



Springwood and District Preschool Kindergarten

Enrolment and Orientation Policy

Legislation:

Education and Care Services National Law Act 2010

Education and Care Services National Regulation 2018

United Nations Convention on the Rights of the Child 1989

Quality Area 6: Collaborative Partnerships With Families And Community

[Education and Care Services National Law Act 2010](#)

[Education and Care Services National Regulations 2018: Regulations 168\(2\) \(k\), 160, 161, 162 177, 183](#)

[Privacy Act 1988 \(Cth\)](#)

[Public Health Act 2010 No 127: Part 5 Division 4, Section 87](#)

[Health records and Information Privacy Act 2002 \(NSW\)](#)

[Family Assistance Law www.dss.gov.au](http://www.dss.gov.au)

Policy Statement

Our service will implement a process to ensure enrolment and orientation processes are planned and implemented to meet the needs of the child and family as well as ensuring all legislative requirements, including the Australian Government Priority of Access Guidelines are adhered to.

Due to a high volume of enrolment applications and an extensive waitlist, the preschool is committed to ensuring equitable access to early childhood education. In alignment with government research highlighting the importance of children receiving at least 15 hours of preschool experience per week, the Management Committee has agreed to prioritise enrolment for children who do not currently hold a preschool placement elsewhere. This decision supports our goal of enabling as many children as possible to benefit from a quality preschool experience during this critical stage of development.

We will ensure:

- Children are provided with support and comfort to settle into the service and establish new friendships and relationships;
- A thoughtful process is planned in consultation with families, to assist in separating from their



child;

- Educators are provided with a clearly explained enrolment process; time to get to know families before children start; strategies to support families in introducing children to our service, time to develop close professional relationships with families; support from referral agencies; and information about custodial issues;
- Home language, cultural background and family priorities are considered at all times during the process.

Rationale:

Springwood and District Preschool Kindergarten recognises that parents want the best quality education for their children and that when first coming to Preschool they may feel anxious about enrolling and leaving their child

Aim:

- To ease parent's sense of unease by supplying information on enrolment about Springwood and District Preschool Kindergarten's educators, routines, programming and policies
- To support families through the enrolment process
- To adhere to legislative requirements regarding enrolment records as outlined in Education and Care Services National Regulations Chapter 4 – Operational Requirements, Part 4.7 – Leadership and Service Management, Division 1 – Management of services, Subdivision 1 Attendance and enrolment records – Attendance and enrolment records.

Procedure:

- Ensuring an Enrolment procedure is followed such as:
 - Enrolment protocol –Starting in term 3 concluding final places in November each year, parents whose children are on the waiting list will be advised if their child has obtained a position at the preschool for the following year. Should they wish to accept this position then parents will be asked to accept places through acceptance letters, from their parents will be given access codes to Hubworks, to conclude enrolment procedures.
 - Orientation for children will occur late November and December where opportunity to chat with Educators and familiarize families with preschool environment.
 - Families will be emailed a “ Parent Information Booklet”, which details all the required information for parents to commence their child at preschool and gives a brief outline of the preschool's policies and philosophy. Parents are given the opportunity to read Springwood and District Preschool Kindergarten's Policy and Procedures Manual and
 - Reassuring parents that the enrolment process is flexible and can be organised to meet family and child needs, e.g. – short days to begin with or parent staying for a few hours, etc.

Enrolment Form:

The enrolment form must be completed by each enrolling family and occurs in an electronic format linked through our web page . Where enrolling families are not fluent in English the enrolment meeting will, wherever possible be conducted in the families primary language. At enrolment, parents are encouraged to provide any further information about their child that will support continuity of care between home and the service.



The enrolment record will include the following information for each child:

- Full name, date of birth and address of the child.
- Name, address and contact details of each parent of the child; any emergency contacts; any person nominated by the parent to collect the child from the service; any person authorised to consent to medical treatment or to authorise administration of medication to the child; any person authorised to give approval for an educator to take the child out of the service.
- Details of court orders, parenting orders or plans.
- Details of court orders relating to the child's residence or contact with a parent or other person.
- Gender of the child.
- Language used in the child's home.
- Cultural background of the child and child's parents.
- Any special considerations for the child (e.g. cultural, religious or dietary requirements or additional need).
- Authorisations for our service to seek medical treatment for the child from a registered medical practitioner, hospital or ambulance service, and transportation of the child by an ambulance service.
- Authorisation for the service to take the child on regular outings.
- Authorisation for the children to be relocated in the event of an emergency evacuation.
- Name, address and telephone number of the child's registered medical practitioner or medical service.
- Child's Medicare number (if available).
- Details of any specific healthcare needs of the child including any medical condition.
- Details of any allergies or anaphylaxis diagnosis.

Any medical management plan, anaphylaxis/asthma/diabetic management or risk minimisation plan.

- Details of dietary restrictions for the child.
- Immunisation status of the child - a vaccination certificate
- All information will be checked before enrolment is complete including a copy of the Immunisation Certificate, ensuring all enrolled children are fully immunised. Children who cannot be fully vaccinated due to a medical condition or who are on a recognised catch-up schedule will still be able to be enrolled upon presentation of the appropriate form signed by a medical practitioner.

Additional authorisations will be sought

- Consent to the medical treatment of the child by Springwood and District Preschool Kindergarten's educators
- Consent to seek medical treatment for the child from a registered medical practitioner, hospital or ambulance service
- Consent to transportation of the child by an ambulance service
- Consent to photographs being taken for use at Springwood and District Preschool Kindergarten
- Fee policy and payment agreements
- Consent to apply sunscreen



- the fact that enrolling parents/guardians are able to gain access to their information;
- permission to provide information to Department of Ed information collection
- permission to seek additional funding from organisations to which the information may be given.
- any law that requires the particular information to be collected;
- the main consequences for not providing the required information.
- Enrolment forms will be updated electronically when a family's circumstances change, to ensure information is current and correct.

Custody Arrangements

The Education and Care Services National Law requires our service to have details of all custodial and access arrangements.

Enrolling family members are responsible for informing the Director of custody and access arrangements on enrolment, and must advise the Director immediately of any subsequent alterations to these arrangements.

All relevant legal documentation is to be shown to the Director and a copy will be maintained in the child's enrolment record.



The orientation and settling in period will consider and respect the needs of both families and children. Parents/guardians will be encouraged to remain with their child when delivering or collecting them for as long a period as the parent/guardian and/or educators feel may be necessary to ensure the child's wellbeing. We will always consider the feelings and time constraints that families may have in regard to participating in orientation processes and aim to make the experience a positive and welcoming introduction to the service.

Our service will provide options for orientation to the education and care service for families which includes:

- Inviting new families to visit the service with their child at times that suit them, to familiarise families with the service prior to the child's attendance.
- Providing all new families with a conducted tour of the premises which will include introductions to other educators, children and families, and that highlights specific policies and procedures that families need to know about our service.
- Ensuring each family has a copy of the Family Handbook and an opportunity to have any questions answered.
- Supporting family members the opportunity to stay with their child during the settling in process.

Ensuring all new families are encouraged to share information about their child and any concerns, doubts or anxieties they may have in regard to enrolling their child at the service.

- Prior to the enrolment interview providing families with a list of 'what to bring' ready for the enrolment interview such as:
 - Birth certificate
 - Immunisation record
 - Emergency contact details
 - Medication number
 - Doctor's details
 - Health Care Card (where applicable)
 - Health Fund details (where applicable)
- Providing avenues for parents to feel reassured about their child's day such as:
 - Suggesting the child bring their favourite toy
 - Suggesting parents telephone during the day
 - Allowing flexible settings in routines, e.g.) to spend time with siblings
 - Learning about the child's cultural background
 - Discussing the child's day with the parents
 - Learning about the child's cultural background to assist in familiarising the child with the preschool
 - Learning about key settling strategies/words/phrases/comfort items particular to the child
 - Supporting and comforting children
 - Helping parents to say goodbye and explaining why this is important
 - Welcoming parents at the end of the day and imparting knowledge about the day
 - Planning separation procedures and processes step by step with the parents and evaluating and if necessary modifying the process.



- Ensuring all families are aware of the Open Door Policy which is:
 - **O** - Our Preschool is open at all times for parental inspection
 - **P** - Please come to see how we can help your child's development
 - **E** - Entry by you at any time is your guarantee of the continuing quality of our working practices and protection for Educator and Management's reputation
 - **N** - Never use a service where you are not welcome

 - **D** - Don't hesitate to visit us
 - **O** - Our Preschool is proud of the quality of care we provide
 - **O** - Our Educators are qualified, trained, experienced and talented
 - **R** - Rather that take our word for this...
 - **S** - See for yourselves!!!!

Links to Quality Areas and Standards:	
Quality Area 1	Educational Program and Practice
1.1 Program	The educational program enhances each child's learning and development.
1.1.2 Child Centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3 Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning
1.2 Practice	Educators facilitate and extend each child's learning and development.
1.2.1 Intentional Teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.2.2 Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
1.2.3 Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
1.3.3 Information for families	Families are informed about the program and their child's progress.
Quality Area 2	Children's health and safety
2.1 Health	Each child's health and physical activity is supported and promoted.
2.1.1 Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
2.2 Safety	Each child is protected.
2.1.1 Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2 Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.



2.2.3 Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
Quality Area 3	<i>Physical Environment</i>
3.1 Design	<i>The design of the facilities is appropriate for the operation of a service.</i>
3.1.1 Fit for Purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
3.1.2 Upkeep	Premises, furniture and equipment are safe, clean and well maintained.
3.2 Use	<i>The service environment is inclusive, promotes competence and supports exploration and play-based learning.</i>
3.2.1 Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
Quality Area 4	<i>Staffing Arrangements</i>
4.1 Staffing Arrangement	<i>Staffing arrangements enhance children's learning and development.</i>
4.1.1 Organisation of educators	The organisation of educators across the service supports children's learning and development.
Quality Area 5	<i>Relationships with children</i>
5.1 Relationships between educators and children	<i>Respectful and equitable relationships are maintained with each child.</i>
5.1.1 Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2 Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2 Relationships between children	<i>Each child is supported to build and maintain sensitive and responsive relationships.</i>
Quality Area 6	<i>Collaborative partnerships with families and communities</i>
6.1 Supportive relationships with families	<i>Respectful relationships with families are developed and maintained and families are supported in their parenting role.</i>
6.1.1 Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2 Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.1.3 Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.



6.2 Collaborative Partnerships	<i>Collaborative partnerships enhance children's inclusion, learning and wellbeing.</i>
6.2.1 Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
6.2.2 Access and participation	Effective partnerships support children's access, inclusion and participation in the program.
6.2.3 Community engagement	The service builds relationships and engages with its community.
Quality Area 7	<i>Governance and Leadership</i>
7.1 Governance	<i>Governance supports the operation of a quality service.</i>
7.1.1 Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.
7.1.2 Management systems	<i>Systems are in place to manage risk and enable the effective management and operation of a quality service.</i>
7.1.3 Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.
7.2 Leadership	<i>Effective leadership builds and promotes a positive organisational culture and professional learning community.</i>
7.2.1 Continuous improvement	There is an effective self-assessment and quality improvement process in place.
7.2.2 Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.

Source:

Because It Matters P/L

Department of Education, Employment and Workplace Relations (DEEWR) (2011) *Education and Care Services National Regulation*Department of Education, Employment and Workplace Relations (DEEWR) (2009) *National Quality Standard for Early Education and Care and School Aged Children* Canberra:DEEWREarly Childhood Australia (2006). *Code of Ethics*. Canberra, ACT. Early Childhood Australia

NSW Commission for Children and Young People

Policy Reviewed by: _____ Approved by: _____

Signature: _____



Date: ____/____/____

Date: ____/____/____

Next Review Date: ____/____/____



