



Enrolment and Orientation Policy

Aim

For our families and children to be given a comprehensive orientation at the time of enquiry and/or enrolment. To assist the family in making an informed decision if the service will meet their needs, beliefs and values.

Strategies

- To discuss the enrolment process with families at the time of enquiry – this includes what needs to be signed and completed within enrolment forms and specific policies including: fees, medications and medical treatments, transitions, confidentiality, sun protection, child protection along with specific forms and permissions: social media/photograph, nappy changes and creams and regular excursion permission.
- The parents or guardians are to be given an enrolment pack upon offer of a position that includes a welcome letter and have explained to them the enrolment forms, a parent handbook, service expectations such as bond which is two (2) weeks in advance, enrolment fee, fee payment, late fee, sign in/out, and be given Child Care Subsidy information and contact numbers.
- If families do not speak English as a first language, it will be arranged for information to be sent in their first and home language and where possible a translator to be used.
- Families are to detail contacts that can be phoned in case of an emergency and parents cannot be contacted; families should also give consent for these contacts to have permission to collect the child at any time should they need to. Educators will check emergency contacts if a person arrives to collect a child to see if they have authorisation to do so along with consent from the parent/guardian.
- At orientation, the family is to be shown through the service as a whole and taken to the environment in which the child will begin. Educators will be available to answer any questions for families along with providing them necessary information regarding service philosophy, room routines, specific policies and procedures, educational program and curriculum information.
- The room educators are to explain the room procedures, communication channels and service expectations in regards to specific policies such as nutrition, sun protection, sleep and rest, educational program and curriculum. Children's wellbeing, behaviour management and transitions.
- Families will be asked to set up their pin number to enter the service, and given an invitation to join Seesaw to access their child's online journal once they begin.
- All educators are to actively engage with families in determining individual and family needs and explain how the service will aim to meet these needs collaboratively.



- Birth-2 year old room: Families will have the room routine and communication charts explained to them along with explanation of nappy change, sleep chart and cot room, lockers and where to place belongings, discussions about individual routines, sharing information about children's learning and the educational program and curriculum. Discussions can entail other individual components that relate directly to each child and family.
- 2-3 year old room: Families will have an explanation of the nappy change/toilet training if applicable, sleep chart, flexible room routine, and educational program/curriculum information discussed with families and where lockers are to place belongings. Discussions can entail other individual components that relate directly to each child and family.
- 3-5 years: Families will have an explanation about the educational program and curriculum, flexible room routine, focus within the preschool room and our service philosophy regarding play based learning, our relationship with the community and excursions as a part of the curriculum. Discussions can entail other individual components that relate directly to each child and family.
- Emphasise the need to label all belongings, down to dummies to shoes and the family is to be shown where the lost property boxes are within the service.
- Determine individual child's medical needs and explain how the service will meet these needs.
- We recommend at least two (2) orientation visits but will support what the family needs are and what they feel comfortable with, and can offer as many orientation visits they need to ensure they feel comfortable prior the child beginning care with us.
- Families are asked to stay with the child for one (1) hour during the first orientation to enable them to begin to get to know the educators, other children and become familiar with the environment.
- Encourage parents to leave for a short while during the second and consecutive orientations so that the child can begin to feel comfortable on their own without the parents present.
- Families are welcome to stay for all orientations should they not feel comfortable leaving their child as yet, and are welcome to be here to put their child to sleep or feed them lunch so that during these routine and transition times the children begin to feel a sense of security while their parents are here with the educators at the same time.
- The Nominated Supervisor will be in touch with the families at least one week prior to beginning care to ensure all forms are complete and that everything required is in place. This will have various information with reminders about what to expect when beginning care at Rose Cottage and offer an opportunity for any questions prior to the start date.
- After the family and child begins, educators will ensure that communication is upheld to keep them updated on how their child's first day and week is going. Families will be updated regarding any changes to routines, transitions or anything that relates to their child's learning and settling in period.



Relevant Legislation

National Quality Standards, Education and Care Services National Regulations and Early Years Learning Framework

National Quality Standard

Standard 1.3 - Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

Element 1.3.3

Standard 6.1 - Respectful relationships with families are developed and maintained and families are supported in their parenting role.

Elements 6.1.1, 6.1.2 and 6.1.3

Standard 6.2 - Collaborative partnerships enhance children's inclusion, learning and wellbeing.

Elements 6.2.1 and 6.2.2

Standard 7.1 - Governance supports the operation of a quality service.

Elements 7.1.2 and 7.1.3

National Regulations

Part 4.7 Leadership and Service Management

Early Years Learning Framework

Learning Outcome 1 – Children have a strong sense of identity

Learning Outcome 3 – Children have a strong sense of wellbeing

United Nations Convention On The Rights Of The Child

Article 30 - Children have the right to learn and use the language and customs of their families, whether or not these are shared by the majority of the people in the country where they live, as long as this does not harm others.

Resources

- *Education and Care Services National Regulations October 2011*
- *Belonging, Being & Becoming: The Early Years Framework for Australia*
retrieved from : https://www.acecqa.gov.au/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf



- *United Nations Convention On The Rights Of The Child* retrieved from:
<https://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycr.c.pdf>
- *National Quality Standard* retrieved from:
<https://www.acecqa.gov.au/nqf/national-quality-standard>
- *Australian Children's Education & Care Quality Authority* retrieved from:
https://www.acecqa.gov.au/sites/default/files/2018-11/QA6_EnrolmentandOrientation.pdf

Monitoring and Review

- Review the *Enrolment and Orientation Policy* every 12 months.
- Provide families with opportunities to contribute to the review of this policy.