



Enrolment and Admissions Policy

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Rationale

Mercedes College aspires towards an inclusive, supportive and collaborative enrolment experience for students, their families and College staff. The admissions experience for new students and their families is an integral component of welcoming them into the Mercedes College community, and sharing the College values through a lived experience.

College Registrars, Director of Well-being, Director of Learning Enrichment, Heads of School and Year Level Leaders work collaboratively, with each other and with families, to support and encourage student enrolments. College staff implement a transparent admissions process which is equitable, free from discrimination and student-centred.

The *Enrolment and Admissions Policy* has been developed in line with the South Australian Commission for Catholic Schools (SACCS) Enrolment Policy and Procedures 2016 and reflects the admission requirements for the different academic programmes as specified by IB Standards and Practices and relevant SACE policies. This policy also reflects the 'Standards for Enrolment – Part 4' as outlined by the Disability Standards for Education (2005).

The *Enrolment and Admissions Policy* is one of 5 policies mandated by the International Baccalaureate Organization and provides an outline of the Mercedes enrolment and admissions criteria, and the process for prospective families when enrolling their children at the College.

Guiding Principles

Mercedes College Mission

As a Catholic school in the Mercy tradition and inspired by the Gospels, we work in partnership with families enabling students to flourish in all aspects of their humanity and thus contribute to a better and more peaceful world.

Mercedes College Vision

To be a sustainable, internationally minded world-class school, providing a holistic educational experience for our students within a unique culture and community where we honour traditions and live the Mercy Keys.

Mercedes College Values

We live by the Mercy Keys: Compassion, Loyalty, Justice, Integrity, Responsibility and Mutual Respect across our daily interactions and strategic decisions

IB Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Our Admissions Philosophy

Mercedes College is a co-educational Reception to Year 12 Catholic school. The College provides a strong values based education encompassing its Mercy Keys of Compassion, Loyalty, Justice, Integrity, Responsibility and Mutual Respect along with the attributes of the IB Learner Profile.

Accredited by the Council of International Schools (CIS), Mercedes College is committed to delivering a high quality, world-class education.

Mercedes College welcomes Catholic families as well as families from other religions, faith traditions, and non-religious backgrounds who will respect and support the ethos, values, liturgical and sacramental practices and traditions of the College.

Parents are the primary educators of their children, particularly in the area of faith, by providing a home where there is love, acceptance and encouragement. The College aims to build on that education by providing a curriculum that allows for opportunities for students to experience faith in action, reflection, prayer and liturgies that celebrate the College's Catholic identity, Christian principles and a proud Mercy tradition.

We aim for diversity of gender, culture, and nationality whilst meeting a child's needs at the school, as we consider a student for admission.

Mercedes College promotes itself as a welcoming, diverse, hardworking, internationally minded community of life-long learners.

Mercedes College offers the IB Programme at all three levels of schooling:

- IB Primary Years Programme (PYP – Reception to Year 5;
- IB Middle Years Programme (MYP) – Year 6 to Year 10;
- IB and Diploma Programme (DP) - Years 11 and 12;



The South Australian Certificate of Education (SACE) is also offered from Year 10 to Year 12. Students in the Senior School (Year 10 to Year 12) may therefore choose the DP or SACE learning pathways to cater for the broadest possible range of students and their learning preferences.

Students will participate in activities that reflect a SACCS school.

Students are expected to contribute to the culture and life of the College.

Standards for Enrolment

Mercedes College is committed to taking reasonable steps to ensure that prospective students and their families can access and participate in the enrolment process. In recognising the diverse needs of prospective students and their families, inclusive practices around enrolment (such as electronic enrolment forms and assistance from College Registrars) are implemented. Where cultural or linguistic diversity present barriers to enrolment, the College implements reasonable steps to offer equity and assistance for prospective families.

Where a student with a disability is seeking enrolment, the College ensures processes and procedures on the same basis as a student without a disability, free from discrimination. The College also implements measures to ensure the enrolment process is accessible to the associates (caregivers) of prospective students. Information about College entry requirements, the choice of courses and programs, and educational settings is accessible to prospective students and families to foster informed choices.

Enrolment Priority Criteria

The Enrolment Priority Criteria is used in situations where demand exceeds the number of available enrolment positions. The enrolment of students at Mercedes College is the responsibility of the Principal, and in applying the criteria, the Principal will use their discretion in making the final decision.

As a Catholic school, it is the expectation of the College that all families in the following selection criteria, are supportive of the ethos and philosophy it upholds.

Offers of admission are presented in the following priority:

- Siblings of children already enrolled at the College
- Scholarship winners
- Children of Mercedes old scholars
- Children of staff
- Children of Catholic families (those who have attended a regional parish school will have some priority)
- Children of denominations other than Catholic, who have attended a regional parish school
- Children of families of other denominations.
- Efforts to maintain gender balance
- Based on order of enrolment application

On acceptance of enrolment, it is expected that families will endeavour at all times to work in partnership with the College and its staff and agree to comply with and uphold the College's policies, rules and procedures outlined in the Enrolment Terms and Conditions.

Scholarships

A scholarship is a fee remission granted to a family for a predetermined length of time. A limited number of scholarships are available in Year 10 at Mercedes College for qualified applicants. Applicants wishing to apply for a scholarship are required to complete the relevant Scholarship Application Form.

Connections to other IB Policies

Admissions and Language

As part of the application process, a student's language profile is created based on their identified mother tongue (home language) proficiency and other language experience.

Students for whom English is an additional language or dialect (EALD) will flourish when their functional command of English allows them to access the curriculum. Students may be required to access additional English support within or outside the College.

Undertaking an additional language is a requirement of the IB and therefore an assumption for enrolment in an IB programme of learning. A student's level of language proficiency will be assessed as part of the admissions process to identify placement in the appropriate language class.

Admissions and Inclusion

Mercedes College is committed to inclusive practices and every effort is made to allow full access to learning programs for all enrolled students. Where a student has an identified learning or well-being need, adjustments may be made to the usual admissions process, including the provision of additional transition visits, planning and development of a Personalised Plan for Learning, observations of students in their current education settings and collaboration with relevant external professionals/health providers.

In accepting an application, the College will provide support and structures that fosters access to the learning programmes, aligned to the College *Inclusion Policy*. The College will monitor and evaluate its efforts to provide students with equal opportunities to undertake the learning programmes.

Students may be exempted from certain subjects or requirements based on identified complex learning needs and diagnostic assessment data. Approval for modifications to learning pathways may be required from the International Baccalaureate Organisation or SACE Board of South Australia. These students will continue to participate in other components of the learning programme where applicable.

We expect families to share information that helps us to determine the services to offer to students, in terms of inclusive access arrangements and reasonable adjustments.

Students may be required to undertake standardised assessments in literacy, numeracy and general academic aptitude in order to identify appropriate levels of support and provide a mechanism to monitor progress.

Admissions and Academic Integrity

Breaches of academic integrity may result in applications being rejected or enrolments being cancelled.

Programme Admissions Requirements

Enrolment processes will identify the compulsory requirements of learning programmes and expectations of families. This includes any additional costs expected by families and requirement documentation to assist in mapping the learning pathway for students.

Enrolment in Senior Years is subject to the approval of the IB Diploma and SACE Coordinators to ensure programme pattern requirements are met.

Students transferring from other IB Diploma schools must provide contact details of the school's Diploma Coordinator.

In addition to participation in Religious Education, students are expected to participate in all compulsory aspects of the learning programmes provided by the College. Specifically,

IB Primary Years Programme (Reception to Year 5)

- French
- Participate in Exhibition
- Service as action

IB Middle Years Programme (Year 6 to Year 10)

- Study an additional language (French, Indonesian) up to an including Year 10
- Undertake the Personal Project in Year 10
- Engage in Service learning in all years of the programme

IB Diploma Programme (Year 11 – Year 12)

- Meet study pattern requirements and entry
- Students must achieve a minimum Year 10 standard of English. Students below this standard will be required to complete bridging English language courses before they can be considered.
- Additional language – level of continuing language from MYP is based on recommendation from MYP teacher / Learning Area Leader - Languages
- HL Mathematics – must achieve 5 or better in Year 10 Advanced Mathematics or received recommendation from MYP teacher / Learning Area Leader - Mathematics

SACE (Years 10-12)

- Meet study pattern requirements
- A minimum of 80 credits must be completed in Year 12
- Students must achieve a minimum Year 8 standard of English. Students below this standard will be required to complete bridging English language courses before they can be considered.

Policy Review

This policy was reviewed in 2022 to bring the existing Enrolment Policy in line with IB and CIS requirements regarding admissions.

An amendment to the SACE Admissions Requirements was made in June 2024

Related Policies and Supporting Documents

- [International Student Programme \(ISP\) Policy](#)
- [South Australian Commission for Catholic Schools \(SACCS\) Enrolment Policy 2016](#)
- [Commissioner for Children and Young People's 2022 Project Report \(2022\)](#)
- [Disability Standards for Education \(2005\)](#)

Appendix A: Process of Enrolment

All families are invited to explore Mercedes by attending an Orientation Walk, obtaining a Prospectus pack from the Registrar's Office, or by viewing the College website.

1. Approximately two (2) years prior to the anticipated date of commencement of a student, an Application for Enrolment and supporting documentation must be received. This includes
 - any reports on medical, wellbeing or learning needs by professionals such as psychologists and speech pathologists to assist in provision of support and appropriate transition planning
 - Languages survey – background, EALD level (students may require preliminary assessment of English levels)
 - NAPLAN results
 - Previous academic reports
2. On receipt of the Application for Enrolment, an interview with the Principal or Head of School will be scheduled and a position may be offered.
Note: Completion of an Application for Enrolment or payment of an application fee does not guarantee a position within the College.
3. Upon an offer being accepted, a confirmation fee of \$1,000 is payable for the first child of which \$500 will be credited to the initial tuition fee account. For subsequent children, a confirmation fee of \$800 is payable, of which \$300 will be credited to the initial tuition fee account. Should enrolment be cancelled prior to commencement, the full confirmation fee payment is non-refundable.
4. In the event that a position is accepted, the terms detailed in the Position Offer will form part of the Enrolment Terms and Conditions.

Appendix B: IB Standards and Practices for Admissions

Our Enrolment and Admissions policy has been aligned with the new IB Standards and Practices, which became effective October 2020. Please note the related standards below.

Culture 1: The school secures access to an IB education for the broadest possible range of students. (0301-01)

Culture 1.1: The school implements and reviews an access and/or admissions policy that clearly describes the conditions for participation in the school's programme(s). (0301-01-0100)

Culture 1.2: The school provides relevant support materials, resources and structures to promote access to the school's programme(s) for as many students as reasonable. (0301-01-0200)

Culture 1.3: The school provides opportunities to access the programme(s) for the broadest possible range of students. (0301-01-0300)

Culture 6: The school implements, communicates, and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built, or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the learner profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)