



St Michael's Collegiate

Set for life

Subject: ELC ENROLMENT AND ORIENTATION POLICY	Policy No: ELC 01 – Version 1
	Effective: June 2016
	Revised: N/A
Covers: COLLEGIATE ELC	Review Date: November 2017

Enrolment and Orientation

Policy

Children's 'earliest development and learning takes place through relationships ... Educators' practice and the relationships they form with children and families have a significant effect on children's involvement and success in learning.' (BELONGING, BEING & BECOMING The Early Years Learning Framework for Australia). The enrolment and orientation process is established to meet the individual needs of the child and parents. The orientation process is an opportunity to build relationships and share relevant information regarding the needs and interests of each child. Children and their parents will have the opportunity to actively engage in the orientation process.

Procedure

Enrolment enquiries may be made directly to a Collegiate Early Learning Centre (ELC) or via St Michael's Collegiate School.

Upon initial contact, the parent (or other applicant) will be supplied with an enrolment form and an appointment to tour the service premises will be offered.

The tour of the service premise, will be an opportunity to:

- Meet with relevant staff and educators;
- Answer any questions or queries, including administrative procedures;
- Explain the service's philosophy and relevant policies and procedures;
- An overview of the program and curriculum; including the importance of 'The Voice of the Child'.

On receipt of a completed application form (e.g. includes all required documentation and application fee) and entry fee, where available, a position and commencement date will be offered or the child will be placed on the service's wait list.

Parents are encouraged to confirm a time to engage in an orientation visit at the relevant service. The time, length and consistency of the orientation visits will be structured to meet the needs of the individual child. Orientation visits assist children and parents to familiarise themselves with the program, the service, its routines and educators. Together, parents and the Manager will determine the number of orientation visits required to support the individual needs of the child (In most cases, a minimum of one visit of 60 minutes in length is advised).

At all times throughout the orientation process, the responsibility for the child remains with the parent. Therefore, the parent must remain on the service premises or be immediately contactable at all times throughout the orientation visit.

As Collegiate ELC and OSHC values open dialogue and communication with families, when a child has commenced at the service, parents are encouraged to contact the service to discuss any aspect of their child's education and care.

Priority of Allocation of Places

Priority of Allocating Places may also be known as Priority of Access.

Where there is a wait list or where a number of parents are applying for a limited number of vacant places at the service, the Australian Government 'Priority of Access Guidelines' will be used. Parents will be notified of the Australian Government 'Priority of Access Guidelines' on enrolment of their child at the service.

Priority of Access Guidelines

First Priority: a child at risk of serious abuse or neglect

Second Priority: a child of a single parent who satisfies, or of parents who both satisfies, the work/training/study test under Section 14 of the '*A New Tax System (Family Assistance) Act 1999*'

Third Priority: any other child

Within these main categories priority should also be given to the following children:

- children in Aboriginal and Torres Strait Islander families
- children in families which include a disabled person
- children in families which include an individual who does not exceed the lower income threshold or who or whose partner are on income support
- children in families from a non-English speaking background
- children of single parents

The service may require a Priority 3 child to vacate a place to make room for a child with a higher priority. This will only occur where the service is required to do so under relevant legislation.

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Relevant Policies and Procedures

- Fee Payment Policy and Procedure

Sources

- Department of Education Tasmania
- The Australian Government 'Priority of Access Guidelines'
- *Education and Care Services National Law*
- *Education and Care Services National Regulations (168)*
- National Quality Area (7)

Review due November 2017