

# Cootamundra Preschool Incorporated

351 Parker Street  
PO Box 354  
Cootamundra NSW 2590  
Telephone: (02) 6942 2276  
Facsimile: (02) 6942 1115

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## 4.5 Orientation to Preschool and Orientation to School Policy

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## Aims

The Cootamundra Preschool acknowledges the importance of providing families and children with the guidance and support they need so as to make the transition firstly to preschool, and then to school, a positive experience. To that end the centre will:

1. Ensure all children and parents are supported in making a successful transition to the centre. This process will be flexible and therefore orientated to individual child/family needs as much as practicable
2. Provide, in the latter part of the year, family based 'orientation to primary school' strategies to support both children and parents regarding children's transition to formal schooling

## Legislative Requirements

Education and Care Services National Regulations 2011  
Children (Education and Care National Law Application) Act 2010

## Who Is Affected By This Policy?

Children  
Families  
Staff  
Community  
Visitors  
Management

## Relevant Early Childhood Professional Standards

Early Childhood Code of Ethics:	I-1, I-2, I-5 to I.8, I-10, II-1 to II-10, IV-6
Early Years Learning Framework:	All EYLF Outcomes are relevant to children's orientation to preschool
Education & Care Services Australian National Regulations:	157, 177, 168
National Quality Framework:	All NQF Quality Areas are relevant to children's orientation to preschool, 6.3 6.4 (re transition to primary school)

## Sources/References

Early Years Learning Framework, Belonging, Being and Becoming, Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments, 2009.

National Quality Framework, Australians Children's Education and Care Quality Authority 2017

Children's Services Regulations 2004

Children's Services Amendments Regulation 2010

Early Childhood Australia: School Readiness & Related Links:

Date reviewed by staff: December 2012

Date reviewed by committee: December 2012

Next review date: December 2016

[http://www.earlychildhoodaustralia.org/au/learning\\_about\\_children\\_3+9\\_years/preschoolers\\_school\\_readingess.html](http://www.earlychildhoodaustralia.org/au/learning_about_children_3+9_years/preschoolers_school_readingess.html)

(Retrieved January 2012)

Melhuish, E. (2001). Preschool Matters. *Science*, 333. p299-300.

NSW Dept Education & Training: Welcome to Preschool: A Family Guide

<http://www.schoolsnsw.edu.au/media/downloads/schoolsweb/gotoschool/yr2010/familyguide.pdf>

(Retrieved January 2012)

Walker, K. (n.d.) Effective transition between preschool and school. Kidsafe Australia:

<http://www.kidsafe.com.au/Page.aspx?ID=1195> (Retrieved January 2012)

## Procedures

### **1. Orientation to preschool procedures**

Once a child has been notified of acceptance at Cootamundra Preschool the Director will ensure that:

**1.1** A visit to the centre will be organised for the child and parent/s. If the centre does not have a group in attendance, it will nonetheless be set up so as to be appealing and inviting to the child visiting. Visiting families will be encouraged to ask questions and the Director will also relay some basic information about the centre. Parents will not however need to be overloaded with information during this visit, as the Director will provide a more specific information exchange at the initial interview.

**1.2** All parents will attend a one to one initial interview with the Teacher with or without their child present. The Teacher will use this interview to inform the parent/s of how the centre functions, the session times their child will be attending, the nature of the educational program plus all other aspects of centre life that will affect themselves and their child, e.g. lunch and snack foods, rest/sleep components in an all day program, OH&S issues such as sun safety, medical/health matters including the administering of medication, immunisation, the need for children to be casually dressed for active play, etc. for more details see the centre's 'Initial Enrolment Interview Checklist'

**1.3** The parent/s or guardian/s will be encouraged to use this interview as an opportunity to discuss any differing or special needs their child may have with the Teacher and will be asked by the Teacher for any information on this matter. It is at this meeting that the Teacher and parent/s will agree to a medical emergency plan should the child concerned be at risk of anaphylaxis reactions, asthma attacks etc. As soon after this interview as is practicable the Teacher will have this emergency plan drawn up for signing and dating by both parties. The medication permission form will also be signed by the parents

**1.4** In cases where parents are separated but still share custody of their child, the Teacher will inform them of the centre's procedures regarding shared access in relation to the dropping off and collecting of children at the end of each session (see 'Arrival & Departure Policy'). Any other matters that are sensitive in nature, such as the child's medical needs or Court Orders, will also be discussed privately with the Teacher at this time

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Next review date: December 2016

**1.5** All the required family and child documentation must be completed, signed if necessary and held by the Director before a new child can commence at this preschool. This ensures that information pertaining to the best possible conditions for the health and safety of each child (including any special needs) is in place before the child commences

**1.6** The Service's 'transition to preschool' program may well vary from year to year depending on the profile of the families and children commencing at the centre. Hence it is not considered appropriate that this policy dictate specific practices. The transition to preschool program will however be flexible enough to acknowledge the individual needs of children, involve their parents, involve the child visiting the preschool before he/she commences and if necessary, occur over time so as to ease each child's transition

## **2. Orientation to school procedures**

In the latter part of the year, the Educators will use both formal and informal means to provide parents with (1) information in relation to the local primary schools, (2) various kinds of support and information for parents and children in relation to school transition, and (3) confidential support for parents in relation to the likely needs of their own child as they initially adapt to formal schooling. As with Procedure 1 above 'Orientation to Preschool', the ways in which this will occur are expected to vary from year to year, depending on the particular needs of families. Therefore the centre's transition to school strategies could include all or several of the following:

**2.1** An initial visit/s to a local school

**2.2** Invitations to local kindergarten teachers to visit the preschool and meet their prospective students on the child's 'home ground'

**2.3** The holding of an information night for preschool parents which may/may not include kindergarten teachers from the local school/s

**2.4** The educational program will be used to orientate children to the school setting e.g. props in the dramatic play area, books and songs that are school themed, pre-writing skills will be actively fostered etc

**2.5** Routine times at the centre will be used to foster greater physical independence and some routines may become more 'school-like' e.g. the use of lunch boxes and drinks will be more etc

**The Director will ensure that this policy is maintained and implemented at all times**