

# ENROLMENT STEPS TO SUPPORT STUDENTS OF REFUGEE BACKGROUNDS

1

**PARENT OR ADVOCATE OF REFUGEE-BACKGROUND STUDENT TO ORGANISE AN APPOINTMENT WITH SCHOOL FOR POSSIBLE ENROLMENT.**

2

**PARENT OR ADVOCATE TO BE INFORMED OF DOCUMENTS TO BRING ALONG TO INTERVIEW.**

3

**OFFICE STAFF TO INFORM ASSISTANT PRINCIPAL OR PRINCIPAL, WHO THEN ORGANISES AN APPROPRIATE MEETING TIME FOR ENROLMENT REVIEW.**

4

**PRINCIPAL INFORMS APPROPRIATE MEA AND/OR INTERPRETER BOOKED FOR ENROLMENT INTERVIEW OF APPOINTMENT TIME FOR INTERPRETATION DURING INTERVIEW.**

5

**ASSISTANT PRINCIPAL OR PRINCIPAL GATHERS INFORMATION DURING INTERVIEW:**

A. Time in Australia

E. Educational history

B. Birthplace

F. If parents/carers willing, appropriate private

C. Have you been to other countries on your way to Australia?

information about who lives at home, family

composition, refugee experience, or other

D. Passport and visa code

information parents/carers think school should have.

Principal agrees to enrolment and sets appropriate

enrolment day, depending on needs.

6

**ENROLMENT FORMS TO BE COMPLETED BY PARENTS, OFFICE STAFF AND INTERPRETER**

7

**PRINCIPAL INFORMS ASSISTANT PRINCIPAL OF REFUGEE-LIKE STUDENTS AND TOGETHER THEY DISCUSS APPROPRIATE PLACEMENT OF STUDENTS.**

8

**ASSISTANT PRINCIPAL TO INFORM SCHOOL SOCIAL WORKER, WHO THEN ORGANISES INTERVIEW WITH PARENT AND INTERPRETER TO FURTHER SUPPORT THE FAMILY THROUGH LINKING WITH APPROPRIATE AGENCIES.**

A. Classroom teacher informed (copies and notes of appropriate information to be passed on that will help the classroom teacher with the students cultural background).

C. Provide MEA (who speaks the same language as students) to work in the classroom with student and teacher when possible.

B. EAL teacher informed and appropriate EAL program provided: 1st phase student will be passed on to the 1st phase EAL teacher, 2nd phase student will be passed to EAL teacher, who works in conjunction with classroom teacher to develop appropriate program.

D. Parent meeting interview to be organised between parent, student and classroom teacher to discuss

program and appropriate needs of student.

E. Further interviews to be timetabled.

Transition/pupil movement: When a student is about to transfer to another school, the classroom teacher will inform the transition coordinator, who will in turn pass on the relevant information to the new school.

Adapted from 'Flow chart to meet the needs of refugee students', Meadow Heights Primary School.