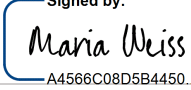


Policy

Early Years Policy - Orientation and Settling in

Date of Adoption	13 April 2013		
Adoption Method	<input type="checkbox"/> Council	<input type="checkbox"/> CEO	<input checked="" type="checkbox"/> Director Community
Director Signature	Signed by:  A4566C08D5B4450...		Date 14-11-2024
Responsible Officer and Unit	Samantha Waymouth, Coordinator Early Years Services		
Nominated Review Period	<input checked="" type="checkbox"/> Annually	<input type="checkbox"/> Every 4 years	<input type="checkbox"/> Other (<i>please specify</i>)
Last Endorsement Date	September 2020		
Next Endorsement Date	September 2025		

Macedon Ranges Shire Council acknowledges the Dja Dja Wurrung, Taungurung and Wurundjeri Woi Wurrung Peoples as the Traditional Owners and Custodians of this land and waterways. Council recognises their living cultures and ongoing connection to Country and pays respect to their Elders past, present and emerging. Council also acknowledges local Aboriginal and/or Torres Strait Islander residents of Macedon Ranges for their ongoing contribution to the diverse culture of our community.

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Purpose/Objective

This policy provides a clear set of guidelines and procedures for Council kindergartens to:

- Provide families with the opportunity to understand the orientation process while fostering a smooth transition for children into kindergarten.

Vision statement

The Macedon Ranges is a place where childhood is valued and where every child can thrive, reach their potential and actively participate in the community, now and into the future.

Scope

The Education and Care Services National Regulations 2011 require approved services to have a policy and procedures in place in relation to orientation (Regulation 168(2) (k)).

This policy applies to educators and parents/guardians who have enrolled their child at a Council Kindergarten.

Background/Reasons for Policy

A new environment can create anxiety for many children. Orientation provides families with an opportunity to learn about and familiarise themselves with the Early Years' service.

Gender Impact Assessment

In accordance with the *Gender Equality Act 2020*, a Gender Impact Assessment was not required in relation to the subject matter of this policy.

Definitions

Term	Definition
Orientation	A period of time is allocated to settle a child into the service gradually at their own pace to suit their individual needs.
Children with additional needs	Children whose development or physical condition requires specialist support or children who may need additional support due to language, refugee or asylum seeker experience, complex trauma, cultural or economic circumstances (refer to Early Years Policy - Inclusion and Equity).

Related Policies

- > Early Years Enrolment and Fee Policy
- > Early Years Policy – Inclusion and Equity

Related Legislation

- > *Charter of Human Rights and Responsibilities Act 2006 (Vic)*
- > *Child Wellbeing and Safety Act 2005 (Vic)*
- > *Children, Youth and Families Act 2005 (Vic)*
- > *Disability Discrimination Act 1992 (Cth)*
- > *Education and Care Services National Law Act 2010, Education and Care Services National Regulations 2011: Regulations 160, 161, 162, 177, 183*
- > *Equal Opportunity Act 2010 (Vic)*
- > *National Quality Standard, Quality Area 6: Collaborative Partnerships with Families and Communities*
- > *Public Health and Wellbeing Act 2008 (Vic)*

The most current listed legislation can be found at:

> Victorian Legislation www.legislation.vic.gov.au

> Commonwealth Legislation – Federal Register of Legislation: www.legislation.gov.au

Policy

Mandatory – Quality Area 6

Responsibilities

Responsibilities	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teacher, educators and all other staff	Parents/guardians	Contractors, volunteers and students
R indicates legislation requirement, and should not be deleted					
Communicating to families the days and times the service will operate, planned closures (including public holidays and child-free days), orientation sessions, and unplanned teacher absences or emergency situations	R				
Communicating and providing advice to families regarding the best time to commence kindergarten for children born between January and April	✓	✓	✓		
Complying with the Early Years Policy - Inclusion and Equity	R	R	✓	✓	✓

Responsibilities	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teacher, educators and all other staff	Parents/guardians	Contractors, volunteers and students
<p>Ensuring families have access to:</p> <ul style="list-style-type: none"> ● Parent information handbook ● Child Safe Environment and Wellbeing Policy and/or Statement of Commitment to Child Safety ● Early Years Enrolment Fee Policy ● Privacy Statement ● Code of Conduct Policy ● Virtual Tour of Service 	R	✓	✓		
<p>Providing opportunities for interested families to attend kindergarten tours to become familiar with the service prior to their child commencing in the program</p>	✓	✓	✓		

Responsibilities	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teacher, educators and all other staff	Parents/guardians	Contractors, volunteers and students
<p>Discussing 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</p>	R	✓	✓		
<p>Reviewing the orientation processes for new families and children to ensure the objectives of this policy are met</p>	R	✓	✓	✓	

Responsibilities	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teacher, educators and all other staff	Parents/guardians	Contractors, volunteers and students
<p>Ensuring that parents/guardians of a child attending the service can enter the service premises at any time whilst the child is being educated and cared for (Regulation 157), except where this may pose a risk to the safety of children or staff, or conflict with any duty of the approved provider, nominated supervisor, early childhood teachers or educators under the National Law: Section 167</p>	R	R	✓	✓	✓

Responsibilities	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teacher, educators and all other staff	Parents/guardians	Contractors, volunteers and students
<p>Encouraging parents/guardians to:</p> <ul style="list-style-type: none"> to raise any concerns about their child starting kindergarten with educators and collaborate with educators to create a plan to support their child to settle into the kindergarten program. make contact with educators at the service, when required 	✓	✓	✓	✓	
<p>Assisting parents/guardians to develop and maintain a routine for saying goodbye to their child</p>	✓	✓	✓	✓	
<p>Sharing information with parents/guardians concerning their child’s progress with regard to settling into the service</p>	✓	✓	✓	✓	

Responsibilities	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teacher, educators and all other staff	Parents/guardians	Contractors, volunteers and students
Discussing support services for children with parents/guardians, where required such as Pre School Field Officer, Early Intervention Programs, and Maternal Health Services	✓	✓	✓	✓	

<p>Developing strategies to assist new families to:</p> <ul style="list-style-type: none"> ● feel welcomed into the service become familiar with service policies and procedures ● share information about their family beliefs, values and culture and feel culturally safe ● share their understanding of their child’s strengths, interests, abilities and needs ● value the voice of the child, ensuring they have opportunity to articulate their individual interests and needs ● discuss the values and expectations they hold in relation to their child’s learning ● providing comfort and reassurance to children who are showing signs of distress when separating 	✓	✓	✓	✓	
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Responsibilities	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teacher, educators and all other staff	Parents/guardians	Contractors, volunteers and students
Reading and complying with this Early Years Policy - Orientation and Settling In	R	R	R	✓	✓
Updating information by notifying the service of any changes as they occur, for example if the child or family becomes known to Child Protection				✓	

Procedure

- [Early Years Procedure - General Orientation Procedures \(D23-80064\)](#)

Evaluation

In order to assess whether the values and purposes of the policy have been achieved, the approved provider or persons with management or control will:

- regularly seek feedback from everyone affected by the policy regarding its effectiveness
- monitor the implementation, compliance, complaints and incidents in relation to this policy
- keep the policy up to date with current legislation, research, policy and best practice
- revise the policy and procedures as part of the service’s policy review cycle, or as required

- notify all stakeholders including parents/guardians at least 14 days before making any significant changes to this policy or its procedures, unless a lesser period is necessary due to risk (Regulation 172).

Attachments

Nil