis Report		
Copy of any of the following (if available) • Previous school reports • Previous school IEP/BSP • Specialist reports (speech/OT/psych)		

Things to do Checklist		
	Yes/No	Follow Up/Info
Start Date Confirmed		
Transition Plan received by leadership and filed		
Student added to Access		
Parent/carer added to newsletter and email list		
Student medical information card made and distributed		
Medication Administration – drug chart received and added to meds book (if applicable)		
Medical Action Plans – received and distributed (if applicable)		
Added to attendance list, class list, in/out list		
Added to bus list and spreadsheet (if applicable)		
Provide parent information for fees & student days to Business Manager		