

Early Learning

Enrolment and Orientation Policy

1. Policy Statement/Purpose

Uniting Early Learning is committed to:

- Ensuring access to participation, especially for vulnerable and disadvantaged children
- Working in partnership with parents and carers to access external professional support services for children with additional needs.
- Engaging collaboratively and respectfully with parents/guardians during enrolment and orientation to learn about their expertise, culture, values and beliefs and priorities for their child’s learning and wellbeing.
- Being flexible and catering for unique family circumstances and needs
- Ensuring the enrolment process is simple to understand, follow and implement.
- Wherever practicable, meeting the needs of the local community while maintaining viability of services.
- Supporting parents/guardians to meet the requirements for enrolment through the provision of information and communication.
- Being transparent in the process and allocation of places through consistent communication and information sharing
- Maintaining confidentiality in relation to all information provided on enrolment forms.
- Ensuring all families are welcomed and receive an effective orientation into the service.
- Providing children with high quality early childhood transitional experiences
- Ensuring communication strategies support families who have specific or diverse communication needs.
- Complying with funding requirements relating to the enrolment of children in government funded kindergarten places and in relation to the administration of Child Care Subsidy across other service types
- Working in collaboration with the relevant centralised enrolment to ensure priority of access is supported.

2. Scope

This policy applies to the following groups working in Uniting Early Learning:

- Approved provider and persons with management or control
- Nominated supervisor and persons in day-to-day charge.
- ECT, Educators, FDC educators and all other staff
- Parents/guardians
- Contractors, volunteers, and students

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3. Policy

3.1 Executive Summary

Uniting Early Learning recognizes that the positive transition of children into an early childhood service requires the development of robust partnerships with families. Collaborative relationships will ensure information sharing to ensure children’s individual education and care requirements are met.

Consistent and equitable procedures that meet legislative requirements and reflect the diversity of families will support positive outcomes for children. Transparent criteria for access to a service will be provided and supported by clear processes and procedures that inform families to meaningfully engage upon first contact.

3.2 Current Environmental Context

To help Victorian children get the best start in life, the Victorian Government is boosting funding for kindergartens to ensure all children start school ready to learn.

This investment is part of the Early Childhood Reform Plan, which focuses on building a system that is flexible to children’s needs, welcoming to children experiencing disadvantage, and ready to deliver quality services for all Victorian children and families.

All Victorian children will receive universal access to 2 years of funded kindergarten programs before they start school.

- Free Kinder: Free Kinder is now available for Victorian 3- and 4-year-old children at participating standalone kindergartens and long day care centres.
- Pre-Prep: over the next decade, Four-Year-Old Kindergarten will transition to ‘Pre-Prep’ - increasing to a universal 30-hour a week program of play-based learning for 4-year-old children in Victoria by 2032.

As a provider of both state and federally funded programs, Uniting seeks to meet community needs by offering a range of program types. With access to funded kindergarten programs becoming a higher priority in recent years, there is an increase in demand for places, especially in long day care settings.

Priority in these settings will be given to children who are utilising their funded kindergarten place at the service. If a child is not going to use their funded place at the service, we can no longer guarantee a long day care booking once the child turns three.

National legislation has recently changed to include protection of personal information *regulation 177 (4B)*

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The law has changed to strengthen protections of personal information in documents and privacy. The new requirement applies to information contained in the following documents:

- The documentation of child assessments or evaluations for delivery of educational programs
- An incident, injury, trauma, and illness record
- A medication record.
- A children’s attendance record
- A child’s enrolment record.

Written consent must be first obtained before any personal information of one of the following people is disclosed:

- A parent of a child enrolled at the service, other than the person requesting the documentation.
- A person required to be notified of an emergency if a parent cannot be contacted.
- An authorised nominee of a child
- A person authorised to consent to medical treatment or the administration of medication to a child.
- A person authorised to authorise an educator to take a child outside the service premises.
- A person authorised to authorise the service to transport a child or arrange transportation of a child.

Consent must be expressly given in writing. Best practice is for approved providers and responsible persons to check the currency of consent before each disclosure is made. Consent may be withdrawn at any time after it has been given. Withdrawal of consent must be in writing.

Personal information is defined in the *Privacy Act 1988 (Cth)* and includes any information about an identified individual such as their home address, email address, telephone number, date of birth, medical records, bank account details, and tax file number.

3.3 Family and Child Support Services

- We will use children’s enrolment information to provide families and carers the opportunity to share important information about their child and to highlight any additional needs.
- Prior to the first day of term one, educators will use information learnt through the enrolment process and any parent/carer discussions to make program adjustments to support a positive transition for the child and inclusion within the early learning program and wider community.
- Where there is assessed to be a need for further support and insight to a child’s development, teachers and educators will work in partnership with the Preschool Field Officer (PSFO) program or the Inclusion Support (ISP) program.

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- The Preschool Field Officer (PSFO) program is a targeted and time-limited capacity-building program. All Victorian funded kindergarten programs and children enrolled through Early Start Kindergarten, are eligible to receive PSFO service to support the access, inclusion, and participation of children with additional needs in a kindergarten program.
- Where appropriate teachers will discuss with parents and carers if the child meets the criteria for Kindergarten Inclusion Support (KIS). Teachers are encouraged to submit an application for KIS during term four prior to the year of attendance.
- The Inclusion Support Program is funded by the Australian Government for children attending non funded kindergarten programs. The service can lodge an application for funding for additional support workers through the ISP. Funding will be granted when the child meets specific criteria. Inclusion support workers will help the service with the integration of children with additional needs and will assist staff in putting together an individual program for each child.
- Using the program cycle, educators assess children’s development and learning to provide a program that meets the needs of all children. Using assessment tools, educators will understand children’s strengths, interests and developmental areas requiring ongoing attention and support.
- Parent Support Group (PSG) meetings will be organised for children identified through the assessment process as requiring additional supports. Children assessed to have high needs will have a PSG scheduled regularly.
- We will work in partnership with parents and carers to access external professional support services for children with additional needs
- Services will provide opportunities for all parents or carers to provide information throughout the year. This is regardless of additional needs, their child may or may not have.
- Educators will liaise with the Nominated Supervisor/Responsible Person and Educational Leaders to ensure the needs of each child are met throughout their education and care at the service.
- Educators will remain positive, open-minded to new ways of thinking and programming for the changing needs within their communities. Through conversations educators and service leaders recognise families as the experts in their child. Through open, respectful, and honest conversations, educators seek to learn more about the child within the home so they can increase their knowledge about the context of the child within their community (Ecological model VELYDF, Bronfenbrenner)
- Parents are responsible for passing on information from any professional support services accessed outside of the service. This will promote the continuity of learning for each child.
- Educators will work with local schools to help all children transition through writing strength-based transition statements. Where it is assessed that a child will require more individualized transition supports, the educator will make contact with the school to organise a PSG. When sharing information

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about a child, educators will identify their strengths, interests, and areas for ongoing support in a way that promotes positive self-identify and continuity of learning for the child.

- All children with additional needs where teaching teams or families have assessed that the child is a risk of serious injury to themselves, or to others will have an individual support plan (ISP). The ISP will be developed in partnership with families and where required, the child’s medical practitioners and/or professional support services. Where appropriate and by common agreement of families and carers, the ISP may be shared with child’s local school to support transition.
- Educators will access professional development for educators to help the service meet the needs of each child with additional needs.

3.4 Priority of Access, Eligibility and Funding

In accordance with The Kindergarten Funding Guide, the Department of Education and Training’s (DE) and the Australian Government Priority of Access guidelines, Uniting has developed a priority of access that:

- Promotes fair and equitable access to our early learning programs.
- Supports all eligible children to access our programs, including those who face barriers to participation.
- Does not inadvertently present barriers to participation.

Priority of Access

1.1.1. Priority one

- **Children at risk**
The child is attending a three year old kindergarten program through Early Start Kindergarten or Access to Early Learning, or is referred by:
 - Child Protection
 - Child and family services (family services referral and support team, Child FIRST/integrated family services/Services Connect case worker)
 - Out-of-home care provider
 - Maternal and Child Health nurse
- **Aboriginal and / or Torres Strait Islander** - The child is identified by a parent or guardian as being of Aboriginal and / or Torres Strait Islander descent.

Child or family with complex additional needs or complex medical needs Children eligible for Fee Subsidy - one of the following:

- Child or parent holds Health a Commonwealth Health Care Card
- Pensioner / Concession Card
- Veterans Affairs Card
- A temporary protection / humanitarian / refugee visa

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1.1.2. Priority two

- **Sibling attending in same year** – Multiple births or three (3) year old and four (4) year old siblings enrolled in the same year.
- **A child of a single parent** who satisfies, or of parents who both satisfy, the work, training, study test.
- **Families from non-English speaking backgrounds**
- **2nd year Kindergarten** - Child is eligible for a second year of four (4) year old funded Kindergarten (Vic Only) as defined by funding guidelines.
- **Three (3) Year Old funded Kindergarten Program** - Attendance in a funded three (3) year old program at the service
- **Children attending a kindergarten program as their first preference in a long day care service.**
- **Proximity to Service** – Preferred program is the closest to the family’s primary residence - Priority for filling child care places.

3.5 Kindergarten enrolment one funded place

A child can only be funded for a kindergarten place at one service (either sessional or integrated kindergarten) at any one time. Children can attend for one year in a Three-Year-Old Kindergarten program and one year in a Four-Year-Old Kindergarten program. In **exceptional circumstances** a child may be assessed as being eligible for a second year of Four-Year-Old Kindergarten).

3.6 Children turning three during the year of kindergarten enrolment

For a kindergarten program in Victoria children must turn three years of age by 30 April in the year of attendance. Children can only attend the three (3) year old program once they have turned three years of age. If a child turns three after the program commences, their place will be held. Pro-rata fees will apply once the child commences.

3.7 Early Start Kindergarten

Families will be asked to identify as an Early Start Kindergarten (ESK) enrolment. This information will ensure our early learning services receive all funding entitlements and that children have access to 15 funded hours of kindergarten across Victoria. ESK enrolments contribute to School Readiness Funding (SRF) calculations for service providers. It also allows the Department to continue to monitor efforts to engage the most vulnerable children in kindergarten across Victoria and provide additional targeted support where required through SRF or Early Childhood LOOKOUT.

ESK is available to children who are at least three years old by 30 April in the year they are enrolled to attend the program and are:

- From a refugee or asylum seeker background, or
- Aboriginal and/or Torres Strait Islander, or
- known to child protection.

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A child from a refugee or asylum seeker background is eligible for ESK or the ESK Extension Grant if the child holds or has a parent or guardian who holds one of the following:

- Refugee visa (subclass 200)
- In-country Special Humanitarian visa (subclass 201)
- Global Special Humanitarian visa (subclass 202)
- Emergency Rescue Visa (subclass 203)
- A woman at Risk visa (subclass 204)
- Humanitarian Stay visa (subclass 449)
- Temporary Protection visa (subclass 785)
- Temporary (Humanitarian Concern) visa (subclass 786)
- Safe Haven Enterprise visa (subclass 790)
- Protection visa (subclass 866)
- A Bridging visa and is in the process of applying for one of the above Refugee or Humanitarian visas.
- Current or expired ImmiCard
- An approved exemption from the department.

3.8 Funded kindergarten in an integrated Long Day Care Service Victoria

Uniting will directly offset the full Victorian Government entitlement from the fees of parents with children receiving their funded kindergarten program at our long day care services in Victoria. Parents will be credited the amount at the commencement of each term after CCS has been applied.

3.9 Immunisation requirements

3.9.1 No Jab, No Play Victoria

The 'No Jab, No Play' legislation requires early childhood education and care services in Victoria which are regulated under the Education and Care Services National Law Act 2010 and have legislative responsibilities under the Public Health and Wellbeing Act 2008 to only offer a confirmed place in their programs to children with acceptable immunisation documentation (refer to Glossary).

To have an enrolment confirmed for a child in long day care, kindergarten, family day care or occasional care, parents/carers have to provide the service with:

- A current immunisation history statement from the Australian Immunisation Register (AIR), and the statement must show that the child is up to date with all vaccinations that are due for their age, or that they are able to receive.

Services are unable to enroll a child until the acceptable Australian Immunisation Register (AIR) immunisation history statement is provided unless the child is eligible to enrol under the 'support period' (also known as the 'grace period') or the AIR has documented evidence that the child has immunization medical exemptions.

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After a child's enrolment has been confirmed, the No Jab No Play legislation does not require services to exclude enrolled children, except in the case of a disease outbreak.

After enrolment, services are required to take reasonable steps to obtain up-to-date immunisation history statements from parents/carers, such as regularly reminding them of this obligation, and to keep the latest statement with the child's enrolment records.

3.9.2 No Jab, No Play Grace Period Victoria

The support period is a provision in the No Jab No Play policy that allows some children to be enrolled in early childhood education when they have not provided evidence that they are up to date with their immunisations.

There are some children in the community whose families face difficulties accessing vaccinations and/or the required documentation to prove immunisation status. The support period allows the family to access early childhood education and care services while receiving information and assistance to obtain the required immunisation history statement from the Australian Immunisation Register (AIR), and/or get their child/children's immunisations up to date.

It is generally a 16-week period, during which early childcare centres should support families to obtain the required documentation, and/or seek information about immunisation. More information on what to do during and at the end of the support period can be found here.

Children whose parents have not provided evidence of their immunisation status or have provided evidence that states they are not up to date with their immunisations are eligible for the support period if they:

- Identify as Aboriginal or Torres Strait Islander
- Are a refugee or asylum seeker
- Are from multiple births of triplets or more.
- Hold or their parent/guardian holds a healthcare card.
- Have a parent/guardian who is a pension concession card holder.
- Are evacuated from their home due to an emergency (such as a flood or bushfire)
- Are in the care of an adult who is not their parent due to exceptional circumstances (such as parental illness or incapacity)
- Are in the care of a parent who is a Gold or White Department of Veterans' Affairs card holder
- Are involved with child protection services or have been in the past.
- Receive support through Family Services or have in the past.
- Are living in crisis or emergency accommodation.
- Are being supported by a housing agency or family violence service.

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3.9.3 How to assess eligibility for the Grace Period

Educators complete the Grace Period application with the parent. Families who answer 'yes' to any of the following criteria are eligible for the grace period:

- Are you and your child currently evacuated from your home due to an emergency such as a flood or bushfire? (document the verbal response)
- Is your child in the care of an adult who is not the child's parent due to emergency or exceptional circumstances such as parental illness or incapacity? (document the verbal response)
- Did your child arrive in Australia as a refugee or asylum seeker? (document the verbal response)
- Is child protection involved with your family, or have they been in the past? (document the verbal response)
- Has your family received support through Family Services? (document the verbal response)
- Are you living in crisis or emergency accommodation, or are you supported by a housing agency or family violence service? (document the verbal response)
- Do you or your child hold a health care card? (sight a copy of card)
- Do you hold a pensioner concession card? (sight a copy of card)
- Do you hold a veteran's affairs Gold or White card? (sight a copy of card)
- Is your child from multiple births of triplets or more? (sight a copy of the child's birth certificate).

Once the assessment form has been completed and the parent has agreed to undertake vaccination and/or obtain an acceptable immunisation status certificate within 16 weeks, the child can be enrolled and commence at the service.

3.10 Collection of Information

Kindergarten services are required to collect information from all parents about their level of education, category of employment and concession cards or visa's you or your child holds.

Collecting this information will help the kindergarten to receive School Readiness Funding. This is in addition to normal kindergarten funding. The amount of funding each kindergarten receives will be based on the needs of its children, as determined by the information you provide the kindergarten.

School Readiness Funding will help children get even more out of their time at kindergarten. It can be used to purchase a range of programs and supports, such as programs to support children's language development, resources for educators to help children manage their emotions, or professionals such as speech therapists to work with children, teachers, and families.

This information provided by you during the enrolment process will only be used to inform kindergarten funding.

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All forms are available on the Intranet: [Early Learning \(sharepoint.com\)](#)

Form 8.1	UT-EL-003-Immunisation commencement requirement letter.docx UT-EL-004-Immunisation review letter to parents 8.1.docx
Form 8.2	Family Orientation Checklist 8.2.docx
Form 8.3	UF-EL-026-Code of Conduct for Parents.docx
Form 8.4	Grace period eligibility assessment form 8.4.docx
	no-jab-no-play-immunisation-evidence-request-decision-aid-flowchart-2024.docx no-jab-no-play-support-period-eligibility-assessment-form-2024.docx

Review

This policy to be reviewed by: 28/08/2025

4. Responsibilities relating to the Enrolment and Orientation policy

Responsibilities	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	ECT, Educators, FDC educators and all other staff	Parents/guardians	Agency Staff, Contractors, volunteers, and students
R indicates legislation requirement, and should not be deleted					
Ensure that the <i>Enrolment and Orientation Policy</i> is readily accessible to nominated supervisors, coordinators, educators, staff, volunteers, and families, and available for inspection <i>R171</i> .	R	✓	✓		
Ensuring that the <i>Enrolment and Orientation Policy</i> and procedures are followed <i>R 170</i>	R	✓	✓		✓
Ensuring compliance with State and National legislation, including <i>disability discrimination, anti-discrimination, human rights laws, No Jab No Pay and Family Assistance Law, No Jab No Play, Free Kindergarten, priority of access Victorian Kindergarten Funding Guide</i>	R	✓			
Provide communication to families explaining how they can only access one funded kindergarten program per child, per year. <i>Victorian Kindergarten Funding Guide</i>	R	✓	✓		
Provide written confirmation confirming the child is attending one funded kindergarten program per year. <i>Victorian Kindergarten Funding Guide</i>	R			✓	
Ensure the enrolment details (on <i>Xap, or Harmony</i>) complies with legislative requirements and is reviewed regularly to meet the service's regulatory and management requirements <i>R 160</i>	R	✓			
Assess the child's immunisation documentation within 12 weeks prior to commencing at the service to determine if the child's vaccination status complies with requirements or whether the child is eligible for the 16 weeks grace period. <i>No Jab no Pay/Play legislation</i>	R	✓	✓		

If required support families to assess their eligibility for the 16 week grace period and provide information about immunisation and required documentation <i>No Jab no Pay/Play legislation</i>	R	✓	✓		
Ensure that a child does not commence at the service until the parent has provided a current immunisation status certificate. This can be provided by the parent within 12 weeks prior to commencement at the service. If required, the certificate will need to be updated to reflect immunisations had since the provision of the certificate and prior to commencement. <i>No Jab no Pay/Play legislation</i>	R	✓	✓		
Where a child is on an immunisation catch-up schedule, ensure that the child's immunisations are updated in line with the schedule and provide acceptable immunization. <i>No Jab no Pay/Play legislation</i>	R	✓	✓		
Take reasonable steps to obtain an up-to-date AIR Immunisation History Statement from all parents/guardians after enrolment, twice per calendar year, timing reminders to comply with the maximum seven-month interval (<i>Public Health and Wellbeing Regulations 2019 107, Public Health, and Wellbeing Act 2008 Section 143E</i>) <i>No Jab no Pay/Play legislation</i>	R	✓	✓		
Keep a copy of the completed grace period form in the child's file in Xap or Harmony <i>No Jab no Pay/Play legislation</i>	R	✓	✓		
Ensure that all enrolment records are uploaded in Xap or Harmony and where applied also stored in a safe and secure place and kept for three years after the last date on which the child was educated and cared for by the service <i>R 177, 178, 181, 182 & 183</i>	R	✓	✓		
Ensure that an exemption from school form from the Department of Educations and Training has been completed and authorized for children who turn 6 years of age during the year of attendance. <i>Education and Training Reform Act 2006 (Vic)</i>	R	✓	✓		
Communicate to parents/guardians the days and times the service will operate, planned closures (including public holidays) service philosophy and governance <i>R 173</i>	R	✓	✓		
Provide parents/guardians easy-to-read information about how the service operates and what the service will provide (including information about inclusion and learning)	✓	✓	✓		
Provide parents/guardians with consistent and transparent communication on waitlist management processes	✓	✓	✓		

Develop strategies on how to communicate with parents/guardians with varying literacy skills, or where English is not a first language		✓	✓		
Respond to enrolment enquiries on a day-to-day basis and refer people to the person responsible for the enrolment process and/or waitlist as required		✓			
Ensure that parents of a child at the service can enter the premises at any time the child is attending, except where this may pose a risk to the safety of children or staff, or conflict with any duty of the Approved Provider, Responsible person, or educators under legislation <i>R 167</i>	R	✓	✓		✓
Ensure the collection of accurate, consistent, and timely kindergarten data, to monitor and proactively manage capacity, utilisation of services and to meet School Readiness Funding requirements. <i>Victorian Kindergarten Funding Guide</i>	R	✓			
Comply with the Uniting Privacy Policy in relation to the collection and management of a child's enrolment information <i>R 181 & 182</i>	R	✓	✓		✓
Ensure written consent is first obtained before any information is disclosed to people including: <ul style="list-style-type: none"> • A parent of a child enrolled at the service, other than the person requesting the documentation. • A person required to be notified of an emergency if a parent cannot be contacted. • An authorised nominee of a child • A person authorised to consent to medical treatment or the administration of medication to a child. • A person authorised to authorise an educator to take a child outside the service premises. • A person authorised to authorise the service to transport a child or arrange transportation of a child. <i>R 181 & 182</i> 	R	✓	✓		✓
Provide parents with access to the online Xap or Harmony	✓	✓	✓		
Respond to enrolment enquiries on a day-to-day basis and refer (where appropriate) queries to the central enrolment schemes or refer to the person responsible for the enrolment process		✓			
Work with parents, where required, to ensure that enrolment information is completed correctly prior to commencement		✓	✓		
Review enrolment applications to identify children with additional needs in line with the <i>Inclusion and Diversity and Equity Policy</i>		✓	✓		
Respond to parent enquiries regarding their child's readiness for the program in which they are considering enrolling their child		✓	✓		

Seek information from parents about any specific health care need, allergy, or medical condition, including whether a medical practitioner has been consulted in relation to a specific health care need, allergy, or relevant medical condition <i>R 90 & 162</i>	R	✓	✓		
Ensure that medical management plans have been provided and that the risk minimisation and communication plans have been developed and both documents are kept in the child's file in Xap or Harmony and displayed prominently in all areas of the service that the child accesses <i>R 90</i>	R	✓	✓		
Gather information from parents/guardians to support continuity of care between home and the service		✓	✓		✓
Assist parents/carers to access inclusion support services		✓	✓		
Once an enrolment record has been completed for a child, review the enrolment record to ensure that no section/question has been left blank <i>R 102, 160-162, 177, 178 & S 175</i>	R	✓	✓		
Ensure all authorised nominees have been completed on the enrolment record <i>R 161</i>	R	✓	✓		
Ensure parents have access to all policies including: <i>R 171</i> <ul style="list-style-type: none"> • Parent handbook • Family Information Booklet (FDC) • Statement of philosophy • Child Safety Policy • Child Safe Environments and Wellbeing Policy • Fee Policy • Privacy Statement • Code of Conduct • Acceptance and Refusal of Authorisations • Dealing With Medical Conditions • Incident, Injury, Trauma, and Illness • Delivery and Collection of Children 	R				
Discuss the individual child's needs with parents/guardians and developing an orientation program to assist them to settle into the service. The service should take into consideration barriers parents/guardians may have in disclosing sensitive information including communication and information barriers and the development of trusting relationships.		✓	✓		
Complete enrolment form in the online platform prior to the child's commencement at the service and share information with educators to support their child's inclusion in the program				✓	
Ensure that all required information is provided to the service including proof of age, e.g. a copy of the child's birth certificate and immunisation status certificate prior to commencement at the service <i>R 160</i>	R			✓	

Update information in the online portal and by notifying the service of any changes as they occur				✓	
Provide all required authorisations, such as for the approved provider, nominated supervisor or an educator to seek medical treatment for the child from a registered medical practitioner, hospital, or ambulance service and, if required, transportation by an ambulance service <i>R 160</i>	R			✓	
Provide copies of any court orders, parenting orders or parenting plans provided to the approved provider relating to powers, duties, responsibilities, or authorities of any person in relation to the child or access to the child <i>R 160</i>	R			✓	

5. Legislation/Regulations

Australian Childhood Immunisation Register: [click here](#)
 Australian Government Department of Education and Training. Commonwealth guidelines: <https://www.education.gov.au/>
 A New Tax System (Family Assistance) Act 1999
 The Family Assistance Law as the basis for Commonwealth child care fee assistance including the Child Care Subsidy (CCS) and Additional Child Care Subsidy (ACCS): [click here](#)
Children’s Services Amendment Act 2019
Children’s Services Regulations 2020
Education and Care Services National Regulations 2011
 Department of Health and Human Services, Immunisation enrolment toolkit for early childhood education and care service: [click here](#)
 The Kindergarten Funding Guide
 National Quality Standard, Quality Area 6: Collaborative Partnerships with Families and Communities
 Public Health and Wellbeing Amendment (No Jab, No Play) Act 2015 (Vic)
 Tasmanian Licensing Standards for Centre Based Child Care, Class 5 October 2014. Standard 15.4 [Click here](#)
 Victorian Department of Health: [Click here](#)

6. Related Documents

Uniting

[Diversity Statement](#)
[Child Safety Commitment Statement](#)
[Child Safety Code of Conduct](#)
[Child Safety Policy](#)
[Code of Conduct](#)
[Inclusion, Diversity and Equity Policy](#)
[Privacy Policy](#)

Early Learning

Acceptance and Refusal of Authorisations Policy
 Complaints and Grievances Policy/Procedure-L3
 Fee Policy
[UT-EL-003-Immunisation commencement requirement letter.docx](#)
[UT-EL-004-Immunisation review letter to parents 8.1.docx](#)
[Family Orientation Checklist 8.2.docx](#)
[UF-EL-026-Code of Conduct for Parents.docx](#)
[Grace period eligibility assessment form 8.4.docx](#)
[no-jab-no-play-immunisation-evidence-request-decision-aid-flowchart-2024.docx](#)
[no-jab-no-play-support-period-eligibility-assessment-form-2024.docx](#)

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Enrolment Procedures

Uniting Managed Kindergarten Enrolments

1. An EOI is submitted via Uniting website.
2. Registrations open May - end of June of the year prior to enrolment and the registration link is sent to families who have submitted an EOI or to families requesting to register after May opening date.
3. July onwards - Places will be allocated into service and group following Priority of Access guidelines.
4. August onwards- Families will receive communication advising that a place is being held at the service and group.
5. November onwards - families will be invited via email link to complete enrolment online through XAP or Harmony
6. Existing families will at this time check and update their child's XAP or Harmony enrolment.
7. All consents and permissions must be signed in XAP or Harmony, all mandatory fields completed in XAP or Harmony and documentation attached for the enrolment to be complete.

Mandatory documentation includes:

- Up to date Immunisation History Statement
- Birth Certificate or other identification document.
- Copy of Concession Card (if applicable)
- Court Orders (if applicable)
- Medical Management Plans (if applicable)
- Medical Risk Minimisation and Communication Plans (if applicable).

Local Government / Shire Central Enrolment Schemes

Many Uniting Early Learning services are managed centrally through the local Council/ Shire.

Services and families are required in these instances to abide by the policies and procedures of the local Government enrolment scheme.

All queries relating to Council managed services through Uniting website will be automatically linked to the relevant Council/Shire website to complete an EOI or Registration.

For services where the allocation to groups is not centrally managed by Council, Uniting will contact families via email inviting them to choose their group preference and places will be allocated as per Priority of Access guidelines.

Once allocated, families will be contacted to inform of their child's place held in the relevant group.

Please refer for the relevant local Council/Shire for application processes and timelines

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Child Care Enrolment Procedure

Step 1: the family makes a CCS claim.

A parent must first lodge a CCS claim with Services Australia. Parents should do this before their child starts at your service.

Childcare Subsidy Enrolling Children

If a child starts at your service before the parent has lodged a claim, or while their claim is being assessed, parents will be charged full fees.

If the parent is assessed as eligible, CCS can be backdated up to 28 days. Backdated CCS will be paid directly to the parent.

Step 2: the provider and the family agree on care arrangements.

Before enrolling a child, parents must come to an agreement with the service on the care arrangements for the child.

Families must agree to the care arrangements in writing. They can do this electronically or in hard copy.

Step 3: the provider submits an enrolment notice.

Once you've agreed on care arrangements, you must submit an enrolment notice in the Child Care Subsidy System (CCSS) for each child covered by the arrangement.

Step 4: the family confirms the enrolment.

Once you've submitted an enrolment notice, the family will be prompted to confirm the enrolment via their Centrelink online account.

Shared care

Parents must inform Services Australia and their service of any changes to their relationship status.

If a child's parents are separated and both individuals share responsibility for child care fees:

- Both parents must make their own CCS claim
- Parents must establish separate care arrangements and enrolment notices for each child.

Family Orientation Program Guidelines *(All Services)*

Uniting Early Learning provides a welcoming environment where the diversity of families and the local communities are respected. Communication, collaboration, and consultation are the key elements when developing appropriate orientation procedures at the service level.

Families and children are to feel comfortable and welcome, with local orientation procedures to be:

- Discussed
- Planned
- Individualised and based upon the child's requirements.
- Family friendly and flexible, with options provided.

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- Organised to minimise separation anxiety.
- An opportunity to share information.

The orientation program is an opportunity for families to:

- Learn about and clarify education and care practices, daily routines, and administrative requirements.
- Share their understanding of their child’s strengths, interests, abilities, and needs.
- Communicate their family aspirations and expectations that they hold in relation to their child’s learning.
- Gain further information about service expectations, policies, and procedures.

The orientation procedure will be developed at a local service level where families are:

- Invited and encouraged to visit and become familiar with the service before their child starts.
- Stay with their child for as long as needed during the settling-in period.
- Provided with a service handbook.
- Where appropriate, provided with an interpreter to facilitate communication and understanding.
- Encouraged to share information about other child-related services accessed by the family.
- Maintain contact with their child’s primary educator during the day if required.
- Provided access to read relevant policies.

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