

POLICY/PROCEDURE NAME & REVIEW PROCESS	VICTORIA- KINDERGARTEN ENROLMENT POLICY This policy has been created to provide our stakeholders with clear guidelines and transparency to our practices and procedures. We welcome feedback and input from all our stakeholders at any time and this policy is subject to review based on feedback or due date of annual review.
NATIONAL QUALITY STANDARD	QUALITY AREA 7 GOVERNANCE AND LEADERSHIP 7.1 GOVERNANCE 7.1.2 Management systems. 7.1.3 Roles and responsibilities.
NATIONAL LAW AND REGULATIONS	168-Education and care service must have policies and procedure 170-Policies and procedures to be followed 171-Policies and procedures to be kept available 172- Notification of change to policies or procedures
RELATED POLICIES and RECORDS	<ul style="list-style-type: none"> Enrolment record Family handbook Payment of fees policy
SCOPE OF POLICY	This policy applies to the approved provider, nominated supervisor, children and families, of our service.
AIM OF POLICY	To ensure that our service has strong guidelines, procedures, and practices in place regarding the process and application of kindergarten enrolment for all children who attend our kindergarten program. Our aim is to provide a clear policy, implement the policy, support practices relating to the policy, train staff regarding the policy and maintain and update the compliance of the policy for all our stakeholders.
SERVICE IMPLEMENTATION	<p>Implementation</p> <p>Research consistently shows that 2 years of kindergarten are better than one, which is why the Victorian Government is funding an extra year of kindergarten before school. It emphasises equity, inclusion, and accountability, and ensures that the needs of vulnerable children and families are prioritised.</p> <p>The aim is to ensure our service accesses and meets all legislative requirements of kindergarten funding for three- and four-year-old Kindergarten programs and Early Start Kindergarten (EKS) programs.</p> <p>We aim to provide a solid foundation through our Kindergarten Program and in turn reduce the effects of disadvantage on childhood development. We aim to provide equal access for all children to our programs.</p> <p>Kindergarten in Victoria is funded by the State Government through the Department of Education. The Victorian Early Years Learning and Development Framework (VEYLDF) is the framework for the educational program offered to children. The kindergarten program is underpinned by the VEYLDF.</p> <p>To qualify for kindergarten funding, service providers must:</p> <ul style="list-style-type: none"> Be an approved provider operating an education and care service in accordance with the National Quality Framework (NQF) or the Children's Services Act 1996. Adhere to organisational and operational standards. Meet all funding and policy requirements. <p>The Victorian Government has strict quality standards that approved providers must meet before approval. After approval, the government gives these programs a 'Kinder Tick'.</p> <p>A 'Kinder Tick' approved program offers the following:</p> <ul style="list-style-type: none"> A quality early learning program for two years for children aged three and four. At least 15 hours a week for 40 weeks (600 hours) for two years. Play-based learning environments guided by the Victorian Early Years Learning Framework (VEYLF). Early years programs designed and delivered by a qualified early childhood teacher. <p>Under the Best Start, Best Life program, the Victorian Government funds both three-year-old and four-year-old kinder using the following criteria:</p>

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- For three-year-old kinder, children turning three before 30 April that year can access five to 15 hours of care a week.
- For four-year-old kinder, children turning four before 30 April that year.

Kindergarten program – 3-year-olds

To receive funding for 3-year-old Kindergarten, our program must:

- Meet the requirements outlined in the Victorian Government Kindergarten funding guidelines as well as meeting the educator to child ratios set out in the National Quality Framework (NQF).
- Be delivered by an Early Childhood qualified VIT registered Teacher.
- Funded Kindergarten for 3-year-olds will be available for 5 hours- 15 hours per week.

Is my child eligible for 3-year-old kindergarten this year?

Criteria for eligibility

- Children who turn 3 years old on or before 30 April in the year they will be attending Kindergarten. It is then expected that all 3-year-old children will attend 4-year-old kindergarten in the following year as there is only one year of 3-year-old funded kindergarten.
- Consistent with 4-year-old Kindergarten, children are not able to access a funded 3-year-old Kindergarten place at more than one service.
- Our service will not be accepting children who are not 3 years old into the program due to the impact on ratios and rosters. However, if a child turns 3 years old by 30th April, they can enrol but will not be charged fees until they commence attendance.

KINDERGARTEN PROGRAM- 4-year-olds

All children in the year before school must be enrolled in a 15-hour per week kindergarten program to be eligible for kindergarten funding.

- Our school terms and designated holidays will align with school holidays in Victoria.
- The program will run each day of the term from 8.30 - 4.30.pm Monday to Friday and will be delivered by an Early Childhood qualified (VIT) registered teacher.
- This will allow children attending only 2 days to qualify for kindergarten funding as they can meet the 15 hours over the two-day period as each day the program will be run for 7.5 hours.
- The program will not be run in the school holidays or on any gazetted public holidays.

Is my child eligible for 4-year-old kindergarten this year?

The following outlines the eligibility of children for attendance in the kindergarten program:

- The child is at least 4 years old on 30 April of the year in which they are enrolled to attend the funded kindergarten program (unless they have applied for early entry).
- The child is enrolled for at least 15 hours per week or 600 hours per year.
- The child is **not** enrolled at a funded kindergarten program at another service.

Priority of access – applies to 3- and 4-year-old kindergarten.

We will prioritise children based on the criteria listed – see table below

HIGH PRIORITY CHILDREN	PROCESS THAT COULD BE USED TO VERIFY NEED(S)
Children at risk of abuse or neglect, including children in Out-of-Home Care.	The child is: attending a 3-year-old kindergarten program through Early Start kindergarten or Access to Early Learning, or is referred by: Child Protection Child and family services (family services referral and support team, Child FIRST/integrated family services/Services Connect case worker) Maternal and Child Health nurse, or Out-of-Home Care provider.
Aboriginal and/or Torres Strait Islander children	As part of the enrolment process, service providers must respectfully ask families 'is your child Aboriginal and/or Torres Strait Islander?' and record this information in KIM.
Asylum seeker and refugee children	An appropriate visa identifies the child and/or parents as a refugee or asylum seeker.

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	Children eligible for the Kindergarten Fee Subsidy	A child or parent holds a Commonwealth Health Care Card, Pensioner Concession Card, Veteran's Affairs Card, or multiple birth children (triplets, quadruplets).
	Children with additional needs, defined as children who: require additional assistance in order to fully participate in the kindergarten program require a combination of services which are individually planned have an identified specific disability or developmental delay	<p>The child:</p> <ul style="list-style-type: none"> is assessed as having delays in two or more areas and is declared eligible for a second funded year of kindergarten holds a Child Disability Health Care Card has previously been approved for Kindergarten Inclusion Support Package. <p>or referred by:</p> <ul style="list-style-type: none"> the National Disability Insurance Scheme Early Childhood Intervention Service Preschool Field Officer, or Maternal and Child Health nurse.

- We will consider currently enrolled families as the next criteria that will receive enrolment priority choice as per our local criteria.
- We will work with other local kindergarten services and the regional department office to ensure all eligible children have access to a kindergarten place.
- Therefore, if we are unable to offer a place due to our service being full, we will assist families to find another suitable service.

Early start kindergarten (ESK)- eligibility in an integrated kindergarten program

As 3-year-old Kindergarten rolls out across the state, Early Start Kindergarten (ESK) will continue to provide 15 hours of free or low-cost kindergarten per week to all eligible children, in all areas across Victoria, from Aboriginal and Torres Strait Islander families, refugee and asylum seeker backgrounds, or those known to Child Protection.

This will ensure that vulnerable children continue to have access to 15-hour kindergarten programs, in any setting (including long day care) and that services receive the maximum available funding, including School Readiness Funding.

During the implementation of 3-year-old kindergarten, our service will ensure children who are eligible for ESK continue to be enrolled for the full 15 hours of funded kindergarten.

The ESK grant is available for children who are:

- Three years old by 30 April in the year they are enrolled and are either:
- From a refugee or asylum seeker background
- Aboriginal and/or Torres Strait Islander
- Known to Child Protection.

Children accessing ESK must be enrolled in a grouping of children to access 15 hours of kindergarten.

In Kindergarten programs at a long day care service, ESK can be used in conjunction with the Child Care Subsidy and Additional Child Care Subsidy

Early start kindergarten extension grants

The ESK extension grant is available for children in the year before school who are:

- Eligible for the kindergarten per capita grant but not eligible for the Kindergarten Fee Subsidy, and
- From a refugee or asylum seeker background, or Aboriginal and/or Torres Strait Islander, or known to child protection.
- A child is not required to access ESK in the previous year to access the ESK extension grant.

Second Year of Kindergarten for children receiving ESK extension -

There may be a small number of children for whom a second year of kindergarten is appropriate. Your child may be eligible if:

- Your child's teacher has found they have developmental delays in at least two key areas of learning and development, and
- Your child will have better outcomes through a second year of kindergarten than going to school.

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Kindergarten fee subsidy

The kindergarten fee subsidy allows children to access up to 15 hours of funded kindergarten delivered by a qualified early childhood teacher for free or at low cost. This subsidy applies to services offering a sessional program. Kindergarten at our service is delivered in an “integrated” model. The Child Care Subsidy (CCS) is applied to calculate a daily fee rather than the Kindergarten Fee Subsidy.

For children and families who present to us that are eligible we will ensure that they are supported to find a suitable service that can apply this funding for them:

Funding criteria is as follows:

- Is Aboriginal and/or Torres Strait Islander
- Holds, or has a parent/guardian who holds a Humanitarian or Refugee Visa
- Is a multiple birth child (triplets or more)
- Refugee or Asylum Seeker visa (200-204, 786 or 866)
- Bridging visas for any of the above Refugee or Asylum Seeker visas
- Holds, or has a parent who holds a Commonwealth Health Care card.
- Pensioner Concession card or Veterans Affairs Card.

Children with additional needs are supported to access the Kindergarten program. Children requiring additional support may be eligible to access funding provided by the Department of Education and Training to support their inclusion and participation in the Kindergarten program. The **Kindergarten Inclusion Support Program (KIS)** is designed to contribute to the delivery of quality kindergarten programs in line with the National Quality Framework and the Framework. Inclusive programs encourage and allow all children genuine opportunities to access and participate in kindergarten programs.

Further information

No jab no play

Under the ‘**No Jab, No Play**’ legislation a child must be immunised or meet the criteria below to attend long day care.

- Fully immunised for their age, OR
- On a vaccination catch-up program, OR
- Unable to be fully immunised for medical reasons.
- ‘**Conscientious objection**’ is not an exemption under the ‘**No Jab No Play**’ legislation.

Early entry to kindergarten

Early entry to kindergarten may be appropriate for some gifted children where families are seeking an early entry to school for their child. However, it is important to note that most children who enrol early in kindergarten are not accepted for early entry into school, and the decision regarding early entry should be discussed with parents and consider the following:

- Children are not guaranteed early school entry as a result of being enrolled to attend kindergarten.
- Early entry to school requires a formal cognitive assessment that can only be undertaken once the child has turned four years of age and where the cost is met by parents.
- A child must be assessed as exceptionally gifted (WPPSI-IV results of at least 130 FSIQ) and considered at risk of long-term educational disadvantage if they do not commence school.
- Applications for early entry to school are usually not determined until term 4 of the year prior to the requested early entry to school.
- Children are eligible for only one year of funded kindergarten, so careful consideration should be made as to which year families enrol their child in kindergarten.

Should parents decide to request early entry to kindergarten for their child, the following requirements must be met:

- The child must be at least 3 years and six months on or before 30 April in the year they attend the funded kindergarten program.
- Parents must make a written request for early entry to school to either the Regional Director of the appropriate Regional Office or directly to the principal of a non-government school dependent on whether the child is intending to attend a government or non-government school.

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- Parents must provide the kindergarten service provider with a written response from the Department or the non-government school acknowledging the family has requested early entry to school.
- The kindergarten service provider must keep a copy of the written response from the Department or non-government school with the child's kindergarten enrolment records and upload a copy on KIM.

Late entry

Families have a choice about whether they commence school in the year they turn five, or in the following year, and therefore whether they commence kindergarten in the year they turn four or the year they turn five.

We will:

- Encourage families to carefully consider the best time for their child to start kindergarten, as all children learn and develop in different ways.
- Encourage families to consult with relevant early childhood professionals for guidance.
- Provide families with advice and reassurance about how the kindergarten program will support their child's learning and development.
- Advise families that children are expected to complete a full year of kindergarten in the year they enrol and begin attending and that funding is limited to one year for each child (unless they are eligible for an early start kindergarten grant or a second year of funded kindergarten).

Second year of funded kindergarten

In most cases, children make a successful transition to school after their 4-year-old kindergarten year.

All children are different, even those of similar ages, and no matter what experiences children have before they arrive at school, they will have developed a range of skills and abilities that form the basis for further learning.

Schools provide environments that are flexible, adaptable and responsive to individual children, as well as access to additional supports or specialist staff where needed.

If you have specific concerns about aspects of your child's development, please talk to your child's early childhood teacher about these and how you can work together to support your child's learning. During 4-year-old kindergarten, your early childhood teacher will assess your child, plan for their move to school and identify any developmental areas that may need particular attention.

There may be a small number of children for whom a second year of kindergarten is appropriate.

Your child may be eligible if:

- Your teacher has found they have developmental delays in at least two key areas of learning and development, and
- Your child will have better outcomes at kindergarten rather than going to school.

Your child's assessment

There are guidelines that Early Childhood Teachers will follow to assess your child's eligibility for a second year of kindergarten. These guidelines help the teacher identify your child's needs and learning goals.

The learning and development areas assessed by early childhood teachers include:

- Identity – the child's sense of identity
- Community – the child's connection with and contribution to their world
- Wellbeing – the child's sense of wellbeing
- Learning – the child's confidence and involvement in learning
- Communication – the child's communication
- Other factors may also be considered.

Family involvement

It is important that you and our Early Childhood Teacher work together to achieve the best outcome for your child. With your consent, the teacher will:

- Complete the assessment of your child.
- Meet with you to discuss this assessment.
- If delays in your child's development are identified, develop a learning and development plan for your child.

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- Get the support of other early childhood development professionals as needed.
- If the teacher believes your child has a developmental delay in two or more key areas and would benefit from a second year of kindergarten, they will complete a Second Year Statement which will require your input in Term 4. They will also send a declaration to the Department and talk to you about your options.

The Second-Year assessment process includes the following:

- Term Three Plan for Learning and Development
- Second Year Discussion
- Declaration of Eligibility for a second year of kindergarten
- Second Year Statement.

Children in receipt of Early Childhood Intervention Services may be eligible for a second year of funded kindergarten, but this should not be assumed. A full second year assessment process must be carried out for each individual child for whom a second year is being considered.

The Declaration of eligibility advises the Department that a child is eligible for a second year of funded kindergarten and provides the child's parent with written confirmation of eligibility. It can also be used when the child is re-enrolling at a service as evidence that they are eligible for a funded kindergarten place. A parent/carer of a child applying for a second year of funded kindergarten must also apply for an exemption from school if the child is turning six at any point during the school year.

Exemption from school

- Children who turn six at any time during the kindergarten year, including children attending a second year of funded kindergarten, must be exempted from attending school.
- We advise parents to apply for an exemption before the child starts kindergarten by submitting an Exemption from school due to attendance in kindergarten program form to the appropriate Departmental regional office by 1 November in the year prior to the child turning six.
- Families must present the service with the approved exemption form.
- Nominated supervisor will note that it has been sighted on the child's enrolment record for later reporting through the annual confirmation process.

Transition learning and development statement

It is a kindergarten funding requirement that every child transitioning to school has a Transition Learning and Development Statement. A child's Transition Learning and Development Statement summarises their abilities as they start school and identifies their individual approaches to learning. It is passed on to the child's future school.

- Summarises a child's learning and development.
- Identifies their individual approaches to learning and their interests.
- Indicates how the child can be supported to continue learning.

A copy of each child's completed Transition Learning and Development Statement will be provided to each child's family.

Each family has the option to opt out of the Transition Learning and Development Statement being shared with the school that the child will be attending. Please discuss this situation with the Early Childhood Teacher in your child's room if you do not want relevant information shared with the child's school.

If you haven't opted out of the Transition Learning and Development Statement being shared, it will be shared with the school on a choice of the following ways:

- Emailed via secure mail to the school.
- Online via the insight assessment platform (IAP)
- In hard copy

Enrolment process

Children currently enrolled at our service who are eligible for kindergarten program will be advised by the Nominated supervisor prior to the commencement of the year regarding their place in the program. Families will be advised through our normal re enrolment process that takes place within the service. A letter of re-enrolment will be sent out to all families who will advise of any change of days etc and once all information is collated by the Nominated supervisor families will be advised of placement in kindergarten room.

Waitlist procedure

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Our service keeps a record of every enquiry made at the service. Parents who don't meet priority criteria and are unable to be offered a space immediately will be placed on the waitlist and we will communicate regularly and provide you with feedback as per the progression of your enrolment status.

Letter of offer

Children can only be enrolled in one funded kindergarten program at any one time. We request that parent/guardians sign a **one funded place declaration** which will be made available to you on enrolment.

Once a position is made available a letter of offer will be presented to each new and existing enrolment prior to enrolment.

If a family chooses to decline their enrolment offer and has not commenced in the program, a place at the same service will be offered as a priority in the next years allocation.

Enrolment information

Student Family Occupation and Education (SFOE) is collected from families during the enrolment documentation. From 2018 DET is requiring services to collect the occupation and education details from the parents/guardians of all children enrolling in a funded kindergarten program. This is the same information that parents/guardians currently provide when their children reach school. Occupation and education information will be used to determine the amount of additional school readiness funding that individual services will receive. Families' information will be gathered as a part of the requirement for kindergarten funding. All information required for this will be on our enrolment record and we ask that you complete the information required with accuracy. Any information received by the service will be kept in the strictest confidence as per our *Privacy and Confidentiality Policy*.

Fee payments

- Our service does not charge an enrolment fee or take a bond.
- Fees are charged for each session of care and vary depending on the age of the child in care and the family's eligibility for Child Care Subsidy (CCS).
- CCS is paid directly to the service, and this is used as a fee reduction (visible on a family's statement).
- Families are required to pay the difference between the fee charged and the subsidy amount, commonly referred to as the Gap amount.
- Full fees are payable until Child Care Subsidy (CCS) confirmation is received by the service. It is the family's responsibility to ensure they have completed all obligations by the Federal Government in meeting the eligibility criteria for CCS.
- Payment will be made during the first week of attendance which will take the week attending plus two weeks in advance. This may be charged at full price if your CCS has not applied.
- This first payment will be applied through the DIRECT DEBIT system only – you have a choice of taking this payment from a bank account or a credit card.
- Fees must be two (2) weeks in advance at all times.

Subsequently fees will be charged weekly after the initial payment and if fees remain up to date (2 weeks in advance) and CCS is applying, then the weekly amount will be the family's gap amount commitment.

A dated receipt will be provided for each payment via email every week. Please contact the service if you do not receive a statement to ensure we have the correct email address.

Fees are to be paid weekly through the direct debit system. Payment days are Wednesday, Thursday and Friday only.

Overdue fees

The Nominated Supervisor is responsible for following up of family accounts and checking that all fees are paid, and that CCS is applying to family's accounts.

Any family account that falls behind by one week will receive a friendly fee reminder letter from the nominated supervisor requesting for the outstanding monies to be paid.

This reminder may be issued by one or more of the following methods:

- A reminder on the weekly statement issued to the family.
- Phone call
- Email
- Face to face conversation

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- Families must acknowledge this communication to avoid further debt follow up procedures.
- If no follow up payment is received by the end of that week a second debt letter will be issued.
- Any further breach of non-payment after the 2nd week of missed payments will incur a final debt payment letter and may result in your child's position at the service being suspended or ceased until all payments are completed.
- Further to the above, any failure to communicate with the Nominated supervisor or failure to pay the account will result in all debts being sent on to the company's debt collection agency and any costs incurred will be passed on to the family.
- We encourage families to communicate with the Nominated supervisor if they are experiencing any difficulty in meeting payments. We have options to support families such as Payment plans. Therefore, we encourage you to make an appointment to speak to the Nominated supervisor so that we can work together to support you.
- Further financial support for vulnerable children and children at risk can be applied for through Services Australia through their Additional Child Care Subsidy Scheme.

Continuous Improvement

We are dedicated to the ongoing improvement of our practices and procedures through the following actions:

- Conducting regular reviews and updates of this policy with all stakeholders.
- Actively seeking feedback from children, families, and staff members.
- Providing targeted skill development and training for staff when areas for improvement are identified or when gaps in policy and procedure implementation are observed.

Each member of the team plays an important role in the implementation of each policies guidelines, and they are outlined as below but not limited to the following:

The Approved Provider

- Will ensure that obligations under the Education and Care Services National Law and National Regulations are met.
- Ensure they take reasonable steps to ensure that the nominated supervisor, educators, staff and volunteers follow the policy and procedures.
- Ensure they provide the nominated supervisor, educators, staff and volunteers the documentation to perform their role, follow policy, procedure, and document according to regulatory and service requirements.
- Will ensure that adequate induction process is provided to all staff to ensure they have time to read and understand policies and procedures and seek further information if unsure.
- Ensure that the nominated supervisor and staff are equipped with ongoing professional development and training they require to comply with this policy.
- Will encourage feedback from stakeholders regarding the policy's effectiveness, particularly in relation to identifying and responding to child safety concerns.
- Ensure the policy is kept up to date with current legislation, research and best practice.

The Nominated Supervisor

- They display the current Kindergarten Program Certificate and Kindergarten Tick.
- Provide information promoting the Kindergarten Fee Subsidy and Early Start Kindergarten to all families who attend our services.
- They display operating times and name(s) of the qualified teachers delivering the program. Families will be given times of program on enrolment.
- Inform families when the teacher delivering the program is sick or absent and a replacement teacher cannot be found. Families will be informed that an activity group is being delivered instead.
- Obtain evidence that the child is fully vaccinated for their age and is immunised in accordance with a recognised catch-up schedule if the child has fallen behind with their vaccinations.
- They adhere to the policy and be fully aware of priority criteria when enrolling children in the kindergarten program.
- They allow families who are currently enrolled to have an opportunity to understand and be given information regarding kindergarten program through Kindergarten Information sessions.

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	<ul style="list-style-type: none"> • That the Child Safe Standards as described in the Child Safe Environments Policy is provided to all parents/guardians in the service, including those whose children are enrolled in the Kindergarten programs. ▪ Will adhere to and implement the obligations under the Education and Care Services National Law and National Regulations. ▪ Ensure they take reasonable steps to ensure that the educators, staff and volunteers follow the policy and procedures. ▪ Ensure they provide the educators, staff and volunteers the documentation to perform their role, follow policy and procedure and ensure they are checking the documentation according to regulatory and service requirements. ▪ Ensure that a rigorous recruitment process is completed, and a thorough induction process is provided to all staff to ensure they have time to read and understand policies and procedures and seek further information if unsure. ▪ Ensure that the staff are supported with ongoing professional development and training they require to comply with this policy. ▪ Will encourage feedback from stakeholders and staff regarding the policy's effectiveness, particularly in relation to identifying and responding to child safety concerns. ▪ Ensure the policy is kept up to date with current legislation, research and best practice. ▪ Conduct regular staff meetings to address policy compliance with legislation, policy implementation, changes to policy and or collect feedback for annual review of policy. <p>Educators</p> <ul style="list-style-type: none"> ▪ Will adhere to and implement the obligations under the Education and Care Services National Law and National Regulations. ▪ Ensure they take reasonable steps to follow the service policy and procedures and seek advice or further support if unsure. ▪ Ensure they complete and document any related records regarding the implementation of this policy and practice requirements of the service. ▪ Will attend any ongoing professional development, staff meetings and training they require to comply with this policy and practice requirements of the service. ▪ Will provide feedback to the nominated supervisor or approved provider regarding the policy's effectiveness, particularly in relation to identifying and responding to child safety concerns. ▪ Will provide feedback regarding policy review when required. <p>Families</p> <ul style="list-style-type: none"> ▪ We expect that families are familiar with this policy and adhere to the procedures relating to the policy. ▪ Ensure that any issues regarding their account are discussed with the nominated supervisor. ▪ Ensure funds are available to meet the fee gap amount each week. ▪ Be aware that failure to pay account according to payment of fees policy may result in cancellation of care.
REGULATION IMPLEMENTATION	The following procedures outline and support all stakeholders to understand and implement the regulatory guidelines of this policy.
In regard to regulation 168- Education and care service must have policies and procedures.	<p>Approved Provider will</p> <ul style="list-style-type: none"> ▪ Ensure that obligations under the Education and Care Services National Law and National Regulations are met. ▪ Ensure they take reasonable steps to ensure that the policy and procedures are current, reviewed regularly and communicated to educators, staff and stakeholders. ▪ Take reasonable steps to inform and support educators and staff regarding their responsibilities in implementing the policy and procedures at all times. ▪ Take reasonable steps to ensure that nominated supervisor, educators, staff and volunteers follow the policy and procedures. ▪ Ensure copies of the policy and procedures are readily accessible to nominated supervisor, educators, staff, stakeholders and volunteers and are available for inspection. ▪ Will notify families at least 14 days before changing the policy or procedures if the changes will: <ul style="list-style-type: none"> ▪ 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.

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	<ul style="list-style-type: none"> Ensure policies and procedures regarding regulatory requirements are in place at the service. Ensure that a suitable Nominated supervisor is in place and will monitor practices and procedures relating to all policies in the service. Ensure policies and procedures are reviewed at least annually and changes are made if required prior to this review. Ensure all stakeholders are involved in the review. <p>Ensure the service is conducive to a child safe environment and guidelines set out in the policy and procedure are clearly outlined.</p>
In regard to regulation 170- Policies and procedures to be followed.	<p>Approved Provider will</p> <ul style="list-style-type: none"> Ensure that all staff and volunteers are made aware of Regulatory policies and procedures by ensuring that this forms a part of the induction process. Ensure probationary reviews will be conducted once new staff are appointed at the 3- month and 6-month mark to ensure that they are following policy and procedure and to review and revise regulatory policies. Ensure staff meetings will be conducted on a regular basis to allow for review of policy and procedure and further training and revision of procedural practices in relation to policy and procedure. Ensure annual review and revision of policies and procedures will be conducted, and all educators will be given the opportunity for input.
In regard to Regulation 171- Policies and procedures to be kept available.	<p>Approved Provider will</p> <ul style="list-style-type: none"> Ensure that policies and procedures are available to all staff and the location and availability will form a part of the induction process. Ensure policies will be available on request for all staff members to have access when required. Ensure policies will be available when required for staff members to download copies and/or print out if required in order to complete assignments or to form part of their research and/ or update their knowledge. Ensure policies will be available for all stakeholders when requested and when updating.
In regard to Regulation 172- Notification of change to policies or procedures	<p>Approved Provider will</p> <ul style="list-style-type: none"> Ensure staff meetings will be conducted on a regular basis to allow for review of policy and procedure, provide further training and allow for input if required in relation to policy and procedure. Ensure stakeholders will be invited to provide feedback for policies and procedures at any time, not just on annual review but will also be invited to add feedback at review time or after an event that may require change to policy or procedure. Policies and procedures will be emailed or put on display in the foyer for stakeholders to have the ability to provide feedback. Feedback will be considered from stakeholders and educators and may result in a change in policy. Policy and procedure may be changed at any time if there has been an incident in the service that has required a change to be implemented for the safety and health of children and or educators. In the event of a change to a policy after feedback or a situation that occurs, we will provide 14 days' notice to all stakeholders before the change takes effect.
KEY TERMS	<ul style="list-style-type: none"> 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. Stakeholder - a person or group of people who have an interest in a business, a person such as an employee or customer. They have a sense of responsibility toward it and an interest in its success.
WE GRATEFULLY ACKNOWLEDGE THE FOLLOWING SOURCES	<ul style="list-style-type: none"> Australian Children’s Education & Care Quality Authority. ACECQA Australian Government Services Australia. (2021). Child Care Subsidy. Child Safe Standards https://providers.dffh.vic.gov.au/child-safe-standards Code of Ethics Education and Care Services National Law Act 2010. Education and Care Services National Regulations.

Policy Name	VICTORIA – KINDERGARTEN ENROLMENT POLICY			Policy Version	V.1
Owner	Fishbowl Service Support Pty Ltd				
Policy published	February 2025	Last review date	February 2025	Next review date	February 2026
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- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations.
 - Guide to the National Quality Framework.
 - Kindergarten Funding Guide
 - National Quality Standard.
 - Transition learning and development statements
 - United Convention on the Rights of the Child
 - Victoria State Government
 - Victorian Early Years Learning and Development Framework
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