



**TWO MASTERCLASSES
FOR THE BEST
PRACTICE REGISTRAR**

Two Masterclasses for
Registrars and Directors
of Enrolment in Schools in
Australia and New Zealand

**THE FIRST
MASTERCLASS**



**BUILDING
THE BEST
ENROLMENT
PRACTICES**

For your School

**THE SECOND
MASTERCLASS**



**BRILLIANT
WAITING-LIST
MANAGEMENT**

For the Good Times and
The Less-Than Good Times

**ABOUT THE
REGISTRAR**

Few, if any at school, understand the complexities of the Registrar's task. There are no courses, formal qualifications or other accreditation systems to scope the task just as there are no best practice benchmarks. The practising Registrar relies very heavily on what the school has always done to define the task as well as the helpful directions that can be gleaned from data management programs and helpful conversations with colleagues in the field. These masterclasses offer a rare opportunity to work with like-minded people who do understand the complexity and the importance of the task.

BUILDING THE BEST ENROLMENT PRACTICES

THE FIRST MASTERCLASS

GETTING YOUR STRUCTURES PERFECTLY POSITIONED

This first masterclass will spotlight:

The Fundamental Tools a 'best practice' registrar will operate with,

The Core Tasks a 'best practice' registrar will complete and

The Data Management a 'best practice' registrar will enter or archive in the school's data management system during the annual round of tasks.

Each delegate may expect to leave with a full "how to" understanding of the practicable benchmarks of best practice for the Registrar in any Australian school. While this class will be of particular interest to the relatively "new" registrar, it will also provide the more experienced registrar with the opportunity to compare, and where necessary, update her current practice with modern best practice systems and structures.

Session 01

The fundamental tools: what they are and how they should be used

How do you build each of these tools so that they will do the job you want them to do? What capacities must each contain? What fundamental roles must each tool be capable of managing? What pitfalls must you be wary of when using these tools? What must not be forgotten? Testing the most suitable tool for your needs.

- The Prospectus
- The Product Disclosure Statement
- Accountabilities, enrolment priorities and financial obligations involved in proceeding with an enrolment
- The Enrolment Form and the Contract of Enrolment
- The Enrolment List, priority status on the Enrolment List, and the Waiting List
- The Offer of a Place and the obligations involved to accept the offered place within a well-publicised set of time limits.

Session 02

The core tasks:

Why are some registrars so successful at these core tasks? What do they do that less successful don't? Why do some fail, even jeopardising the school's potential development. How can you personalise your practice so these seemingly mundane tasks become a reference

point to a prosperous future for all concerned? How, too, in your reporting to management, can you open doors to the values and the behaviour of the catchment, to strategy and competitor conduct, and to becoming the data source for future development?

- Building a record of all enrolment enquiries
- Providing these prospective families and their child(ren) with the information and support they need to make the decision they believe will be the best for each of them
- Determining what entry point best suits each child, the prioritised balanced enrolment (within the school's capacity to provide) and arranging each enrolment interview
- Establishing a register of all those children and their families (in whatever form) who enrol at the school, which may then become the core register that records their progress through their years at the school
- Identifying what information source prompted those 'enrolling families' to make their initial enquiry together with the factor(s) that convinced the family to enrol
- Enquiring confidentially with those families who did not enrol why they did not proceed to enrolment with a view to improving the school's product/practice, especially in the services the school may not yet be offering but which the catchment not only wants, but needs. Anticipating catchment needs.
- Reporting to Management: critical time-lines, 'confirmation' points, corrective strategies, etc

Session 03

The data management system:

The contemporary registrar has become the more important because reporting data can be so much more accurate and retrievable, and observations and feelings can now be supported with other data drawn from the school's data management system or from socio-economic or demographic data. The matrix that used to take a day to update and publish can now be revised from a well-structured system in less than an hour. The critical issue is the data management system and whether it is being driven to its proper capacity. Our preferred system is a single system with 'no-go' territories. The single data entry approach with a very clear set of classifiers to extract requested data over time. This session will examine the strengths and capacities of the common systems and then how you might write structural specifications for your system manager to give you a tool that will save you much time and increase the reliable data output of your office.

The data management system:

- Initiating a "single" system that will support each child's needs throughout their time at the school
- Intuitive Management Reporting Matrix
- Archiving all data for future reference
- Disenrolment, archive building and alumni 'recruitment'.

BRILLIANT WAITING-LIST MANAGEMENT

THE SECOND MASTERCLASS

FOR THE GOOD TIMES AND THE LESS-THAN-GOOD TIMES

The waiting-list is a fundamental tool in the management of the school. It will reflect both the way the catchment knows and judges the 'value for money' of what the school is offering, and its affordability in the current economic conditions. A best practice registrar will have the tools to distinguish what the 'real waiting list' is from the many "phantom enrolments" that

can complicate. This real list will be accurate and up-to-date. Contemporary forces make calculating its current state more complex. That complexity makes its objectivity and accuracy more difficult to achieve. Further, the real waiting list can change dramatically and quickly for any number of reasons. It needs to be managed brilliantly.

Session 01

Waiting-List creation Strategies and constructing your 'real waiting-list'.

The various types, meanings and purposes of waiting-lists; the critical horizon for definite offers; the many complicators and other forms of preferential treatment; clear policies and procedures, published and transparent; casual vacancies; your 'real waiting-list'.

Session 02

Waiting List behaviour and management

Historic waiting-list behaviour, patterns and expectations, regular servicing and data collection; the Registrar's management tools; hazards for the unsuspecting and the unprepared; maintaining influence over the enrolment and keeping it active; powerful financial incentives; over-enrolment; the important fees to be paid before arrival; managing those who are unlikely to/will not be offered a place; a dispute resolution mechanism.

Session 03

A Charter of Operations

A Charter of Operations needs to be written. It is as important for so many people in the school to understand how and why the Waiting-list is managed in the way that it is as it will be for the next Registrar to enable a smooth succession to take place. A helpful template has been developed. This will be explained.

Session 04

Catchment behaviour in the 'good times', discovering your 'real waiting list' and managing the waiting-list as demand strengthens.

Identifying the catchment, getting to know it and its aspirations; gathering the data to determine how it does behave, how it should behave and how it could behave; charting that behaviour over five critical criteria to enable glimpses of current performance and a future the school may aspire to for strategic planning and development purposes. Gearing your waiting list management to those developments. Warning signals and reporting to Management.

Session 05

Catchment behaviour in an economic downturn and waiting-list management as demand weakens

Your school could be confronting an economic downturn. The waiting-list will indicate this clearly in reduced numbers, cancellations, requests for return of monies, etc. An economic downturn lies beyond the school's control. But, the school must respond to its consequences. However, your school will have confronted downturns in the past because economic growth is rarely smooth.

Session 06

Management practices conceived for growth cannot be applied in a downturn.

Revision, reinvention or redirection of the management techniques your school applied in previous downturns. Classic responses to an economic downturn. Actively researching the waiting-list's and the catchment's behaviour. What is the root cause of the downturn? Establishing your preferred response techniques. Shelving the inappropriate.

Session 07

Making recommendations to Management

Actions to be recommended to Management to minimise the downturn's effect on the waiting-list, emphasising the 'new' waiting-list management practices that might be implemented as quickly as possible to retain those prospective families affected by the downturn. Issues such as competitor mirroring, catchment positioning, prospective parent profiling and retention needs identification, restructuring waiting-list options and costs, student exceptionality, differentiating curriculum offerings, and other retention strategies will be considered.

MASTERCLASS FEES

The First Masterclass will be held at the Double Tree by Hilton in Melbourne on the 26th and 27th April, 2018 and repeated at the same venue on the 2nd and 3rd of August, 2018.

The Second Masterclass will be held at the Double Tree by Hilton in Melbourne on the 30th April and 1st May, 2018 and repeated at the same venue on the 6th and 7th of August, 2018.

Each masterclass will be limited to thirty participants. It will be held over one and one half days. The cost for the whole class including the cost of a buffet lunch on the first day, late afternoon drinks and morning teas on both days will be for each class.

"Early Bird" Masterclass Fee \$1090
Full Masterclass Fee \$1290

The 'Early Bird' concession will apply to each registration received by March 26th, 2018 for the first two classes and by July 2nd, 2018 for the second two classes.

It will also apply to all second and subsequent registrations received from the one school at any time before registrations close. The final date for registration will be April 19th, 2018 for the first two classes and July 26th, 2018 for the second two classes.

"Early Bird" Fee for both Masterclasses \$1890

A cancellation policy applies. Cancellations before **26th March, 2018 (2nd July, 2018)** will receive a full refund less 20%: cancellations before **12th April, 2018 (14th July, 2018)** will receive a 50 % refund but any cancellation after **12th April, 2018 (14th July, 2018)** will not warrant a refund. A substitute is always welcome if a delegate finds that unforeseen circumstances have arisen which prevent attendance.

Masterclasses beyond Melbourne: Fees and Registration

Janus Consulting is aware that the costs of coming to Melbourne from New Zealand and other Australian States are often prohibitive, preventing some who would otherwise participate, taking part. **If a class of minimum size twelve can be organized in a capital city by an interested party (or parties)**, then Janus would be prepared to present either or both of these masterclasses at a mutually convenient time and place for a cost to each participant of the aforementioned fee together with the shared cost to the participants of the presenters' travel and accommodation costs for the two nights of the masterclass.

REGISTRATION

Send each completed registration form

ABN 52 151 218 067

By email info@janusconsulting.com.au

By mail 4/74 Stokes St, Port Melbourne VIC 3207

Phone enquiries 0414 295 048

Name	Surname				
School					
Address					
Telephone	Email				
<input type="checkbox"/> THE FIRST MASTERCLASS	<input type="checkbox"/> APR	<input type="checkbox"/> AUG	<input type="checkbox"/> THE SECOND MASTERCLASS	<input type="checkbox"/> APR/MAY	<input type="checkbox"/> AUG
<input type="checkbox"/> EFT payment to Janus Consulting Pty Ltd at Westpac BSB 033 243 ACC No. 45 4171					
<input type="checkbox"/> Credit card Please charge my	<input type="checkbox"/> Visa	<input type="checkbox"/> Mastercard	in the amount of \$		
Card No.	Expiry	CCV			
Cardholder Name					



YOUR FACILITATOR

You will work with your colleague registrars and Tony Conabere who has led seventeen of these masterclasses on waiting-list management since he joined Janus in 2005.

Tony is an Honorary Fellow of the Australian Council of Educational Leaders, an MBA, a former Principal and a Director of Janus Consulting. After an outstanding career in

educational leadership over nearly three decades at Wesley College, Melbourne and the Knox School, he now consults on a broad set of specialist issues that arise in schools. He has a comprehensive view of best educational practice, particularly in independent schools, with a special interest in the contribution that the non-teaching professionals employed in schools make to excellent school practice and performance.



GRAEME SYMS
Head of Admissions

TESTIMONIAL

for Brilliant Waiting List Management

"Last year, with the demand for an Independent Education increasing in New Zealand, King's College found itself in a unique situation that had not occurred for some years. We needed to create a waiting list! Janus Consulting offered a Masterclass on this subject and the opportunity to network with a range

of experienced, proactive and innovative Admissions personnel was invaluable. The class provided the framework and knowledge needed to formulate a strategy to clearly pave the way forward and put necessary systems in place. In short, we strategized and decided what worked, what didn't work and what could work. I highly recommend this Masterclass to all, it is superbly organised, informative and one of the most beneficial I have attended."