

Policy created: 2010

Reviewed: 2011, 2012, 2013, 2014, 2014, 2015, 2016, 2017,
2018, 2019, 2020; 2021.

Monitoring, evaluation and reviews: occurs annually, overseen by the principal.

Enrolment and Orientation Policy Quality Area 6

Under the Education and Care Services National Regulations, an approved provider must ensure that policies and procedures are in place in relation to staffing (reg 168) and take reasonable steps to ensure those policies and procedures are followed (reg 170).

Under NES requirements we renew registration through our setting demonstrating that we continue to satisfy requirements for registration under section 47 of Education Act 1990 No 8 (NSW).

Policy Statement:

Montessori East bases its pedagogical approach on the principles initially developed by Dr Maria Montessori. We believe the principles and standards are responsive to the varied and changing needs of the child. Here they develop an appreciation and commitment to serve the needs of a rapidly changing world where real environmental threats and opportunities are present. The high regard for the individual child is reflected in our practices and policies, with special focus on the inclusion of children with additional needs. As an authentic Montessori setting, we are committed to meeting our regulatory requirements in relation to ensuring our enrolment and orientation processes meet the unique needs of each child and family. This supports them during their transition to our setting, helps to develop collaborative partnerships, and promotes a sense of belonging to our community.

We offer an education program for children from the age of 3 through the age of 12, or Year 6 in primary schooling. There is a three-year (twelve terms) pre-primary Montessori program with a full day component for children 4 years old and up. This progresses towards the Montessori primary program, split into 6-9 and 9-12 age group classes. Commencement at primary is roughly equivalent to commencement in Year 1 of a traditional school.

The school's enrolment officer processes all enrolments. The principal has the responsibility of reviewing applications for enrolment in line with the principles expressed in policies and procedures. Once a child is enrolled, records are kept in a secure place within the school's office. Parents may view their own child's records by requesting permission from the principal. The procedure to enrol a child at Montessori is complex and lengthy, resulting in the need to assess the individual application carefully.

When considering the acceptance of a child to our school we consider the family's understanding and attitude to the Montessori philosophy and the criteria we set for enrolment. Decisions on enrolment are primarily made in consideration of the date an application was completed and submitted, however there are other factors that weigh in at the time of an enrolment decision with the school reserving the right to consider the needs of the school as a whole. For example, the school may favour an application over another in order to achieve reasonable age or gender balance.

Background:

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place in relation to enrolment and orientation. Including keeping an enrolment record for each child (reg 160), inclusion in record of authorisations from families relating to medical treatment and regular outings (reg 161) and health information (reg 162), keeping enrolment, other documents (section 175, regs 177– 178), including a children’s attendance record (regs 158–159), keeping records confidential (regs 181–182), storing them safely/securely for the relevant period (reg 183).

NESA compliance is ensured through adherence to the ‘NESA Registered and Accredited Individual Non-Government Schools (NSW) Manual 2019: 3.8 Attendance’ which states that the principal must keep a register (print or electronic) using a common code (in a form approved by Minister) of the enrolments and daily attendances of all children at the school. The register includes: student’s name, age, address, name/contact number of parent(s)/ guardian(s), date of enrolment, leaving date plus student’s destination, students older than 6 years need previous school/pre-enrolment situation, where destination of a student below 17 is unknown, evidence that Dept of Ed has been notified of the student’s details and other info that may assist officers to locate the student, any known work health and safety risks associated with contacting the parents or student. Daily attendance is recorded by noting absences, absences, reason for absence, documents to substantiate reason for absence.

Legislative requirements

Our policy is consistent with, and refers to, legislative requirements for staffing:

Regulation	Description
Regulation 85	Incident, injury, trauma and illness policies and procedures are in place, to be followed by nominated supervisors and staff members of, and volunteers at, the settings in the event that a child is injured, becomes ill, or suffers a trauma. When a child becomes ill while or attends ill, the parent/guardian is contacted. Temporary care is given to an ill child who is either recovering whilst at setting or waiting to be picked up to be taken home. This care may be in the form of a quiet place where the child is able to be supervised by a staff member.
Regulation 86	We ensure that we notify parents of any incident, injury, trauma and illness as soon as practicable, but not later than 24 hours after the occurrence.
Regulation 88	We sure we take reasonable steps to prevent the spread of infectious diseases at the setting. If there is an occurrence of an infectious disease at a centre-based service, the approved provider of the service must ensure that a parent or an authorised emergency contact of each child being educated and cared for by the service is notified of the occurrence as soon as practicable.
Regulation 90	We have a medical conditions policy for management of medical conditions, informing staff/volunteers of practices in relation to managing, assessing and minimising those medical conditions, requirements arising for specific health care needs of particular recognisable children (requires parent to provide medical management plan, which is followed, and development of communication and risk-minimisation plans with parents input). The policy

outlines that only children in primary school can self-administer their own medication which is recorded.

- Regulation 91 We provide a copy of the medical conditions policy for parents of a child enrolled if we are aware that the child has a specific health care need, allergy or other relevant medical condition.
- Regulation 92 We ensure a medication record is kept that includes name of the child; the authorisation to administer medication (including, if applicable, self-administration), signed by parent or person named in child's enrolment record as authorised to consent to administration of medication; name of medication to be administered; time/date medication was last administered; time/date, or circumstances under which, medication should be next administered; dosage of medication; manner in which medication is to be administered; if medication is administered to the child (dosage administered; manner in which medication was administered; time/date medication was administered; name/signature of person who administered the medication; we require a 2nd person to check dosage/administration, name/signature of that person.
- Regulation 99 We ensure children do not leave our setting premises unless they are given into the care of a parent (not a parent with a court order against them) of the child, or an authorised nominee named in the child's enrolment record, or a person authorised by a parent or authorised nominee named in the child's enrolment record to collect the child from the premises, or leaves the premises with written authorisation, of the child's parent or authorised nominee named in the child's enrolment record; or are taken on an excursion, or given into the care of a person or taken outside the premises (for medical, hospital or ambulance care or treatment, or another emergency).
- Regulation 102 We organise written authorisations for excursions through the child's enrolment record – which states the child's name, reasons child may be taken outside the premises, and with regular outings roughly when these might occur (this authorisation is updated annually). Additionally, we have excursion forms which include - a description of proposed excursion destination, if the excursion involves transporting children (means of transport, any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported), proposed activities to be undertaken by the child, period the child will be away from the premises, anticipated number of children likely to be attending excursion and anticipated ratio of staff attending the excursion, a prepared risk assessment is available.
- Regulation 102D Authorisation for service to transport children must be written and must state - child's name; reason child is to be transported; description of when the child is to be transported; date child is to be transported; description of proposed pick-up location/destination; means of transport; period of time during which child is to be transported; anticipated number of children/staff likely to be transported; seatbelts or safety restraints; risk assessment has been prepared/available; written policies/procedures for transporting children are available. NB: If transportation is regular, authorisation is only required once in a 12-month period.

- Regulation 157 Access for parents, who may enter our setting premises at any time that the child is being educated and cared for, unless: the parent's entry would pose a risk to the safety of the children and staff or conflict with any duty of the provider, supervisor or educator under the Law; or the provider, supervisor or educator reasonably believes that permitting the parent's entry would contravene a court order.
- Regulation 158 Children's attendance record to be kept by approved provider including: full name of each child attending, date/time each child arrives and departs; and is signed at time that child arrives/departs by person who delivers the child to our premises/collects child from the premises; a nominated supervisor or an educator. A preschool program provided by school is not required to comply if it keeps attendance records in accordance with education law, or Government education department policy, of the participating jurisdiction.
- Regulation 160 Child enrolment records are kept by approved provider.
- Regulation 161 Authorisations to be kept in enrolment record are: an authorisation, signed by a parent or a person named in the enrolment record as authorised to consent to the medical treatment of child, for approved provider, a nominated supervisor or an educator to seek either medical treatment for child from a registered medical practitioner, hospital or ambulance service; or transportation of the child by an ambulance service. Additionally, if relevant, an authorisation given under regulation 102 for the setting to take child on regular outings.
- Regulation 162 Health information to be kept in enrolment record includes: name, address phone number of child's registered medical practitioner/medical service; if available, child's Medicare number; and details of any specific healthcare needs of child, including any medical condition; and allergies, including whether child has been diagnosed as at risk of anaphylaxis; and any medical management plan, anaphylaxis medical management plan or risk minimisation plan to be followed with respect to a specific healthcare need, medical condition or allergy; and details of any dietary restrictions for child; and immunisation status of child; and notation to the effect that a child health record has been sighted. In NSW, certificates for immunisation or exemption for child, as required under section 87(1), (2) and (3) of the *Public Health Act 2010* of NSW. [Primary schools comply with their legal responsibilities including:
- requesting an approved immunisation form at enrolment that shows student is fully immunised for their age; not fully immunised for their age; or has a medical reason not to be immunised; or is on a recognised catch-up schedule.
 - maintaining an immunisation register that records the immunisation status of students at enrollment
 - retaining immunisation records for 3 years after student leaves the school, and providing a copy of a student's immunisation certificate to a new school where the child is due to enrol (upon request)

- notifying local public health unit if an enrolled student has a vaccine preventable disease; or if an unvaccinated enrolled student has come into contact with a person with a vaccine preventable disease.

Regulation 168	Our education settings have policies and procedures as detailed in 'Policies and Procedures Policy' (Policy Folder – office/Google Drive).
Regulation 170	Our setting does take reasonable steps to ensure that all staff and volunteers follow the policies and procedures of our settings. We manage this by initial induction on employment, annual training, staff manual, start/end of day safety checklist.
Regulation 171	Our settings policies and procedures are kept available and accessible for the educational setting community and for inspection in the office.
Regulation 172	Our settings notify parents within 14 days of change to policies or procedures relating to settings provisions, family ability to utilise setting, fees charged, fees collected. Additionally, our approved provider, if we consider that the notice period would pose a risk to the safety, health or wellbeing of any child enrolled at our settings, will ensure that parents of children enrolled at the service are notified as soon as practicable after making a change. We manage this by having notifications visible in the office and train staff annually regarding this requirement.
Regulation 177	Prescribed enrolment and other documents to be kept. The setting receives from each parent at the time of enrolment specific information on the child to guide our responses to children when they are injured or sick. Information includes medical conditions, medical history, allergies, medications being taken, health professional contact details, private health care arrangements (if any). Also documentation of child program assessments/evaluations (R74); an incident, injury, trauma and illness record (R87); medication record (R92); staff record (R145); record of volunteers and students (R149); records of responsible person at the setting (R150); record of educators working directly with children (R151); record of access to early childhood teachers (R52); children's attendance record (R158); child enrolment records (R160); record of the service's compliance with the Law (R167); record of each nominated supervisor and any person in day-to-day charge (S162). If a parent's access to information is limited by an order of a court, the approved provider must refer to the court order in relation to release of information concerning the child to that parent.
Regulation 181	Confidentiality of records kept by approved provider so information is not divulged or communicated, directly or indirectly, to another person other than to the extent necessary for the education and care or medical treatment of the child or parent of child to whom information relates, except in the case of information kept in a staff record; or Regulatory Authority/authorised officer, or as expressly authorised, permitted or required to be given by or under any Act or law; or with written consent of person who provided the information.
Regulation 183	Storage of records and other documents in a safe and secure place; and for the relevant periods. The records must be kept if record relates to an incident, illness, injury or trauma suffered by a child OR occurred following an incident,

until the child is aged 25 years; if record relates to the death of a child or that may have occurred as a result of an incident, until the end of 7 years after the death; in the case of any other record relating to a child enrolled, until end of 3 years after last date on which the child attended; if record relates to approved provider, until end of 3 years after last date on which the approved provider operated the education and care service; if record relates to a nominated supervisor or staff member, until end of 3 years after last date on which the nominated supervisor or staff member provided education and care on behalf of the service; in case of any other record, until end of 3 years after the date on which the record was made.

The principles that inform our policy include:

All decision-making is carried out in accordance with the principles of our setting's Enrolment and orientation policy.

- We value respectful and supportive relationships with our families as the basis of a smooth transition and quality outcomes for children in the service. Our quality practice enrolment and orientation processes seek to promote these relationships.
- We actively seek the input of all those associated with the service in our decision-making processes. For families, we ensure this begins at enrolment and orientation.
- Our educational program accounts for each child's knowledge, strengths, ideas, culture, abilities, interests. We view enrolment and orientation as an important opportunity to begin to gather this information from the child and their family.
- We are committed to good governance and quality management. Our systems and practices ensure that our record keeping meets regulatory requirements, including in relation to confidentiality and storage.

Key terms

We provide definitions of our key terms that may not be used every day to help with ease of access:

Term	Meaning
ACECQA	– Australian Children's Education and Care Quality Authority The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children.
Approved Provider	Board – Eastern Suburbs Montessori Association
NESA	NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales. NESA is responsible for accrediting registered non-government schools in school years for a period of time corresponding to period of registration of school

Registration renewal	Registration is a non-government school's licence to operate. Registration is to ensure requirements of the Education Act are being, or will be, met.
Responsible Person	Approved provider/person with management/ control, nominated supervisor, a person in day-to-day charge and is present at a centre-based setting at all times. An approved provider does not have to appoint a person in day-to-day charge if a nominated supervisor/s is to be the Responsible Person. (must have written consent)
Nominated Supervisor	Person nominated by the Approved Provider. They are responsible for day-to-day management of a service, have responsibilities including: educational programs (section 168); supervision/safety of children (sections 165–167); entry to, exit from premises (section 170; reg 99), nutrition, food, beverages (regs 77–80), administration of medication (regs 93–96), drugs and alcohol (regs 82–83), sleep/rest (regs 81), excursions (regs 100–102), transportation (regs 102B–102D), staffing ratios/qualifications (regs 123–128) (must have written consent)
Educational Leader	Person/persons appointed by the Approved Provider (must have written offer/consent)
Enrolment	An enrolment occurs when the provider has an arrangement with an individual or organisation to provide education and care to a child.
Enrolment record	The approved provider must ensure that an enrolment record is kept for each child enrolled - record includes: (full name, date of birth, address of child, name, address, contact details of each known parent of child/ emergency contact/authorised nominee/persons authorised to consent to medical treatment/admin of medication/person authorised to give permission to the educator to take child off premises/person authorised to authorise the service to transport child/arrange transportation of child). Details of court orders, parenting orders/parent plan. Gender of the child. Language used in the child's home. Cultural background of a child and their parents. Any special considerations for a child, such as cultural, dietary or religious requirements/additional needs. Authorisations for approved provider, nominated supervisor, educator to seek medical treatment/ambulance transportation for child/service to take child on regular outings/regular transportation of child. Name, address, phone number of child's registered medical practitioner/medical service. Medicare number (if available). Details of any specific healthcare needs of the child, including any medical conditions, allergies, or diagnosis that child is at risk of anaphylaxis. Any medical management plan, anaphylaxis medical management plan or risk minimisation plan. Dietary restrictions. Immunisation status. If child's health record has been sighted/ notation to that effect. Orientation Process to support a child's transition to service, families spend time at service with the child a few times before leaving the child on their own. Time required for orientation and settling in will vary for each child and their family.

Links to other policies

Related policies and procedures include:

- Acceptance and refusal of authorisations
- Dealing with medical conditions in children
- Dealing with infectious diseases
- Incident, injury, trauma and illness
- Delivery of children to, and collection from, education and care service premises
- Emergency and evacuation
- Excursions
- Governance and management
- Interactions with children
- Dealing with complaints
- Fees and charges (payment of service fees and provision of a statement of fees charged by the service)
- Safe transportation of children

Induction and ongoing training

We manage this through an induction/training system; New Employee Induction Checklist, Staff Handbook containing key policies/procedures and Induction training by existing employees to new employees. Reviewed/updated policies are discussed during staff meetings which are minuted. To ensure, assist, all staff to fulfil their roles effectively our settings provide clear job descriptions at the time of employment. The job descriptions contain detailed responsibilities are reviewed and updated as needed. Induction training is carried out as needed. To ensure/assist managers, coordinators, educators and other staff to fulfil their roles effectively our settings provide clear procedures for implementation.

Policy created: 2010

Reviewed: 2011, 2012, 2013, 2014, 2014, 2015, 2016, 2017, 2018, 2019, 2020; 2022.

Monitoring, evaluation and reviews: occurs annually, overseen by the principal.

Enrolment and Orientation Procedures

Under the Education and Care Services National Regulations, we have an Enrolment and orientation policy and a statement of our philosophy and evidence-based practices for enrolment and orientation.

The procedures below are in constant review and subject to change from time to time. We endeavour to present the most common scenario tracking an enrolment application from start to finish.

Procedures

- Templates and documents that are required/used as a part of the procedures
- The systems for us to monitor the implementation of the procedures
- We have considered the individual needs of children and families throughout the enrolment and orientation process. In Montessori environments children are our central theme/purpose.
- We effectively use information supplied by the family about the child at enrolment and orientation to support the child to transition into the service, including incorporating the family's decision-making into their child's learning and wellbeing
- We use enrolment and orientation as a basis for forming collaborative partnerships with families and setting expectations
- Our quality enrolment and orientation practices go well beyond the minimum regulatory requirements, including for things such as:
 - maintaining a waiting list
 - supporting and assisting families to develop, maintain a routine for saying goodbye to their child
 - transitioning a child between rooms.

Key Roles in the Application procedure

Role of the Enrolment Officer

- Provide accurate information about the school
- Arrange for school tours and/or class observations

- Make no promises of accepting a child until enrolment procedures are followed.
- Disperse printed information and forms

Role of the Teaching Staff

- Discuss philosophy and functioning of the classroom with family
- Accommodate observers when required

Prospective Families

- Complete an enrolment application
- Observe the classroom
- Attend an interview with the principal approximately 6-12 months before enrolment
- Attend a general information session
- For primary enrolments, the child is invited to visit the classroom for 1-3 days

Role of Principal

- Conduct interviews with all prospective families being considered for enrolment
- Cover the following points in the interview:
 - Understanding of Montessori
 - Intentions for primary schooling
 - Fee schedule
 - Parental involvement in the school
 - Qualities and characteristics of the child

Role of the Class Parent

- The enrolment officer will inform the class parents of new families starting school.
- The class parent will contact the new family the week the child commences school to see if they have any questions.
- Organise a coffee morning early in the term, to which all parents are invited. New families are invited personally by the class parent as this is an opportunity to get to know other families.
- Follow up from time to time.

The role of the Class Parent is to assist the new families to become part of the school community.

Priority for enrolment

The following list is the order in which an application is considered

1. Applicant is a sibling of a current Montessori East student
2. Family has indicated a commitment to Montessori education and primary program
3. Application date
4. Age and sex (see "Class Balance"*)
5. Suitability (fit into the class community)

The transition of students from cycle to cycle does not require a new application process. Contracts are carried over to the next cycle.

Application Procedures (non-transfer)

Step 1: Enrolment Application Form

Complete an Enrolment Application Form which puts the family/child in our database. Parents are informed in writing that their form has been received and have been placed on our active wait list.

Step 2: Assessment of Places

At this stage an applicant from the active wait list is being considered for enrolment into available places

1. Consult the active wait list to choose applications for possible placement. Priority is given to applications received earliest, activated earliest or siblings of current students.
2. Parents are contacted and asked to meet for an interview with the principal and asked to observe in the classrooms before the interview.
3. Following the interview, a recommendation is made by the principal to the enrolment officer whether to accept or reject the application.
4. If the application is accepted, consideration of other criteria is weighed against other applications in order to achieve age/gender balance.
5. A final decision on the application is made by the principal in consultation with the enrolment officer.
6. At this point the family will receive invitations to school events such as parent education evenings.

Stage 3: Enrolment Contract and Orientation

At this stage, the application is successful, and preparation is made for the child to start.

1. The parents of the successful applicant are sent an enrolment contract and Parent Handbook.
2. The parents must sign and return the contract along with the payment of the Placement Fee.
3. Upon receipt of the contract the child is entered into the database as a Placed Enrolment.
4. The parents are invited to an orientation information session, usually held at the beginning of each semester.
5. The teachers are given access to the file of information on the child 6 weeks or more before the child starts school. The teachers meet with the family between 2-6 weeks before the start date and welcome them to their class. At this point the parents should start to receive our weekly bulletin.
6. The child is oriented to the class by the teacher on the day before they officially start school.
7. The child starts school. The office updates the database, informs class parent representatives to welcome the family, and informs the rest of the parents /staff through the bulletin and email.

Note: For unsuccessful applications a letter is sent informing them that they have been unsuccessful. Parents are offered to have their child waitlisted should a place become available. Parents must complete an attached waitlist form and send back to school.

If a parent considers they have been unfairly or improperly treated in the enrolment process, they have a right to lodge a grievance with the principal as outlined in the school's Complaints and grievance policy.

Transfers from other schools

We may consider enrolments of children who are attending other schools. The procedure for a student transfer follows a similar procedure as above, with the additional considerations of the individual child's 'fit' with the Montessori classroom.

Prior to a transfer application being considered, a report regarding Transfer Children from their current school (both pre-primary and primary) is required and is to be viewed by a lead teacher.

A child is accepted on a three-month probationary basis (both pre-primary and primary).

Transfer Enrolment Procedure:

Applications from other Montessori schools or non-Montessori schools are only considered in accordance with procedures outlined below.

Transfer procedure Stage 1 – Parent Enquiry

At the initial stage of this procedure, the family is advised of the limitations inherent in accepting children from other schools. Places are limited in every age group and generally the school does not accept children in the 2nd or 3rd year of each cycle. Enquirers must be informed of our policy on accepting students from a non-Montessori school (see below) and, in the case of transfers from other Montessori schools, the need to assess the standard of the other school's Montessori program. While we don't intend to discourage transfer applications, we must be up front about these limitations.

1. An application for enrolment is requested after the initial enquiry and if it seems the above requirements can be met.
2. A report from the previous school must be submitted.
3. Parents must observe classes in all 3 cycles.
4. Parents must attend an interview with the principal. The child may be interviewed at this time at the discretion of the principal.

Transfer Procedure Stage 2 – Trial

1. If there is an agreement by the principal and the family that there is a reasonable chance the child will experience success at our setting, the child will attend school for 1-3 days on a trial basis. Exceptions to this step may be appropriate, such as in the case of overseas transfers from Montessori schools.
2. Following the trial, a decision on enrolment is made after discussion with the teacher about the child's experience.
3. The decision about enrolling a transfer student is made by the principal in collaboration with the coordinator.

Transfer Procedure Stage 3 – Enrolment Contract

Parents meet with the principal and coordinator to learn of the school's decision. A 3-month conditional enrolment contract is offered. The conditions of this contract allow the school or the family to terminate the enrolment within the prescribed time.

Policy on accepting students from a non-Montessori school

Generally, we do not accept students from a non-Montessori school to enter any other age level other than 3-year-olds. Exceptions may be considered based on the following guidelines:

1. There is a space and need for students in a particular age group (to achieve social and gender equity)
2. The number of students from non-Montessori backgrounds must not exceed a maximum of 10% of the group.
3. The child must demonstrate a general fit with the Montessori methods of learning, such as independent learning skills
4. The school must review reports from the other school(s)
5. In most cases, child must have a 1 to 3-day trial in the class prior to being accepted
6. All transfers are given a 3-month probationary enrolment period

Priority for enrolment

The following list is the order in which an application is considered

1. Applicant is a sibling of a current student in our setting
2. Family have indicated a commitment to the primary program and Montessori education
3. Application Date
4. Age and sex (see "Class Balance"*)
5. Suitability (fit into the class community)

The transition of students from cycle to cycle does not require a new application process. Contracts are carried over to the next cycle.

Class Balance

The multi-age Montessori classroom environment is created and maintained for the benefit of all students in the class. Class balance is achieved through careful consideration at the time of enrolment. The school may limit enrolments based on this need to create an optimum learning environment by:

- Favouring an application based on gender, when required
- Limiting an age group to 40% of total class population (in typical 3-year cycle group)
- No more than 10% of primary students from a non-Montessori pre-school.

Classroom Observations

Classroom Observations form an important part of understanding the student and Montessori education. It provides prospective parents with a glimpse at Montessori education as part of their decision to enrol and provides teachers with an opportunity to assess a child. Children also observe each other as part of their process of learning.

Observation guidelines exist for prospective parents and current parents. These guidelines are kept at reception and given to parents prior to their observation. Observations must be booked through the office and occur at the agreed-upon times only. Observers are asked to adhere to the rules on the guideline document, including:

- Observations should not exceed 30 minutes
- Observer must remain in the observer's chair while observing
- Observer must not engage in conversation with children unless the child approaches the observer
- Photos or recordings (video/audio) are not permitted

Enrolling Special Needs Children

Special Needs include:

- intellectual disabilities

- learning disabilities
 - giftedness
 - behaviour/emotional disorders
 - multiple disabilities
 - physical disabilities
 - blindness
 - deafness/hard of hearing
 - autism
 - families at risk
 - Other, as defined by the Special Needs funding criteria
1. Parents follow the enrolment process up to the interview stage.
 2. At the interview the parent is asked to provide details of the child's characteristics that may warrant additional attention or resources, as well as any assessment reports from other involved professionals. These are viewed by the principal and possibly by the teacher.
 3. The principal and the teacher discuss the child's application.
 4. The principal and teacher observe the child in their present placement if possible. If the child is not in a school the teacher visits the child at home.
 5. When the child starts at the school all relevant staff members collaborate to draw up an Individual Education Plan.
 6. The school can recommend educational and/or health professionals if required.

Meeting the needs of a child with special needs

1. When a child with special needs enrolls at the school, it is undertaken with the full understanding that the school believes the Montessori environment will be of benefit to the child.
2. It is recommended by the school that parents and staff work collaboratively. We have established a Student Services Program to structure the services we deliver to students with special needs. A program description exists in a separate document.
3. The child will be observed by all relevant staff members upon entry. When planning and evaluating an Individual Education Plan (IEP) all relevant parties will be included in meetings to discuss the outcomes of the program and follow up plans. Parents will be kept informed at all times.

4. We welcome educational and/or health professionals to continue their program with the child at school.
5. A child who has special needs is an integral part of the school community. Therefore, we encourage involvement in extracurricular activities.
6. Our aim is to assist the child with reaching their full potential.

Note: if a child is observed and appears to be having difficulties of any kind following the initial enrolment, the teacher will inform parents as soon as possible.

Regarding TRANSFER CHILDREN both pre-primary and primary directresses require a report from the previous school before the child is accepted.

A child is accepted on a 3-month probationary basis (both pre-primary and primary).

Integration of new families

Role of Principal & Enrolment Officer

The Principal/Enrolment Officer is responsible for:

- Informing the parents of the child's acceptance
- Sending contract and receiving deposit
- Sending Parent Handbook (classroom rules and policies)
- Advising start date
- Answering any questions regarding fees
- Informing the teacher of the start date
- Informing the Class Parents

Orientation to School

- Parents are invited to a general information session about the school. These sessions occur twice a year at the beginning of a semester.
- Once the child is placed, the teacher contacts the family for an initial meeting without the child present to go over pertinent information about the classroom and to learn about the family.
- Parents are asked to bring their child in on the afternoon of the day prior to their start date to enjoy time in their prospective classroom, allowing the child to meet their teacher and to familiarise themselves with their classroom.

Role of the Educator/Teacher

- Meet with parents and child prior to the child starting (see above). Check to see if the parents have any questions after having read the parent handbook.
- Find out if the parent may have anything they may offer the class, such as talents or abilities that may be relevant to the class.

- Make sure the class parent representative has the relevant information about the new family
- Connect the child with other children
- Tell new and established parents about the new child (encourage reciprocal invitations) through class newsletter and class parent meetings

All questions regarding the Montessori education and philosophy should be directed to the teachers.

Role of the Class Parent

- The enrolment officer will inform the class parents of new families starting school.
- Arrange for a support parent for each family and give them the new family's telephone number. This lasts for the period of one term
- Organise a coffee morning early in the term, to which all parents are invited. The date should be checked with the teacher and administrator to ensure no double bookings.
- Follow up that all is fine with the support parent.

The role of the class parent is to assist the new families to become part of the group.

Storing and Maintaining Records

Records are stored on each currently enrolled student and maintained after the child leaves our setting for a period of seven years.

Student records are stored in two distinct formats: digital and hard copy. The Permanent Record File (PRF) contains the child's enrolment information and other pertinent information in hard copy. The digital record contains records that require constant updating, such as attendance information. Below is a summary of the records stored and maintained at our premises:

Permanent Record File:

- Enrolment application
- Medical information form
- Personal information form
- Authorisations (excursion, permissions, etc.)
- Vaccination record
- Semester Reports
- Letters of significance
- Reports from professional practitioners

Digital Record (Engage)

- Attendance record
- Authorisation to collect

- Family data
- Medical information
- Incident, Injury, trauma and illness reports
- Destination school/education program after withdrawal/graduation.

Records are kept securely under lock and key or password protected. Staff members may not remove the PRF from the office, however copies may be made of specific documents with the understanding of the confidential nature of a student's record. Parents may access their child's record only after receiving the express permission from the principal. Parents may view at any time their child's digital record through the parent portal. This information is password protected for each child.

Roles & responsibilities

Approved provider

- ensures we meet obligations under the Education and Care Services National Law and National Regulations
- ensure that an enrolment record is kept for each child which contains all the information set out in reg 160, as well as authorisations from parents relating to medical treatment, regular outings, health information and transportation
- keep prescribed enrolment and other documents as set out in reg 177, including a medication record and children's attendance record
- keep records confidential, stored safely/securely for the period listed in reg 183
- consider quality practice approaches to enrolment and orientation
- take reasonable steps to ensure that nominated supervisors, educators, staff and volunteers follow the Enrolment and orientation policy and procedures
- ensure copies of policy/procedures are readily accessible to nominated supervisors, coordinators, educators, staff, volunteers and families, and available for inspection
- notify families at least 14 days before changing policy or procedures if changes will:
 - affect the fees charged or the way they are collected or
 - significantly impact the service's education and care of children or
 - significantly impact the family's ability to utilise the service.

Nominated supervisor

- we ensure that regulatory obligations are met in relation to enrolment and orientation
- we implement procedures for enrolment and orientation
- we ensure that an enrolment record is kept for each child which contains all the prescribed information
- we support families' involvement in the service and contribution to service decisions regarding the enrolment and orientation of their child at the service

- we ensure families are aware of relevant policies and procedures at time of enrolment, such as:
 - Acceptance and refusal of authorisations
 - Dealing with medical conditions in children
 - Incident, injury, trauma and illness
 - Delivery of children to, and collection from, service premises
 - promote quality practice approaches to enrolment and orientation
 - keep records confidential.

Educators

- are familiar with regulatory requirements
- support families' involvement in our setting and contribution to our settings' decisions regarding the orientation of their child at the setting
- share information with families to support the child's transition into the service
- respect the culture, values and beliefs of families, and incorporate their decision-making in their child's learning and wellbeing
- familiarise themselves with the information supplied by the family about the child and use this to support the child to transition into the service
- keep records confidential.

Families

- complete all documentation required by our setting
- provide any 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
- notify the service upon enrolment of any specific health care needs of the child, including any medical conditions and allergies and any medical management plans that need to be followed
- ensure all information about the child/family held by the service is kept up-to-date.

Enrolment records

Act: 175 Regs: 90, 92, 102, 160–162, 168–172, 177–179, 181–183 QAs 7.1.2

Related Policies: Governance and management / Excursions / Dealing with medical conditions in children / Acceptance and refusal of authorisations / Dealing with infectious diseases / Incident, injury, trauma and illness / Delivery of children to, and collection from, education and care service premises

- We have checked with the regulatory authority, including NESAs, and other experts to ensure that enrolment forms meet the requirements in Guide to Quality Standards, and ACECQA guidelines for policies and procedures. Enrolment record includes:

full name, date of birth, address of child, name, address, contact details of each known parent of child/emergency contact/authorised nominee/persons authorised to consent to medical treatment/admin of

medication/person authorised to give permission to the educator to take child off premises/person authorised to authorise the service to transport child/arrange transportation of child), date of enrolment, leaving date plus student's destination, students older than 6 years need previous school/pre-enrolment situation, where destination of a student below 17 is unknown, evidence that the Dept of Ed has been notified of the student's details and other info that may assist officers to locate the student, any known work health and safety risks associated with contacting the parents or student. Details of court orders, parenting orders/parent plan. Gender of the child. Language used in the child's home. Cultural background of the child and their parents. Any special considerations for a child, such as cultural, dietary or religious requirements or additional needs. Authorisations for approved provider, nominated supervisor, educator to seek medical treatment and/or ambulance transportation for child/service to take child on regular outings/regular transportation of child. Name, address, phone number of child's registered medical practitioner/medical service. Medicare number (if available). Details of any specific healthcare needs of the child, including any medical conditions, allergies, or diagnosis that the child is at risk of anaphylaxis. Any medical management plan, anaphylaxis medical management plan or risk minimisation plan. Dietary restrictions. Immunisation status. If a child's health record has been sighted/notation to that effect. Orientation Process to support a child's transition to service, families spend time at service with the child a few times before leaving the child on their own. Daily attendance is recorded by noting absences, absences, reason for absence, documents to substantiate reason for absence.

- We have developed strong physical and electronic systems and processes to safeguard record storage and confidentiality.

until child is aged 25 years (if relates to an incident, illness, injury or trauma suffered/may have suffered by a child while being educated/cared for by us) until end of 7 years after the child's death (if relates to death of a child while being educated and cared for by the service or that may have occurred as a result of an incident while being educated and cared for) until end of 3 years after last date the child was enrolled for any other record.

Enrolment procedures

Regs: 85–86, 88, 90–91, 99, 157, 168–172, 177–178 **QAs:** 1.1.2, 1.3.3, 5.1, 6.1, 6.2, 7.1.2

Related policies: Governance and management / Interactions with children / Acceptance and refusal of authorisations / Delivery of children to, and collection from, education and care service premises / Excursions / Dealing with medical conditions in children / Dealing with infectious diseases / Incident, injury, trauma and illness / Emergency and evacuation / Dealing with complaints / Payment of service fees and provision of a statement of fees charged by the service.

- We consider pre-enrolment activities, e.g. setting the appointment date/time, providing instructions about documents they should bring, visits to the class. All these support the staff becoming familiar with the child and family.
- We make sure our policy and procedures are available for all to access.
- We created a checklist of all tasks/items needed on enrolment/throughout process.
- We created a flowchart of your enrolment process so it is easy for all to understand.
- We have developed communication systems, emails, talking and through Transparent Classroom so staff can communicate with each other and families about their child around how their enrolment and orientation is progressing.

- We critically reflect to encourage and develop a further understanding of how to support children and families' individual needs during enrolment and orientation at our team meetings.
- We have developed an enrolment package and handbook that contains the required policies and procedures that families will need to be aware of.
- We monitor the waiting list so it can be maintained equitably, monitoring gender, age, compliant with staff/child ratios
- We have developed transitioning criteria to determine if and when a child is able to be moved to another room. Best practice includes consultation with the family, child's abilities, interests and friend group.
- We have developed an evaluation process for families to provide feedback to improve processes.
- We ensure procedures relating to family access to the premises are part of induction training, and regularly reviewed at team meetings
- We have a number of staff who speak other languages who are available to help families for whom English is not their first language.
- Our documentation ensures that the individual needs of children and families are considered throughout the enrolment process.
- During the enrolment process the child's family are made aware that they may enter the premises at any time that the child is being educated and cared for once they have signed in at the office, unless they are dropping off/collecting their child.
- Families are well aware of the Montessori philosophy, they have chosen the setting. Transparent classroom demonstrates our alignment and engagement with the EYLF.

Orientation procedures

Regs: 99, 168–172 **QAs:** 1.1.2, 1.3.3, 4.1.2, 5.1, 6.1, 6.2, 7.1.2

Related Policies: Governance and management / Interactions with children.

- We created a checklist of all tasks/items needed for orientation.
- We have clear steps and processes in place to ensure educators and staff understand and clearly communicate with each other and families around each child's needs and progress during orientation.
- We ensure time off the floor is provided for educators to meet with families.
- We allow families to stay with their children during orientation and for a period once the child commences; allow shorter attendance initially.
- We critically reflect to encourage and develop understanding of how to support children and families' individual needs during enrolment and orientation.

- We maintain initial communication strategies with families about how their children are settling in.
- Our orientation process flow chart demonstrates how it looks from start to finish.
- We ensure that the individual needs of children and families are considered throughout the orientation process.
- We talk to parents about considering their child's needs during orientation.
- We support and assist families to develop and maintain a routine for saying goodbye to their child.
- We make children and families aware of routines throughout the day by talking them through these routines
- We support the separation process by
- We ensure continuity of educators and staff following on from the orientation by