

Enrolment Policy

Purpose:	The purpose of this policy is to: (a) provides a comprehensive foundation to guide both Montessori International College (MIC) and prospective families through the enrolment process of a new student; and (b) outline the processes and guidelines that MIC will follow to ensure a fair and equitable decision-making process is consistently applied with respect to enrolment applications.	
Scope:	This policy applies to: • All MIC staff, students, parents/guardians	
Status:	☐ In review ☒ Approved	Supersedes: None
Authorised by:	School Principal	Date of Authorisation: 27 January 2026
References:	• Education (General Provisions) Act 2006 • Anti-Discrimination Act (1991) QLD • Disability Discrimination Act 1992 (DDA) • Disability Standards for Education 2005 (the Standards) • Nationally Consistent Collection of Data on School Students with Disability (NCCD) • National Aboriginal and Torres Strait Islander Education Policy, 1989 • National Aboriginal and Torres Strait Islander Education Strategy, 2015 • Australian Government Priority Access Guidelines - • Australian Children's Education & Care Quality Authority (ACECQA) • Education and Care Services National Law Act 2010 • Education and Care Services National Law (Queensland) Act 2011 • Education and Care Services National Regulations - o Regulation 160 - Child enrolment records to be kept by approved provider and family day care educator. - o An enrolment record must include the following information for each child: ▪ (h) Any special considerations for the child, for example, any cultural, religious or dietary requirements or additional needs; • Regulation 168 – Education and care service must have policies and procedures in relation to the following: - o (k) Enrolment and orientation • National Quality Standard, Quality Area 1: Educational Program and Practice • National Quality Standard, Quality Area 2: Children's Health and Safety • National Quality Standard, Quality Area 3: Physical Environment • National Quality Standard, Quality Area 4: Staffing Arrangements • National Quality Standard, Quality Area 5: Relationships with Children • National Quality Standard, Quality Area 6: Collaborative Partnerships with Families and Communities	

	• National Quality Standard, Quality Area 7: Governance and Leadership • Delivery and Collection of Children Policy • Disability Discrimination Policy • Infectious Disease Policy • Parent Handbook	
Review Date:	Annually	Next Review Date: January 2027
Policy Owner:	Executive Leadership	

POLICY STATEMENT:

Montessori International College (MIC) is committed to providing a high-quality, holistic Montessori education for students from pre-kindergarten to year 12 schooling. MIC welcomes enrolment applications from families who demonstrate a genuine commitment to the Montessori philosophy, values, and educational approach, and who seek to engage in a collaborative partnership with the College.

MIC seeks to ensure that all enrolment decisions are made through a fair, transparent, and equitable process that is consistent, lawful, and aligned with its educational mission and legislative obligations. Enrolment decisions are informed by MIC's capacity to meet a prospective student's educational, developmental, and wellbeing needs within the context of the Montessori environment, while maintaining the integrity of the learning community as a whole.

In assessing applications, MIC will act in accordance with applicable Commonwealth and Queensland legislation, including anti-discrimination and disability standards, and will consider reasonable adjustments where required. MIC is committed to consultation with families throughout the enrolment process and to balancing individual needs with its duty of care to students, staff, and the broader school community.

The acceptance of a student for enrolment at MIC is at the discretion of the College and is contingent upon the provision of complete and accurate information, the availability of places, and alignment with the MIC's educational framework. All families who accept an offer of enrolment are expected to support MIC's policies, procedures, and Montessori ethos for the duration of the student's enrolment.

PROCEDURE:

Enrolment Principles

MIC's enrolment procedure is designed to ensure that all families have a sound understanding of the Montessori philosophy, pedagogy, values and ethos before committing to the education program MIC offers. It is essential that parents are supportive and accepting of MIC's educational practices in order for their child/ren to be considered for enrolment.

A completed application of enrolment must be submitted by the parents of a student before their enrolment will be considered by MIC. This includes providing all relevant information to the enrolment process. Without all relevant information being disclosed by the parents, MIC will be unable to fulsomely consider whether they can reasonably accommodate a student based on their particular needs. As such, enrolment will not be considered nor offered until all required documentation has been provided by the parents to MIC.

Upon consideration of enrolment applications, MIC will take into account the following non-exhaustive list of factors, with no particular emphasis placed on each factor:

- whether the student had previously been enrolled in a different Montessori educational program; transferring Montessori students or those with Montessori experience;
- the reasoning for the student's departure from their former early learning centre, primary or secondary school, including any disciplinary action taken against the student and the reasons for this action;
- siblings of the student already attend MIC, or have been enrolled in the past;
- commitment to Montessori philosophy and the 3 year – 18 year educational continuum.

These considerations are not equally weighted, especially in instances where multiple applications are in the waiting pool. The date an application is made is not material to the order that an application is pulled from the waiting pool for review by the College.

The College reserves the right in all cases to determine, at its discretion, whether or not to select a student for admission. The Principal is responsible for the enrolment of students to the College. The Principal may choose to delegate the enrolments process to an enrolments staff member who will assume responsibility for this area.

With reference to Section 3.4 of the *Disability Standards for Education 2005* (Cth), MIC will take into account any reasonable adjustments that may be implemented to support the enrolment of a student with disability/impairment. However, should this cause unjustifiable hardship, MIC reserves the right to refuse the student's enrolment on this basis, and will not offer enrolment unless reasonable adjustments can be made.

Expectation of Parents

If, after MIC has considered a student's application and chooses to offer them a place of enrolment, upon accepting the offer, the parents agree to provide their full support for the Montessori values and ethos.

A full set of rights and responsibilities relating to a student's enrolment are found within the MIC Enrolment Agreement, which is to be signed by the parents upon acceptance of MIC's offer. This includes compliance with all MIC policies and procedures that come into effect from time to time.

An offer of enrolment is conditional upon the acceptance of the enrolment agreement and the payment of all required fees, including the enrolment bond and placement fee, prior to the commencement of the student's enrolment.

Individual Needs

All Australian schools are required under the *Disability Discrimination Act 1992* (Cth) and the *Disability Standards for Education 2005* (Cth) to make reasonable adjustments for students with a disability to enable them to access and participate in education on the same basis as students without disability.

When making reasonable adjustments, MIC is not required to:

- make a reasonable adjustment unless it is necessary;
- make adjustments which MIC considers to be unreasonable; and

- make an adjustment that would place unjustifiable hardship on MIC.

MIC is afforded the absolute discretion to determine whether:

- an adjustment is necessary and reasonable; and
- a reasonable adjustment would cause unjustifiable hardship on MIC.

To determine whether an adjustment is necessary and reasonable, MIC will have regard to the following matters:

- the student's needs, requirements for additional support or any other condition/s that they are impacted or affected by;
- the information that has been provided to MIC in respect of the student's needs, requirements for additional support and/or other condition/s;
- information and documentation provided by specialist personnel;
- the level of resources and funding required to accommodate the student;
- the effect that the adjustment would have on all affected parties, including, but not limited to:
 - MIC;
 - other students of MIC; and
 - staff members of MIC.
- the student's ability to adequately participate in all aspects of MIC life if the adjustment were to be made, including:
 - MIC's commitment to students being self-directed, independent learners;
 - co-curricular activities; and
 - engaging in an appropriate manner with all members of the MIC community.
- the level of independence that will feasibly be achieved by the student if an adjustment is made;
- the extent to which the adjustment will impact upon the resources available at MIC; and
- whether, when making the adjustment, MIC is able to uphold the duty of care it owes the subject student, other students of MIC and employees of MIC.

MIC will thoroughly consult with parents regarding the above matters, but is not required to make any adjustment that would place unjustifiable hardship on it. Consultation will initially involve an interview between MIC and the parents to ascertain the specific needs of the student, once their application is reviewed by the College. An application review doesn't guarantee a place.

Further adjustments that may require implementation throughout the student's enrolment will be considered during the enrolment process and may include further consultation with parents, including examining the nature, extent and frequency of future adjustments.

When applying for a student's enrolment, parents must provide any and all relevant medical and specialist documentation relating to the student's disability, as this amounts to information relevant to the student's enrolment. MIC may require, at its discretion, that information be provided from specialist personnel in order to determine the reasonableness of a proposed adjustment, including, but not limited to:

- disability agencies;
- medical and allied health professionals;
- the student's previous education provider/s; and
- disability/impairment verification personnel.

APPENDIX A: ENROLMENT PROCEDURE

1. Watch Montessori Information video

All families considering enrolment at MIC are encouraged to watch the following video  Trevor Eissler "Montessori Madness!" - 321 FastDraw to gain an understanding of the Montessori Education method before booking a tour.

2. School tour

All families considering enrolment at MIC are encouraged to attend a pre-enrolment tour of the College. Relevant information regarding tours, including booking can be found on the College website.

3. Submission of Enrolment Application

An application for enrolment is made through MIC's online portal. The application form requires the parents to disclose student information relevant to their enrolment at MIC, as well as other necessary materials such as parent contact information, addresses and other personal information. This information will be received, handled and stored in accordance with MIC's *Privacy Policy*.

Once the application form has been completed, all information relevant to the student's enrolment has been provided to MIC and the payment of the Application Fee of \$220 per family which is nonrefundable, MIC will respond to parents with an acknowledgement that these documents have been received. Failure to fully and frankly disclose relevant information may result in the cancellation of the student's enrolment, or the enrolment process.

All submissions of enrolment applications should be made through the online portal.

4. Waiting Pool

When an application is received by MIC, the student will be placed in the waiting pool for the nominated year. Whilst MIC will endeavour to offer enrolment to students in the waiting pool, this may not always be possible. Any application in the waiting pool that is not offered a place in the desired year of enrolment will remain in the waiting pool for a period of 2 years or until the first refusal of an enrolment offer. An important condition of being in the waiting pool is to keep MIC up to date with school reports / NAPLAN results to ensure the student's application remains current.

5. Invitation to Attend a Classroom Observation

Enrolment Applications will be reviewed by the MIC Principal or their delegate and one parent will be invited to attend a classroom observation (compulsory). The attending parent agrees to strictly adhere to the College's Classroom Observation Etiquette & will complete a Classroom Observation Form where a copy will be taken at Reception and retained as a required component of the student's application file.

6. Interview Process

When a prospective place is identified, an interview will be scheduled with the applicant and their parents, to be conducted by a member of the College Executive Team. This stage is designed to:

- Thoroughly discuss the contents of the enrolment application.

- Obtain additional clarifying information, particularly concerning the student's academic or social needs.
- Provide the family with an opportunity to ask direct questions about the College's expectations and environment.

7. Enrolment Committee Review

Once a school tour, enrolment application, classroom observation and interview has occurred, the complete enrolment information will be considered in greater detail by the MIC's Enrolment Committee to determine if a place can be offered to the potential student. The Enrolment's Committee meets at least twice a month.

8. Letter of Offer & Acceptance

The MIC Principal or their delegate will inform the parents by way of letter of MIC's intention to offer a place of enrolment to the student. The parents acknowledge that the offer of enrolment at MIC is singular, and is not transferrable. Acceptance of the offer guarantees a specified place within the stipulated cohort of entry.

To accept MIC's offer, parents will be invited to return a signed copy of MIC's Enrolment Agreement. Parents will also be required to pay the Placement Fee of \$400, which is nonrefundable and the Enrolment Bond of 1 terms' fee per child, which is refundable when the child departs the College, if the correct notice is provided and the family's account is up to date. Fees are varied from time to time in accordance with the Fee Schedule found on the College website. These fees must be provided by the due date and time stipulated within MIC's letter of offer, otherwise the enrolment application may be withdrawn at MIC's discretion.

A student may not commence attendance at the College until the signed Enrolment Agreement has been received and both the Placement Fee and Enrolment Bond have been paid in full. Failure to meet these requirements by the date specified in the letter of offer may result in the withdrawal of the enrolment offer at the discretion of the College.

If no offer of enrolment is made, MIC will inform the parents in writing that the application has been unsuccessful. The Principal of MIC reserves the right to exercise its discretion in deciding which students are accepted for enrolment at MIC in accordance with the Enrolment Policy.

Parents must advise MIC as soon as practicable should they wish to withdraw the application and not proceed with the student's enrolment.

APPENDIX B

Etiquette for Observing in a Montessori Classroom

1. Please arrive at Reception to sign in as a visitor, a few minutes early so your observation can begin on time.
2. Turn off your phone or set it to silent before entering the classroom. Do not take phone calls or send messages during your visit.
3. Be mindful of the privacy and confidentiality of other children in the classroom. Do not take photos or videos during your visit.
4. During your visit please strive to be as unobtrusive as possible. The goal is to be a quiet observer, so the children can carry on with their day without distraction. Your calm presence helps preserve the peaceful environment they are used to.
5. You will be invited to choose a seat or be shown to a seat. Please stay in your chair unless you are invited to move.
6. Settle into the observer's chair and take a moment to get oriented. Pay attention to the classroom layout, materials and organisation. Notice how the classroom is designed to promote independence and exploration.
7. Observe quietly and refrain from initiating interactions with the children. If a child approaches you, feel free to respond kindly, but keep engagement minimal so they can return to their work naturally.
8. Watch the Montessori Guides as they interact with the children. Observe their role as a facilitator rather than a traditional teacher. Look for ways the children are working towards independence, choosing their own tasks, working at their own pace, repeating tasks and interacting with others.
9. After your observation, take time to reflect on what you have observed. Please complete the Classroom Observation Form & return it to Reception and Sign Out.

APPENDIX C

Parent Classroom Observation Form

Name:_____ Date:_____ Classroom:_____

1. Classroom Environment

What did you notice about the physical space?

2. Children At Work

What did you notice about how the children choose and/or use their work?

3. Guide Interactions

What interactions did you see between the Guide and the children? Was it a lesson?

4. Montessori Materials & Activities

Did children appear confident using the materials?

5. Classroom Community

How do children interact with each other? Did you notice children teaching or modeling for one another?

6. Parent Reflections

What surprised you about what you saw?

What was unexpected or new to you about Montessori?

Do you think this learning environment is suited to your child? Why/why not?

What questions or insights do you take away from this visit?