



Tanglin Gippsland

Acceptance Policy

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Prepared By	Approved By	Reviewed & Revised	Reviewed By	Next Review
Head of Campus	Tanglin Australia Board – November 2024			November 2026

1 Overview

- 1.1 Tanglin Gippsland is a boarding campus at 2 Pinnacle Drive, Rawson, Victoria 3825, Australia. Tanglin Gippsland is owned and operated by Tanglin Australia Pty Ltd, a company which is wholly owned by Tanglin Trust School Ltd. Tanglin Trust School Ltd is registered charity and a company incorporated in Singapore having its registered office at 95 Portsdown Road, Singapore 139299 (“Tanglin Trust School”).
- 1.2 The purpose of this Policy is to provide clear principles for students attending Tanglin Gippsland, and for parents seeking to access the campus’ boarding services for students.
- 1.3 Parents should read this Policy in conjunction with the Student Acceptance Agreement for Tanglin Gippsland.

2 Principles

- 2.1 Tanglin Gippsland is committed to ensuring students are accepted to the programme in a manner that is fair, transparent and non-discriminatory.
- 2.2 Tanglin Gippsland will provide accurate information about the enrolment process including information about the campus, the suite of services offered and expectations of parental and student behaviour so that parents are able to make fully informed choices when entering into the Student Acceptance Agreement.
- 2.3 Tanglin Gippsland requires, prepares and retains accurate records of student attendance and boarding arrangements that comply with its Commonwealth and State legal and regulatory requirements.

3 Acceptance of Boarders

- 3.1 The boarders at Tanglin Gippsland shall be enrolled students of Tanglin Trust School who are in Year 6 and above and who are participating in a Tanglin Trust School programme held at Tanglin Gippsland. Enrolled students must have qualified for enrolment under the prevailing Admissions Policy of Tanglin Trust School. The current Admissions Policy of Tanglin Trust School can be found on the website: www.tts.edu.sg. In addition, the boarders must not be assessed to be ineligible for acceptance under the Eligibility Criteria set out in paragraph 4.
- 3.2 Tanglin Gippsland Campus is co-educational. Boarders may stay for a short term or for an extended period of several weeks depending on the the Tanglin Trust School programme the student attends. Such programme may be an overseas school trip, or Tanglin Trust School’s Tanglin Highlands Programme for its Year 9 students.
- 3.3 Prior to the commencement of each programme, Tanglin Trust School will provide (i) all relevant details of each boarder to Tanglin Gippsland, including boarders’ names, ages, parent / guardian contact details, and boarders’ health information; and (ii) information on the boarding Services and the Gippsland Campus to parents of boarders via various channels including hand-outs, presentations and information sessions.

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4 Eligibility Criteria for Tanglin Gippsland

- 4.1 Prior to accepting students to attend Tanglin Gippsland, Tanglin Trust School undertakes a process that takes into consideration a range of criteria including:
- the suitability of the student to board and to participate safely in the rigorous physical programme;
- 4.1.1 whether reasonable adjustments can be made to accommodate a student who requires adjustments;
- academic progress of the student, including grades and comments on attitude, behaviour and effort;
 - interests and activities of the student;
- 4.2 Health, safety and wellbeing factors are considered regarding the student’s ability to thrive in the boarding environment of Tanglin Gippsland and the social, physical, and emotional demands that the programme imposes.

5 Fees for Tanglin Gippsland

- 5.1 The fee for a student to attend at Tanglin Gippsland is dependent on the student’s Year level, the programme held at Tanglin Gippsland, and the duration. Fees are detailed in the Application Form.
- 5.2 The fee for the Tanglin Highlands Programme, undertaken by Year 9 students of Tanglin Trust School, can be found on the website: www.tts.edu.sg

6 Non-Attendance of the Tanglin Highlands Programme

- 6.1 The Tanglin Highlands Programme is a core part of the curriculum at Tanglin Trust School, based at the Tanglin Gippsland campus in Australia. All Year 9 students are expected to attend the programme.
- 6.2 In exceptional circumstances, where attending the 5-week residential programme would cause concerns for a student’s wellbeing, the Head of Senior School of Tanglin Trust School may excuse that student from the programme.
- 6.3 Requests from parents for the non-attendance of their child will be dealt with on a case-by-case basis. Factors that may be considered are:
- a) Physical health concerns
 - b) Social concerns
 - c) Emotional and mental health concerns
 - d) Safety concerns
 - e) Cultural or religious considerations
 - f) Exceptional family circumstances
- 6.4 All decisions will be made on a case-by-case basis. The following examples will be used as a guide:
- a) Physical Health Concerns

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Chronic Illnesses: Students with chronic conditions such as, diabetes, epilepsy, or other medical conditions that require constant monitoring may not be suitable for the trip. The absence of immediate access to specialised healthcare facilities might pose a risk.

Recent Surgery or Injury: Students recovering from recent surgeries or injuries may not be able to cope with the physical demands of the trip, including long flights, outdoor activities, and the overall stress of travel.

Allergies: Severe allergies, particularly to food, insects, or other environmental factors that could be prevalent in Australia, might be difficult to manage effectively in a residential setting far from home.

Medication Dependence: Students requiring medications that need strict monitoring, refrigeration, or specialized administration may face challenges in a remote or unfamiliar setting.

Significant, debilitating sleep issues: Insomnia, night terrors, sleepwalking, enuresis.

b) Social Concerns

Social Anxiety or Isolation: Students who struggle with severe social anxiety or who tend to isolate themselves might find it challenging to cope with the group-oriented nature of the programme. The social demands of living in close quarters with peers for an extended period could exacerbate their condition.

Peer Conflict: Students who have ongoing conflicts with peers, or have been or victims of bullying, might find the social environment of a residential programme overwhelming and potentially harmful to their emotional wellbeing.

Lack of Social Skills: Students who have significant difficulties with communication, collaboration, or following social norms may find the extended social interactions required during the trip to be distressing or alienating, for example a student with an ASD diagnosis.

c) Emotional and Mental Health Concerns

Severe Anxiety or Depression: Students with severe anxiety, depression, or other mental health conditions might struggle with being away from their usual support systems, potentially leading to worsening symptoms in an unfamiliar and distant environment.

Trauma or PTSD: Students with a history of trauma or PTSD may find the new environment triggering, especially if it involves unfamiliar routines, locations, or social dynamics.

Emotional Dependence on Family: Students who are particularly emotionally dependent on their family might experience significant distress when separated for an extended period, leading to potential breakdowns or an inability to participate in activities.

d) Safety Concerns

Risk of Self-Harm/Suicide ideation or suicide behaviours: Students with a history or current risk of self-harm, suicide ideation or suicide behaviour may require close supervision and

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access to mental health support, which may not be feasible in a residential programme setting.

Behavioural Issues: Students who display aggressive or unpredictable behaviour might pose a risk to themselves or others in a residential setting, where supervision might be less intensive and environments less controlled than at school.

Lack of Safety Awareness: Students who lack the ability to understand and follow safety protocols, whether due to cognitive disabilities or behavioural tendencies, might be at greater risk in an unfamiliar environment, especially during outdoor or adventure activities.

Legal or Custodial Issues: Students with ongoing legal or custodial issues might have restrictions that prevent them from traveling internationally or participating in certain activities. Additionally, there may be concerns about the ability to respond to legal needs while abroad.

e) Cultural or Religious Considerations

Dietary Restrictions: Students with strict dietary restrictions based on cultural or religious beliefs might struggle to find appropriate food options in Australia, leading to nutritional or emotional stress.

Religious Practices: Students who require specific facilities or times for religious practices might find it difficult to adhere to their religious obligations while on the trip, leading to distress or feelings of isolation.

f) Exceptional Family Circumstances

Family Obligations: Students who have significant family responsibilities, such as caring for a sick relative, might face emotional stress or guilt about leaving for an extended period.

Parental Anxiety: If parents or guardians have significant concerns about their child's ability to cope with the trip, this might impact the student's emotional readiness and ability to participate fully.

7 Reasonable Adjustments for Students with a Disability or Additional Needs

- 7.1 Reasonable adjustments are considered in light of applicable laws and in consultation with the Head of Campus of Tanglin Gippsland.

8 Privacy and Data Collection

- 8.1 Tanglin Gippsland collects information through the acceptance process for the purpose of enabling a student to attend Tanglin Gippsland. This ensures Tanglin Gippsland has all the relevant information required to provide education and necessary support for that student. For this purpose, Tanglin Gippsland may also obtain student personal information from

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Tanglin Trust School, including having access to the student information system of Tanglin Trust School.

9 Roles and Responsibilities

9.1 Responsibilities of the Board of Tanglin Australia

9.1.1 The Board of Tanglin Australia is responsible for authorising the Acceptance Policy and for approving the criteria for admission and non-attendance.

9.1.2 The Board of Tanglin Australia is responsible for approving the terms and conditions contained within the Acceptance Agreement.

9.2 Responsibilities of Tanglin Trust School

9.2.1 The Head of of Campus of Tanglin Gippsland is responsible for implementing this Policy, and ensuring compliance with its principles and criteria, in respect of applications, including:

9.2.2 ensuring the implementation of the Acceptance Policy is fair, transparent and non-discriminatory.

- ensuring Acceptance Agreements are publicly available and that they are administered and recorded accurately.
- ensuring an enrolment register is accurately maintained.
- ensuring this policy is implemented in accordance with commonwealth and state privacy legislation.
- ensuring that procedures are in place to record the basis on which a child does or does not fulfil the acceptance criteria.
- ensuring that procedures are in place for the management, storage and retrieval of enrolment data, specifically:
 - i) proof of the child's identity, specifically date of birth and enrolment name
 - ii) immunisation status
 - iii) visa status.
- ensuring that procedures are implemented so that parents/caregivers/guardians are guided through the acceptance process.

9.2.3 The Head of Senior School, Tanglin Trust School, retains ultimate discretion regarding the acceptance or non-acceptance of a student to Tanglin Gippsland.

9.3 Responsibilities of Parents/Caregivers/Guardians

9.3.1 It is the responsibility of parents/caregivers/guardians to

- read and comply with the Acceptance Agreement and with relevant policies, including this policy;
- provide accurate information on application
- advise the Head of Year of any changes to the information provided
- ensure that prior to commencement, students have access to the appropriate kit, materials and other items in accordance with the specifications outlined by Tanglin Trust School as relevant to the student's year level.

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10 Child Safety

- 10.1 At Tanglin Gippsland, the welfare of the students is of paramount importance. We have policies and practices in place which support our commitment to child safety and foster a culture which seeks to be proactive in creating a secure environment for the students. Related Policies and Documentation
- 10.2 In addition to this policy, reference should also be made to other information, including:
- Admissions Policy, Tanglin Trust School
 - Acceptance Agreement
 - Child Safety and Wellbeing Policy, Tanglin Gippsland

11 Policy Review

- 11.1 This policy is approved by the Board of Tanglin Australia and will be reviewed at least every two years by Tanglin’s Leadership Team. *Leadership Team consists* of the Tanglin Gippsland Head of Campus, Head of Learning and Head of Pastoral Care.
- 11.2 Any significant changes to this policy must be approved by the Board.

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