### Enrolment and orientation procedure

| Associated National Quality Standards | Education and Care Services National Law or Regulation | Associated department policy, procedure or guideline |
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| 6.1  6.2  7.1 | Regulation [160](https://www.legislation.nsw.gov.au/#/view/regulation/2011/653/chap4/part4.7/div1/subDiv1/reg160)  Regulation [161](https://www.legislation.nsw.gov.au/#/view/regulation/2011/653/chap4/part4.7/div1/subDiv1/reg161)  Regulation [162](https://www.legislation.nsw.gov.au/#/view/regulation/2011/653/chap4/part4.7/div1/subDiv1/reg162)  National Law [S. 175](https://www.legislation.nsw.gov.au/acts/2010-104.pdf) | [Leading and operating department preschool guidelines](https://education.nsw.gov.au/teaching-and-learning/curriculum/early-learning/department-preschools)  [Department Preschool enrolment procedures: Implementation document for Enrolment of Students in NSW Government schools policy](https://policies.education.nsw.gov.au/policy-library/associated-documents/department-preschool-enrolment-procedures.pdf) |
| **Pre-reading and reference documents** | | |
| [ACECQA National Quality Standard Information Sheet: Enrolment and Orientation](https://www.acecqa.gov.au/sites/default/files/2018-11/QA6_EnrolmentandOrientation.pdf)  [Application to enrol in a NSW Government preschool](https://education.nsw.gov.au/public-schools/going-to-a-public-school/translated-documents/enrolment-application-preschool) | | |
| **Staff roles and responsibilities** | | |
| **School principal** | The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool.  The principal is responsible for ensuring:   * the preschool is compliant with legislative standards related to this procedure at all times * all staff involved in the preschool are familiar with and implement this procedure * all procedures are current and reviewed as part of a continuous cycle of self- assessment. | |
| **Preschool supervisor** | The preschool supervisor supports the principal in their role and is responsible for leading the review of this procedure through a process of self-assessment and critical reflection. This includes:   * analysing complaints, incidents or issues and what the implications are for the updates to this procedure * reflecting on how this procedure is informed by relevant recognised authorities * planning and discussing ways to engage with families and communities, including how changes are communicated * developing strategies to induct all staff when procedures are updated to ensure practice is embedded. | |
| **Preschool educators** | The preschool educators are responsible for working with leadership to ensure:   * all staff in the preschool and daily practices comply with this procedure * storing this procedure in the preschool, and making it accessible to all staff, families, visitors and volunteers * being actively involved in the review of this procedure, as required, or at least annually * ensuring the details of this procedure’s review are documented. | |
| Procedure | | |
| **Enrolment** | * Children can enrol in a department preschool from the beginning of the school year if they turn four years of age on, or before, 31 July that year. * A preschool enrolment package is given to prospective families.   + The pack is compiled by the preschool educators, preschool supervisor and school administration officers, and is approved by the principal.   + The pack contains information regarding:     - The preschool philosophy     - Preschool operating hours     - Blue or Red group attendance pattern (parents indicate their preferred group)     - Fee schedule (when required)     - Procedure for organising a scheduled visit to the preschool, facilitated by the Community Liaison Officer or other support staff as suitable.     - Application information including timelines and procedures for the preschool panel meeting and notification of the outcome.   + The package is reviewed annually during Term 4 in preparation for receipt of applications in the following year. * For each preschool class, children attend in two groups across the week to meet the requirements of *Universal Access* -600 hours of quality education and care in the year before commencing school.   + The children are allocated to a colour group. Red Group attends 3 days in Semester 1 (Mon-Wed) and 2 days in Semester 2 (Th-F). Blue group attends 2 days in Semester 1 (Th-F) and 3 days in Semester 2 (W-F).   + Families indicate their preferred group on the preschool application form and allocations are filled in order of application.   + If all positions are not filled, vulnerable children may be offered a full–time place in exceptional circumstances.   + Vulnerable children who the school believes would benefit from an additional year of preschool may be offered a place if vacancies exist. * Initially, families complete a waitlist form to express their interest in attending the preschool.   + The waitlist form and enrolment form are completed together. They are stored in the main school office and collected by the school administration officers.   + They are available to families all year, and advertisements are distributed through the school website, newsletter and other community communication channels from Term 2 onwards.   + Waitlist and enrolment forms for all applicants are kept and stored in accordance with department requirements. * Children do not have to reside within the school’s catchment zone to attend the preschool. * After receiving the wait list or enrolment forms, a panel is formed and positions are offered to families, based on the criteria and priorities outlined in the *Department Preschool enrolment procedures: Implementation document for Enrolment of Students in NSW Government schools policy.*    + The placement panel is comprised of the principal, the preschool supervisor, the preschool educator, and a community representative. * Families are informed if their enrolment application has been successful or not.   + Families are informed of the outcome of their application via a letter from the principal and a phone call from a school administration officer to book their transition interview. A copy of the parent information booklet is included with their acceptance letter.   + If their application is unsuccessful, the child is placed on a waiting list. * Families offered a position are asked to complete the *Application to enrol in a NSW Government preschool* and supply the required supporting documentation listed in the form, if not already. They are collected, checked, and processed by a school administration officer. * The principal reviews each enrolment form and certifies if the child’s application to enrol is accepted or declined. A school administration officer is responsible for checking each enrolment form has been fully completed. | |
| **Transition and orientation** | * The preschool family information booklet provides families with general information about the preschool and summarises key preschool procedures. It is compiled by the preschool educators and preschool supervisor and is approved by the principal.   + The contents are reviewed annually and updated in line with changes to local procedures and critical reflection on the information that needs to be provided to our families.   + The enrolment package includes information regarding:     - Preschool philosophy     - Staff and general school information including contact details     - Details of the school website which includes the local procedures     - Communication from the school including SeeSaw     - Delivery and collection of children, including authorisations     - Items families are to provide, including food, sun safe attire, drinking water and sheets for sleep and rest     - Providing consent to apply sunscreen and leave the preschool grounds for regular visits into the main school     - Payment of fees     - Reporting concerns     - Procedures for dealing with illness, injury and infectious diseases     - Notifying the school regarding change of details, including address, contact details, emergency contacts. * Children and families are supported to transition into preschool through a range of planned practices.   + Transition interviews are held between the parents, child/ren and preschool teacher during Term 4. Face to face interviews are preferred, however phone interviews are used where required e.g. in times of pandemic. Translators are organised for these interviews if necessary, using either Canley Heights PS staff or the Translating and Interpreting Service (TIS).   + Staggered start times are implemented in at least the first week of Term 1 and are continued as required depending on the child’s needs. * Families are asked to provide additional information about their child to enable the preschool educators to better understand and plan for their needs, including religious, cultural and / or dietary requirements.   + During the transition interviews the preschool educator works through a questionnaire with the families to gather information regarding:     - Strengths and interests     - Prior childcare experiences     - Toileting needs, rest requirements     - Languages spoken at home     - Medical conditions     - Specific requirements around food that may impact cooking experiences, e.g. cultural preferences     - The child’s cultural background and family celebrations recognised   + The questionnaire is reviewed annually in Term 4 by the preschool educators and preschool supervisor. * In some situations, it is critical the preschool teacher meet with a family before their child commences preschool to discuss the child’s needs and plan any required adjustments. This will include the parent or care of children for whom it has been indicated on their enrolment form that they have a medical condition, disability or support needs, or are in out of home care.   + The preschool teacher meets with every child and family through the transition interviews.   + When the school is aware of additional needs that may require specific adjustments or consultation with support agencies, other school staff may be invited to attend the transition interview e.g., the counsellor, AP Learning and Wellbeing, school executive or DoE personnel.   + An ongoing plan for support and implementing the required adjustments is developed as needed. * Some children will require a tailored transition to preschool. This may include additional visits and / or commencing on reduced hours or in the company of a parent or therapist.   + Identification of students requiring a tailored transition can occur through the enrolment process, transition interviews or any other instances where the preschool becomes aware of students who may need additional support. | |

| Record of procedure’s review |
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| **Date of review and who was involved** |
| 3.8.2021. Neil Bourke, Sally Egan, Rebecca Donaldson, Jessica Le, Daniela Cardile. |
| **Key changes made and reason/s why** |
| Implement procedure for prospective parents to visit the preschool. |
| **Record of communication of significant changes to relevant stakeholders** |
| Update provided to AP LaST regarding transition and orientation of students needing a tailored transition. |

*Copy and paste a new table to record each occasion the procedure is reviewed.*

| Record of procedure’s review |
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| **Date of review and who was involved** |
| 10.8.2022. Sally Egan, Rebecca Donaldson. |
| **Key changes made and reason/s why** |
| Nil changes – annual review. |
| **Record of communication of significant changes to relevant stakeholders** |
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*Copy and paste a new table to record each occasion the procedure is reviewed.*