Glen Iris Child Care and Kindergarten

GI-013 – Enrolment and Orientation Policy

Policy Number	GI-013
Quality Area	QA6 – Collaborative Partnerships with Families and Communities QA7 – Governance and Leadership
National Law	s.167 • s.175
National Regulations	Regs. 160–162 • 168 • 177
Related NQS	QA6.1.1 • QA6.1.2 • QA6.2.1 • QA7.1.2
EYLF V2.0	Principles – Partnerships • Secure, Respectful and Reciprocal Relationships • Equity, Inclusion and High Expectations
Victorian Child Safe Standards:	Standards 1, 2, 4 & 11
Version:	1.0
Approved By:	Centre Director
Approved Date:	July 2026
Review Date:	July 2027

OUR COMMITMENT

At **Glen Iris Child Care and kindergarten**, we believe that a positive enrolment and orientation experience lays the foundation for strong partnerships with families and a successful transition into our learning community.

We are committed to providing a welcoming, inclusive and respectful enrolment process that recognises each child's unique strengths, interests, culture, identity and individual needs. We work collaboratively with families to gather meaningful information that supports children's wellbeing, learning and development from their very first day.

Through thoughtful orientation experiences, we aim to build trusting relationships, support children's sense of belonging and ensure families feel informed, confident and connected to our service.

LEGISLATIVE INTENT

This policy supports Glen Iris Child Care and kindergarten in meeting its obligations under the Education and Care Services National Law and National Regulations by ensuring accurate enrolment records are maintained and that children and families experience a safe, supportive and well-planned transition into the service.

PURPOSE

The purpose of this policy is to establish clear procedures for the enrolment and orientation of children and families, ensuring all legislative requirements are met while promoting positive relationships, continuity of learning and successful transitions into the service.

WHO THIS POLICY APPLIES TO

This policy applies to:

- Approved Providers
- Centre Director
- Nominated Supervisor
- Responsible Persons
- Educational Leader
- Educators
- Administration Team
- Families
- Children
- Students and Volunteers (where applicable)

DEFINITIONS

Enrolment
The formal process of registering a child to attend the service, including the collection of all required information, documentation and authorisations.

Orientation
The process of supporting children and families to become familiar with the service, educators, routines, environments and expectations before commencing care.

Authorised Nominee
A person nominated by a parent or guardian who has authority to undertake responsibilities as outlined in the child's enrolment record.

WHY THIS POLICY MATTERS

Beginning early education is a significant milestone for both children and their families.

A welcoming and well-planned enrolment and orientation process helps children develop a sense of belonging, supports emotional wellbeing and builds trusting relationships between families and educators.

By working in partnership with families from the outset, we gain valuable knowledge about each child's interests, routines, strengths, culture and individual needs, allowing us to provide responsive, inclusive and meaningful learning experiences from the first day of attendance

GUIDING PRINCIPLES

Glen Iris Child Care and kindergarten is committed to:

- Providing an inclusive and welcoming enrolment process.
- Building respectful partnerships with families.
- Supporting positive transitions into the service.
- Recognising families as children's first and most influential teachers.
- Respecting each child's identity, culture, language and abilities.
- Maintaining accurate enrolment information and records.
- Supporting children's wellbeing, belonging and confidence.
- Ensuring legislative requirements are met throughout the enrolment process.

OUR POLICY

Glen Iris Child Care and kindergarten provides a fair, transparent and welcoming enrolment and orientation process for all children and families.

Prior to commencement, families are provided with information about the service, policies, routines and educational program to support informed decision-making and a successful transition.

Educators work collaboratively with families to gather important information about each child's routines, interests, health requirements, cultural background, strengths and individual support needs. This information informs planning, strengthens continuity between home and the service, and supports each child to develop a strong sense of belonging.

Orientation experiences are flexible and responsive to the needs of each child and family, recognising that every transition is unique. Children are supported to become familiar with educators, peers, indoor and outdoor learning environments and daily routines at their own pace.

Enrolment into the Victorian Government Funded Kindergarten Program is managed in accordance with the Kindergarten Enrolment Policy to ensure compliance with Victorian Government Kindergarten Funding Requirements.

HOW WE PUT THIS POLICY INTO PRACTICE

Enrolment Process

Glen Iris Child Care and kindergarten will:

- Provide families with clear information about our service, educational program, policies and procedures prior to enrolment.
- Ensure all enrolment forms are completed before a child commences care.
- Collect all required documentation, including emergency contacts, authorised nominees, medical information, court orders (where applicable) and immunisation records.
- Maintain accurate and confidential enrolment records in accordance with legislative requirements.
- Inform families of the service's philosophy, fees, routines and expectations.
- Ensure enrolment information is reviewed and updated whenever family circumstances change.
- Families enrolling in the Victorian Government Funded Kindergarten Program will be supported in accordance with the **Kindergarten Enrolment Policy**.

- Families will be provided with information regarding current fees, available discounts and applicable eligibility requirements before accepting an enrolment.

Orientation Process

The service will:

- Offer orientation visits prior to commencement whenever possible.
- Encourage families to spend time in the learning environment with their child.
- Introduce children and families to educators and other members of the learning community.
- Support children to become familiar with daily routines, learning spaces and expectations at their own pace.
- Respect that each child will transition differently and adjust orientation experiences to meet individual needs.
- Work in partnership with families to identify strategies that support a successful transition.
- Children enrolled in the funded kindergarten program will participate in orientation experiences consistent with the Kindergarten Enrolment Policy.

Building Partnerships with Families

Educators will:

- Recognise families as children's first and most influential teachers.
- Gather information about each child's interests, strengths, routines, culture, language and individual needs.
- Encourage families to share goals and aspirations for their child.
- Establish open and respectful communication from the beginning of the enrolment process.
- Support families to feel welcomed, informed and connected to the service.

Inclusion and Equity

Glen Iris Child Care and kindergarten will:

- Welcome all children and families with respect and without discrimination.
- Make reasonable adjustments to support children's participation and inclusion.
- Work collaboratively with families and external professionals where additional support is required.
- Respect and celebrate each child's culture, identity, language and family structure.
- Promote equitable access to quality education and care.

Maintaining Enrolment Records

The service will:

- Keep enrolment records accurate, current and confidential.
- Update information whenever families notify the service of changes.
- Securely store records in accordance with legislative requirements.
- Ensure authorised persons have access to information only where appropriate.
- Regularly review enrolment documentation for completeness.

Supporting Positive Transitions

Educators will:

- Observe children's wellbeing during the transition period.
- Respond sensitively to children's emotional needs.
- Adapt routines where appropriate to support a child's successful transition.
- Maintain regular communication with families during the settling-in period.
- Celebrate children's growing confidence and sense of belonging.

ROLES & RESPONSIBILITIES

Approved Provider

Will:

- Ensure enrolment and orientation procedures comply with legislative requirements.
- Provide appropriate systems for maintaining enrolment records.
- Support inclusive enrolment practices.

Centre Director

Will:

- Oversee the enrolment process.
- Ensure all required documentation is completed before commencement.
- Maintain confidential enrolment records.
- Support families throughout orientation.
- Ensure legislative requirements are met.
- Promote inclusive enrolment practices.

Educational Leader

Will:

- Support educators to communicate respectfully with families.
- Promote reflective practice following complaints or feedback.
- Encourage professional discussions that strengthen practice.

Educators

Will:

- Build trusting relationships with children and families.
- Welcome new families into the service.
- Learn about each child's interests, routines and individual needs.
- Support children to feel safe, secure and confident.
- Maintain open communication with families throughout the transition process.
- Contribute to ongoing observations during children's orientation.

Administration Team

Will:

- Process enrolment documentation.
- Maintain accurate records.
- Communicate enrolment requirements to families.
- Support administrative aspects of orientation.

Families

Will:

- Provide accurate enrolment information.
- Notify the service of changes to enrolment details.
- Share information that supports their child's wellbeing and learning.
- Participate in orientation opportunities where possible.
- Work collaboratively with educators to support a positive transition.

GLEN IRIS IN PRACTICE

At Glen Iris Child Care and kindergarten, we understand that starting care is an important milestone for both children and their families. We take the time to build genuine relationships from the very first enquiry, ensuring families feel welcomed, respected and supported throughout the enrolment journey.

Whenever possible, children are invited to attend orientation visits where they can explore the learning environments, meet educators and begin building confidence in their new surroundings. Educators take the time to learn about each child's routines, interests, comfort items, family traditions and preferred ways of settling, allowing us to provide personalised support from the first day.
We recognise that every family is different, and our orientation process is flexible to meet individual needs. Open communication during the settling-in period helps us work in partnership with families to ensure children develop a strong sense of belonging and security.

CHILDREN'S VOICE IN ACTION

Children's voices begin to shape their experience from their very first interactions with the service.

Educators observe and respond to each child's cues, interests and preferred ways of engaging with new environments. Children's choices, comfort levels and emerging relationships guide the orientation process, allowing transitions to occur at a pace that supports their wellbeing.

By listening to children and respecting their individual needs, we create welcoming environments where every child feels safe, valued and confident to begin their learning journey.

EXCEEDING PRACTICE

Glen Iris Child Care and kindergarten views enrolment and orientation as the beginning of a long-term partnership with children and families.

Rather than following a standard orientation program, educators tailor transition experiences to meet the unique needs of each child and family. Information gathered during enrolment informs curriculum planning, relationship building and wellbeing strategies, ensuring continuity between home and the service.

Through reflective practice, ongoing communication and collaboration with families, we continuously strengthen our orientation processes to support successful transitions and positive outcomes for every child.

CONTINUOUS IMPROVEMENT

Glen Iris Child Care and kindergarten regularly reviews our enrolment and orientation practices to ensure they remain welcoming, inclusive and responsive to the needs of our community.
This policy will be reviewed through:

- Feedback from children and families.

- Orientation reflections completed by educators.
- Family surveys.
- Staff and leadership meetings.
- Critical reflection.
- Quality Improvement Plan goals.
- Changes to legislation or best practice guidance.
- Assessment and Rating outcomes.

Continuous improvement enables us to strengthen partnerships, enhance transition experiences and ensure every child begins their learning journey with confidence and a strong sense of belonging.

RELATED LEGISLATION

Education and Care Services National Law Act 2010

- **s.167 –** Offence relating to protection of children from harm and hazards
- **s.175 –** Offence relating to requirement to keep enrolment and other documents

---

Education and Care Services National Regulations 2011

- **Reg. 160 –** Child enrolment records to be kept by approved provider and family day care educator
- **Reg. 161 –** Authorisations to be kept in enrolment record
- **Reg. 162 –** Health information to be kept in enrolment record
- **Reg. 168 –** Education and care service policies and procedures
- **Reg. 177 –** Prescribed enrolment and other documents to be kept by the approved provider

---

National Quality Standard

Quality Area 6 – Collaborative Partnerships with Families and Communities

- **QA6.1.1 –** Families are supported from enrolment to be involved in the service and contribute to service decisions.
- **QA6.1.2 –** The expertise, culture, values and beliefs of families are respected.
- **QA6.2.1 –** Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.

Quality Area 7 – Governance and Leadership

- **QA7.1.2 –** Systems are in place to manage risk and enable the effective management and operation of a quality service.

Early Years Learning Framework (EYLF) V2.0

Principles

- Partnerships
- Secure, Respectful and Reciprocal Relationships
- Equity, Inclusion and High Expectations

Practices

- Holistic, Integrated and Interconnected Approaches
- Responsiveness to Children
- Cultural Responsiveness
- Collaborative Leadership and Teamwork

Outcomes

- **Outcome 1 –** Children have a strong sense of identity.
- **Outcome 2 –** Children are connected with and contribute to their world**.**
- **Outcome 3 –** Children have a strong sense of wellbeing.

Victorian Child Safe Standards
This policy supports:

- **Standard 1** – Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.
- **Standard 2** – Child safety and wellbeing is embedded in organisational leadership, governance and culture.
- **Standard 4** – Families and communities are informed and involved in promoting child safety and wellbeing.
- **Standard 11** – Policies and procedures document how the organisation is safe for children and young people

RELATED DOCUMENTS

This policy should be read in conjunction with:

- Acceptance and Refusal of Authorisations Policy
- Child Safe Environment Policy
- Complaints and Feedback Policy
- Delivery and Collection of Children Policy
- Inclusion and Equity Policy
- Medical Conditions Policy
- Privacy and Confidentiality Policy
- Governance and Management Policy
- Interactions with Children Policy
- Orientation Information for Families
- Centre Handbook
- Kindergarten Enrolment Policy

SUPPORTING DOCUMENTS

The following documents support the implementation of this policy:

- Enrolment Forms
- Child Enrolment Records
- Authorisation Forms
- Medical Management Plans
- Immunisation History Statements
- Orientation Checklist
- Family Information Booklet / Centre Handbook
- Communication Records
- Transition Notes (where applicable)
- Quality Improvement Plan

EVIDENCE OF PRACTICE

Glen Iris Child Care and kindergarten demonstrates this policy through:

- Completed enrolment records for every child.
- Orientation visits tailored to the needs of each child and family.
- Welcoming and inclusive enrolment practices.
- Individual information gathered to support children's learning and wellbeing.
- Partnerships established with families from the first enquiry.
- Accurate and confidential record management.
- Educator reflections on children's transition experiences.
- Family feedback regarding orientation and enrolment.
- Ongoing review of enrolment procedures through the Quality Improvement Plan.

REFLECTION & CONTINUOUS IMPROVEMENT

Critical reflection supports our commitment to creating positive first experiences for children and families.

Reflective questions include:

- How welcoming and inclusive is our enrolment process?
- Do families feel informed, respected and supported before their child commences?
- How do we personalise orientation to meet the needs of each child and family?
- What information gathered during enrolment helps us provide responsive and meaningful learning experiences?
- How do we support children who require additional assistance during transitions?
- What feedback have families provided about their enrolment and orientation experience?
- How can we continue to strengthen our transition practices and partnerships with families?

Outcomes from these reflections inform policy reviews, educator practice, service planning and our Quality Improvement Plan.

VERSION HISTORY

Version	Date Approved	Approved By	Summary of Changes
1.0	July 2026	Centre Director	Initial policy developed as part of the Glen Iris Child Care and kindergarten Governance, Policy and Procedures Manual. Developed to align with the Education and Care Services National Law, National Regulations, National Quality Standard, EYLF V2.0 and Victorian Child Safe Standards.