

CEEC GOV POL ENROLMENT ORIENTATION AND BOOKING POLICY

Policy Sponsor	GOVERNANCE AND PERFORMANCE
Document type	POLICY
Applicable to	CATHOLIC EARLY EDCARE
Approved by	DIRECTOR, CATHOLIC EARLY EDCARE

POLICY STATEMENT

Catholic Early EdCare is committed to providing efficient booking, enrolment and orientation processes that meet the unique needs of each child to create safe and engaging environments. The safety and wellbeing of children, young people and adults is paramount.

We have zero tolerance for all forms of abuse and are committed to safeguarding everyone in attendance at our services. Where an individual threatens harm, or causes harm, to self or others, causes destruction and/or defaces property, Pause Care Arrangements will be immediately put in place. Continued breaches of the CEEC Safe Conduct Agreement may result in a child's Cessation of Care.

BACKGROUND

The Education and Care Services National Regulations require policies and procedures in place in relation to enrolment and orientation.

LEGISLATIVE REQUIREMENTS

<u>Education and Care Services National Regulations</u>	
Section 175	Offence relating to requirement to keep enrolment and other documents
Reg 85	Incident, injury, trauma and illness policies and procedures
Reg 86	Notification to parents of incident, injury, trauma and illness
Reg 88	Infectious diseases
Reg 90	Medical conditions policy
Reg 91	Medical conditions policy to be provided to parents
Reg 92	Medication record
Reg 99	Children leaving the education and care service premises
Reg 102	Authorisation for excursions
Reg 157	Access for parents
Reg 160	Child enrolment records to be kept by approved provider
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 must have policies and procedures
Reg 170	Policies and procedures to be followed
Reg 171	Policies and procedures to be kept available
Reg 172	Notification of change to policies or procedures

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Reg 177	Prescribed enrolment and other documents to be kept by approved provider
Reg 181	Confidentiality of records kept by approved provider
Reg 183	Storage of records and other documents

National Quality Standard		
Quality Area 1	Educational program and practice	
Standard 1.1	Program	The educational program enhances each child's learning and development.
Element 1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Standard 1.3	Assessment and planning	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
Element 1.3.3	Information for families	Families are informed about the program and their child's progress.
Quality Area 4	Staffing arrangements	
Standard 4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
Element 4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.
Quality Area 5	Relationships with children	
Standard 5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
Quality Area 6	Collaborative partnerships with families and communities	
Standard 6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
Standard 6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
Quality Area 7	Governance and Leadership	
Standard 7.1	Governance	Governance supports the operation of a quality service.
Element 7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.

Family Assistance Law
A New Tax System (Family Assistance) Act 1999 and subsequent updates
Child Care Provider Handbook , Department of Education, Skills and Employment

PRINCIPLES

- We value respectful and supportive relationships with our families as a basis to a smooth transition and quality outcomes for children in the service. 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.

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- We view enrolment and orientation as an important opportunity to begin to gather information from the child and their family and ensure that the individual needs of children and families are considered throughout the enrolment and orientation process as an important first step in building partnerships with families.
- We value the contribution of families, ensuring the information supplied about children at enrolment and orientation is used to support the transition into the service, including incorporating the family's decision making into their child's learning and wellbeing, forming collaborative partnerships with families and setting expectations
- We believe effective processes support children and families during transitions to services and promote a sense of belonging to the service community. When conducted well enrolment and orientation are an opportunity to get to know each child and their family. Also enabling families to become familiar with the service, its educators, and the program.
- We are committed to building meaningful, respectful and supportive relationships with families contributing to a smooth transition and quality outcomes for children. Forming the basis of ongoing communication and trust between families and services.
- We understand that every family is unique, and acknowledge when a child enrolls in a service, we are embarking on a journey with the whole family. The child's relationship with the family is the most important, and families have valuable information about their child to share.
- We prioritise the provision of safe and suitable care, and a successful placement; services and families must actively work together in order to fully understand children's care needs, prior to the beginning of the child's enrolment.
- We understand families want to know their child's wellbeing and education is a priority
- We are committed to safe environments for all, and will undertake Reasonable Adjustments for a child with a disability, to enable them to access and participate in the program on the same basis as children without a disability
- 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. Service Leaders and staff are supported with policies, procedures, and guidelines which clearly outline their roles and responsibilities, focusing on quality outcomes for children.
- We ensure we meet all legislative requirements and obligations under the Education and Care Services National Law and National Regulations.
- We embrace the learnings from Catholic Social Teachings and support families in kind and respectful ways when resolving understandings and compliance with our policies and procedures.

KEY TERMS

Term	Meaning	Source
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.	Guide to the NQF
Approved Places	This is the number of places available to an approved service under the family assistance law for the purposes of Child Care Subsidy.	Childcare provider handbook
Approved Provider	Approved Provider is a person who holds a provider approval. A provider approval authorises a person to apply for one or more service approvals and is valid in all jurisdictions.	

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Child Care Subsidy (CCS)	A payment made by the Australian Government to families to assist with the cost of childcare. CCS replaced the Child Care Benefit (CCB) and Child Care Rebate (CCR) with a single, means-tested subsidy. CCS is generally paid directly to childcare providers to be passed on to families.	
Customer Reference Number	An individual reference number allocated by the Department of Human Services for each child and each parent or guardian who is claiming Child Care Subsidy.	
Educator	An individual who provides education and care for children as part of an education and care service.	Guide to the NQF
Enrolment	An enrolment occurs when the provider has an arrangement with an individual or organisation to provide education and care to a child	Childcare provider handbook
Enrolment record	<p>The approved provider must ensure that an enrolment record is kept for each child enrolled at the service educator must keep an enrolment record for each child they educate and care for. The record must include:</p> <ul style="list-style-type: none"> ▪ Full name, date of birth and address of the child ▪ The name, address and contact details of each known parent of the child ▪ any emergency contact ▪ any authorised nominee ▪ any person authorised to consent to medical treatment or administration of medication ▪ any person authorised to give permission to the educator to take the child off the premises ▪ Details of any court orders, parenting orders or parenting plan ▪ Gender of the child ▪ Language used in the child's home ▪ Cultural background of the child and their parents ▪ Any special considerations for the child, such as cultural, dietary or religious requirements or additional needs ▪ Authorisations for: <ul style="list-style-type: none"> ○ the approved provider, nominated supervisor ○ or an educator to seek medical treatment and ○ or ambulance transportation for the child ○ the service to take the child on regular outings ○ Name, address and telephone number of the child's registered medical practitioner or 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 the approved provider or a staff member has sighted a child health record, a notation to that effect 	National Regulations (Regulations 102, 160-162) Guide to the NQF
Inclusion	Involves considering all children's social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographic location) in curriculum decision-making processes, to ensure that all children's experiences are recognised and valued. To ensure that all children have	Guide to the NQF

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	equitable access to resources and participation, and opportunities to demonstrate their learning and to value difference	
Nominated Supervisor	A person who is nominated by the approved provider of the service to be a nominated supervisor of that service and, unless the individual is the approved provider, has provided written consent to that nomination	
Orientation	Process to support the child's transition to the service, whereby families spend time at the service with the child a few times before leaving the child on their own. The time required for orientation and settling in will vary for each child and their family.	ACECQA Info Sheet
Responsible Person	An individual who is physically present and is responsible for the operation of a centre-based service for an agreed period of time. A responsible person must be present at all times that the approved service operates and can be: <ul style="list-style-type: none"> the approved provider or a person with management or control of the service; a nominated supervisor of the service; or a person placed in day-to-day charge of the service in accordance with the National Regulations 	Guide to the NQF
Staff Member	Any individual (other than a nominated supervisor or a volunteer) employed, appointed or engaged to work in or as part of an education and care service	

LINKS TO OTHER POLICIES / DOCUMENTS

- CEEC GOV PRO Enrolment, Orientation and Booking Procedure
- [CEEC CH POL Medical Conditions Policy](#)
- CEEC CH PRO Medical Conditions Procedure
- [CEEC HS POL Emergency Management Policy](#)
- [CEEC HS PRO Emergency Management Procedure](#)
- [CEEC HS POL Incident, Injury, Trauma and Illness Policy](#)
- [CEEC HS PRO Incident, Injury, Trauma and Illness Procedure](#)
- [CEEC GOV POL Arrivals and Departures Policy](#)
- CEEC GOV PRO Arrivals and Departures Procedure
- [CEEC GOV POL Governance and Service Management Policy](#)
- CEEC GOV PRO Governance and Service Management Procedure
- CEEC GOV POL Acceptance and Refusals of Authorisations Policy
- CEEC GOV PRO Acceptance and Refusals of Authorisations Procedure
- CEEC FA POL Fees and Account Management Policy
- CEEC FA PRO Fees and Account Management Procedure
- CEEC Safe Conduct Agreement
- CEEC Individual Support Plan
- CEEC Reasonable Adjustments for Inclusion
- [Catholic Early EdCare Services Enrolment Processes](#)
- [Enrolment Communication Templates](#)
- [FAQ Enrolment Service Leaders](#)
- [Quality Area 6 Enrolment & Orientation](#)
- [Quality Area 6 Building Partnerships with Families](#)

INDUCTION AND ONGOING TRAINING

This policy will be available on the Archdiocesan Intranet (AI) and the Catholic Early EdCare website. Service Leaders and Managers are responsible for ensuring staff are able to access policies and

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supporting documents. All staff are responsible for understanding and complying with this policy. Educators and families are able to access this policy on the Catholic Early EdCare website.

- Educators and families will be invited to participate in the review of this policy.
- Families will be able to access a copy of this policy during the enrolment process.
- Summary information will be included in the CEEC information handbooks
- Changes to this document will be shared with families and educators.
- Ongoing training opportunities for educators will be provided using a range of learning platforms.

Please contact the Policy Sponsor for further interpretation of this policy.

MONITORING, EVALUATION AND REVIEW

Monitoring of compliance with this policy and the related procedure will be completed by the Governance and Performance team.

The review process for this policy will begin 8 (eight) weeks prior to the stated review date and include a consultation period with families, educators, Catholic Early EdCare team and any other relevant stakeholders and will be facilitated by the Research and Policy Officer.

Communication about any changes in or review of the policy, procedure or related supporting documents will be provided to Catholic Early EdCare team, Service Leaders, educators and families once finalised.

Breaches of this policy will be dealt with under Centacare's misconduct provisions, as stated in the Employment Guidelines Code of Conduct.

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