

Enrolment and orientation – preschool procedure table

National Quality Standard Education and Care Services National Law and National Regulations	Associated department policy, procedure or guideline	Reference document(s) and/or advice from a recognised authority
<p>NQS: 6.1, 6.2, 7.2</p> <p>Law Section: 175</p> <p>Regulations: 160, 161, 162</p>	<p>Leading and operating department preschool guidelines</p> <p>Enrolment of Students in NSW Government Schools</p> <p>Department preschool enrolment procedures [PDF 154 KB]</p> <p>Application to enrol in a NSW Government Preschool [PDF 893 KB]</p> <p>Application to enrol in a NSW Government Preschool – translated versions</p>	<p>ACECQA information sheet – Enrolment and Orientation [PDF 901 KB]</p> <p>ACECQA's policy and procedures guidelines – Enrolment and orientation [PDF 249 KB]</p>

Responsibilities

School principal	<p>The principal as nominated supervisor, educational leader and responsible person holds primary responsibility for the preschool.</p> <p>The principal is responsible for ensuring:</p> <ul style="list-style-type: none"> 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
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	<ul style="list-style-type: none"> all procedures are current and reviewed as part of a continuous cycle of self- assessment. <p>These tasks may be delegated to other members of the preschool team, but the responsibility sits with the principal.</p>
Preschool supervisor	<p>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 could include:</p> <ul style="list-style-type: none"> analysing complaints, incidents or issues and the implications for updates to this procedure reflecting on how this procedure is informed by stakeholder feedback and relevant expert 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 teacher(s) and educator(s)	<p>Preschool teachers and educators are responsible for working with the preschool leadership team to ensure:</p> <ul style="list-style-type: none"> all staff in the preschool and daily practices comply with this procedure this procedure is stored in a way that it is accessible to all staff, families, visitors and volunteers they are actively involved in the review of this procedure, as required, or at least annually details of this procedure's review are documented.

Procedure

Enrolment	<ul style="list-style-type: none"> Children can enrol 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. Preschool educators and executives update preschool enrolment packs on a yearly basis to ensure they have all relevant information. This is then given to the office to be duplicated ready for distribution. For each preschool class, children attend in two groups across the week to provide 600 hours of quality education and care in the year before commencing school. We have 3 different patterns of attendance at the preschool. Children can attend 2.5 days at the beginning of the week or 2.5 days at the end of the week. Parents are asked on their waiting list application which half of the week would they prefer. Allocation is then made considering parent's preferences as much as possible. The principal will offer a 5-day week placement to children who are considered a priority enrolment due to their circumstances. Initially, families complete a waitlist form to express their interest in attending the preschool. Parents can apply for enrolment at the school's front office for the following year from the beginning of Term 2 of the current school year. 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 (principal and preschool supervisor) during Term 3 and positions are offered to families, based on the criteria and priorities outlined in the <u>Department Preschool enrolment procedures: Implementation document for Enrolment of Students in NSW Government schools policy</u>.
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	<ul style="list-style-type: none"> Families are informed by letter during Term 4 if their application has been successful. If it was unsuccessful, their 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 they have not already. The school office collects the application forms and check that families have provided all supporting evidence required. The principal reviews each enrolment form and certifies if the child's application to enrol is accepted or declined. The school office checks each enrolment form is fully completed. Children who are absent for a period of time due to holidays or illness are not unenrolled from the preschool. In their absence, additional days are offered to another child(ren) in the preschool, based on the priority of access outlined in the department's preschool enrolment procedures. On the absent child's return, all children resume their usual attendance.
Transition and orientation	<ul style="list-style-type: none"> The preschool family information or orientation booklet provides families with general information about the preschool and summarises key preschool procedures. Preschool educators, supervisor and principal all review the preschool handbook together to ensure it has the most relevant information families need for starting preschool. This is reviewed annually. Children and families are supported to transition into preschool through a range of planned practices. <ul style="list-style-type: none"> Families and children are invited to attend our Preschool Parent Information Session. During this session, families listen to all the important information they need to know about our preschool and are provided with our parent information pack. They have the opportunity to ask questions, look

	<p>around the preschool and even take a tour of the school facilities the preschoolers will be utilising throughout the year.</p> <ul style="list-style-type: none"> ○ Children and their families are also invited to our preschool play sessions. At this session, families get a small taste of outdoor play (weather permitting), group time and indoor play time. This allows children and families to start to understand what happens at our preschool. It also provides opportunity for partnerships to start forming between children, families and staff. ○ Families are also allocated a positive start meeting the week before starting school. This provides an opportunity for the child, parents and teacher to sit down together. The discussion during this interview aims to gain a better understanding of the child and plan for their needs, including religious, cultural and/or dietary requirements. The teacher will also ask about the child's interests, strengths, weaknesses, fears, toileting needs and any previous experiences in childcare settings. The teacher will then work with the child and parent to formulate a starting goal to work on for the beginning of the preschool year. In the case of a medical consideration and/or medication the child is required to have at preschool, the teacher will work collaboratively with the family to understand and develop the child's risk assessment plan, individual health care plan and communication plan. ● For children with extra considerations and/or additional needs, it may be critical for the school's learning support team and preschool teacher to meet for a longer meeting with a family before their child commences preschool to discuss the child's needs and plan any required adjustments. This may include the parent or carer 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. Depending on the child, this discussion may address things such as how they can be most effectively supported
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	<p>to transition into preschool or what required adjustments need to be made. It is also an opportunity to collaboratively develop the child's risk assessment plan and discuss their health care needs.</p> <ul style="list-style-type: none"> • Children with additional needs may be allocated extra meetings to help formulate plans to ensure their successful transition and that their needs are met at preschool. External agencies are consulted and may be invited to these meetings to ensure that children with additional learning or behaviour needs are supported appropriately. • 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. Staff look through enrolment information and discuss with families to understand which children may require additional support in transitioning to preschool. Any child who does receive this additional support will have additional meetings with families and therapists to ensure the best plan is made for their transition to preschool.
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Record of procedure's review

Date of review	7/2/24
Who was involved	Preschool team
Key changes made and reason why	Transferred to new DOE format
Record of communication of significant changes to relevant stakeholders	<p>Principal: participated in review, handed updated copy</p> <p>Staff: participated in review, updated copy in staffroom policy folder</p> <p>Parents: participated in review, updated copy on website</p> <p>Please note, parents must be notified at least 14 days prior to a change that may have a</p>

	significant impact on their service's provision of education and care or a family's ability to use the service.
Date of review	20/2/23
Who was involved	preschool team, whole school staff team, children, and families
Key changes made and reason why	No changes needed at this time
Record of communication of significant changes to relevant stakeholders	N/a
Date of review	3/2/22
Who was involved	preschool team, whole school staff team, children, and families
Key changes made and reason why	Transferred to new DOE format
Record of communication of significant changes to relevant stakeholders	Permanent school staff will be alerted to changes during next school staff meeting. Casual teachers will be alerted to read local procedures folder on next commencement day of work with staff alerting them to changes.

Copy and paste the last 4 rows to the bottom of the table each time a new review is completed.