



Preschool 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 | Regulation 160 | Leading and operating department preschool guidelines |
| 6.2 | Regulation 161 | |
| 7.1 | Regulation 162 National Law S.175 | |
| Pre-reading and reference documents | | |
| <p>ACECOA National Quality Standard Information Sheet: Enrolment and Orientation</p> <p>Application to enrol in a NSW Government preschool</p> | | |
| Staff roles and 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 <p>all procedures are current and reviewed as part of a continuous cycle of self- assessment.</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 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 | |

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| | updated to ensure practice is embedded. |
| <p>Preschool educators</p> <p>This includes all staff; casuals, lunch cover, volunteers and anyone else who works in the preschool.</p> | <p>The preschool educators are responsible for working with leadership to ensure:</p> <ul style="list-style-type: none"> • 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, at least annually, or as required <p>ensuring the details of this procedure's review are documented.</p> |
| Procedure | |
| <p>Enrolment</p> | <ul style="list-style-type: none"> • 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. It is compiled by the preschool team and office staff each year and available on the school website. It contains an Information Booklet; Application to Enrol in a NSW Government Preschool, Third-party Software Consent, Collection of Preschool Children, ClassDojo, Select Healthier Snacks, Healthier Lunchboxes, Healthy Eating for Children, Sun Smart, Tips for helping you get your kids to school, Elements of Early Years Learning Framework, National Quality Framework - how can it help me?, Student Health in NSW Public Schools: A summary and consolidation of policy, Immunisation information, and checklist for enrolment. • For each preschool class, children attend in two groups across the week to meet the requirements of <i>Universal Access</i> - 600 hours of quality education and care in the year before commencing school. We have two preschool groups: Goannas – Children attend Mondays, Tuesdays and Wednesdays and Gymea Lilies – Children attend Thursdays and Fridays in Semester 1. In Semester 2, Goannas attends Mondays and Tuesdays, and Gymea Lilies attends Wednesdays, Thursdays and Fridays. Parents have the opportunity to request a particular group and we do our best to accommodate our families. • Coota Gulla Preschool is one of the eleven designated Aboriginal Preschools that cater specifically for Aboriginal children. If vacancies occur every effort is made to ensure the places are filled by Aboriginal children. If there are insufficient numbers of Aboriginal children, then places can be offered to non-Aboriginal children. This school maintains a buffer of two places per group for Aboriginal children. • Schools with designated preschools and those in communities with significant numbers of Aboriginal children are to liaise with the local Aboriginal Education Consultative Group when considering priorities for enrolment. • Initially, families complete a waitlist form to express their interest in attending the preschool. Parents/carers can contact the school |

office at any time to request that their child's name be added to the waiting list for any subsequent year. Parents/carers will be asked to complete a waiting list application form. Once this is completed and returned, their child's name will be added to the waiting list that is located on the Office SharePoint.

- Children do not have to reside within the school's catchment zone to attend the preschool.
- After receiving the waitlisting list applications, 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 will include the principal or delegate, a staff member and a member of the school community. Where a significant number of Aboriginal children are seeking enrolment, the panel will include a nominee from the local Aboriginal Education Consultative Group (AECG). When the number of applications exceeds the number of places available the placement panel will prioritise these applications based on the Department of Education's policy of targeting the most disadvantaged children in the local community. However, priority is always given to Aboriginal children.
- Families are informed, by phone, if their enrolment application has been successful or not. If their application is unsuccessful, the parents/carers are given the option to maintain the child's place on the 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 to the school office. The school office will check the applications and supporting documentation. Application forms in other languages can be provided on request and can also be accessed on the LWPS Website. Bilingual Community Liaison Officers (CLOs) and School Learning Support Officers (SLSOs) can also assist parents/carers in completing the necessary paperwork. All paperwork is managed by the school office staff.
- The principal or delegate reviews each enrolment form and certifies if the child's application to enrol is accepted or declined.
- Once children have been allocated a class parents are formally informed via mail including their group's start date.

Exceptions:

- Placements may be offered prior to Term 4 for the following year in exceptional circumstances as deemed by the Educational Leader and Preschool Team.
- Children may attend preschool for an additional year. This decision is based on a number of factors, including child's date of birth, learning needs, progress already made, and parent agreement.
- A child may be offered a full-time position based on the child's

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| | <p>and/or family's circumstances. The principal will decide on a case-by-case basis after meeting with the family in consultation with Early Learning.</p> |
| <p>Transition and orientation</p> | <ul style="list-style-type: none"> • The preschool family information booklet provides families with general information about the preschool and summarises key preschool procedures. This is reviewed annually by the preschool staff and updated when necessary. • An open day for Aboriginal families is held in early Term 4 of each year. This allows an opportunity for Aboriginal families to meet the staff, see the facilities, and discuss the program. • Children and families are supported to transition into preschool through a range of planned practices. To support our culturally and linguistically diverse (CALD) community we hold two, one and a half-hour orientation morning sessions in Term 4. During these sessions attendance records are kept ensuring that all families are orientated to the preschool. • Observations are conducted during the orientation activity time to identify any safety, health and wellbeing needs of students. These observations, combined with information contained in the Preschool Child Profile gathered at interviews, support decisions when placing students in the Goannas or Gynea Lilies. • 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. The Preschool Child Profile is completed during an interview with the parents/carer, child and preschool team member or school executive. Information about the child's cultural background, health conditions, strengths, interests, toileting needs, rest requirements are discussed during the interview. • 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 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. The preschool team will contact the parents/carers to organise these interviews. Where necessary, the Learning and Support Coordinator and/or School Counsellor may also be involved. • 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/carer or therapist. These are offered on a case by case basis in consultation with the parents/carers to determine what additional transition would best support their child. |

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| Record of procedure's review |
| Date of review and who was involved |
| 30/8/23 – Staff and families |
| Key changes made and reason/s why |
| Updated to new Department of Education procedure template |
| Record of communication of significant changes to relevant stakeholders |
| Website |

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