

Enrolment and Orientation – Kindergarten

Quality Area 6 | Version 1.1

PURPOSE

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

- enrolling a child at NERPSA
- the orientation of new families and children into NERPSA
- ensuring compliance with Victorian and national legislation, including disability discrimination, anti-discrimination, human rights laws, No Jab No Play and Department of Education (DE) Kindergarten Funding Guide.
- ensuring access to participation, especially for vulnerable and disadvantaged children
- ensuring early entry applicants (this includes children younger than three years and children younger than four years old on 30 April in the year they will attend kindergarten) are given equitable access to enrolment.
- adhering to DE priority of access requirements for both three and four-year-old children

POLICY STATEMENT

VALUES

NERPSA is committed to:

- families feeling respected, safe and supported during the enrolment process
- ensuring families who may experience barriers to accessing kindergarten are proactively engaged
- being flexible and catering for unique family circumstances and needs
- being transparent in the process and allocation of places through consistent communication and information sharing
- ensuring the registration, allocation and enrolment process is simple to understand, follow and implement
- maintaining confidentiality in relation to all information provided for enrolment
- promoting fair and equitable access to kindergarten programs, including those who face barriers to participation
- enrolling Early Start Kindergarten (*refer to Definitions*) eligible children into full 15 hours of kindergarten program

SCOPE

This policy applies to the approved provider, persons with management or control, nominated supervisor, persons in day-to-day charge, early childhood teachers, educators, staff, students, volunteers, parents/guardians, children and others attending the programs and activities of NERPSA, including during offsite excursions and activities.

| 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 |
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| 1. Applying the Priority of Access criteria to funded programs at NERPSA, as described in the Department of Education's [DE] The Kindergarten Funding Guide (refer to Attachment 1) | R | ✓ | ✓ | | |
| 2. Providing a free kindergarten program to children who turn four years of age by 30 April in the year they will attending, that is delivered by a qualified early childhood teacher, and offering at least: <ul style="list-style-type: none"> Up to 30 hours per week for 40 weeks of the year, or Up to 1200 hours per year | R | | | | |
| 3. Providing a free kindergarten program to children who turn three years of age by 30 April in the year they will attending, that is delivered by a qualified early childhood teacher and offering between 5 to 15 hours a week or 200 to 600 hours a year | R | | | | |
| 4. Providing communication to families explaining how they can only access one funded kindergarten program per child, per year. | R | ✓ | | | |
| 5. Communicating to families the days and times the service will operate, planned closures (including public holidays and child-free days), details of any planned alternative sessions, and unplanned teacher absences or emergency situations | R | | | | |

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| 6. Communicating and providing advice to families regarding the best time to commence kindergarten for children born between January and April | ✓ | ✓ | ✓ | | |
| 1. Supporting inclusion and access through specific funding streams (for eligible families): <ul style="list-style-type: none"> • Early Start Kindergarten (<i>refer to Definitions</i>) • Early Start Kindergarten extension grants (<i>refer to Definitions</i>) • Access to Early Learning (<i>refer to Definitions</i>) • Additional year of funded kindergarten (<i>refer to Definitions</i>) | R | ✓ | ✓ | | |
| 7. Supporting families whose children may be eligible for early entry to kindergarten or late entry to kindergarten and school exemption | ✓ | ✓ | ✓ | | |
| 8. Receiving written confirmation from families confirming they are attending one funded kindergarten program per child, per year | R | ✓ | | ✓ | |
| 9. Considering any barriers to access that may exist, developing procedures that ensure all eligible families are aware of, and are able to access a kindergarten program | R | ✓ | ✓ | | |
| 10. Working with the families to obtain an alternate form of identification if a birth certificate or other official documentation is not available | R | ✓ | | | |
| 11. Complying with the <i>Inclusion and Equity Policy</i> | R | R | ✓ | ✓ | ✓ |
| 12. Ensuring the collection of accurate, consistent and timely kindergarten data, to monitor and proactively manage capacity, utilisation of services and to meet School Readiness Funding requirements | R | R | | | |

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| <p>13. Ensuring families have access to:</p> <ul style="list-style-type: none"> • <i>Parent information handbook</i> • <i>Child Safe Environment and Wellbeing Policy and/or Statement of Commitment to Child Safety</i> • <i>Fees Policy</i> • <i>Privacy Statement</i> • <i>Code of Conduct Policy</i> • <i>Acceptance and Refusal of Authorisations</i> • <i>Dealing With Medical Conditions</i> • <i>Incident, Injury, Trauma and Illness</i> | R | ✓ | ✓ | | |
| 14. Appointing a person to be responsible for the enrolment process and the day-to-day implementation of this policy | R | | | | |
| 15. Responding to enrolment enquiries on a day-to-day basis and referring people to the person responsible for the enrolment process as required | ✓ | ✓ | ✓ | | |
| 16. Where applicable; considering access and inclusion for children experiencing vulnerability/disadvantage in the allocation of places at the service (<i>refer to Attachment 1</i>) | R | ✓ | | | |
| 17. Where applicable, providing families with consistent and transparent communication on waitlist management processes | R | ✓ | | | |
| 18. Complying with the service's <i>Privacy and Confidentiality Policy</i> in relation to the collection and management of a child's enrolment information | R | R | R | ✓ | ✓ |
| 19. Providing opportunities for interested families to attend the open days to observe the program and become familiar with the service prior to their child commencing in the program | ✓ | ✓ | ✓ | | |
| 20. Seeking information from parents about any specific health care need, allergy or medical condition, including whether a medical practitioner has been consulted in | R | ✓ | ✓ | ✓ | |

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| relation to a specific health care need, allergy or relevant medical condition | | | | | |
| 21. Ensuring that medical management plan has been provided and that the risk minimisation plan has been developed and both documents are kept in the child's enrolment records | R | ✓ | ✓ | ✓ | |
| 22. Providing 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 | | | | ✓ | |
| 23. Assessing the child's immunisation documentation as defined by the Immunisation Enrolment Toolkit (<i>refer to Sources</i>) for early childhood education and care services prior to enrolment to determine if the child's vaccination status complies with requirements or whether the child is eligible for the 16-week support period (<i>refer to Definitions</i>) | R | ✓ | ✓ | | |
| 24. Ensuring that only children whose AIR Immunisation History Statements (<i>refer to Definitions</i>) have been assessed as being acceptable or who are eligible for the support period (<i>refer to Definitions</i>) have confirmed places in the program | R | ✓ | ✓ | | |
| 25. Advising parents/guardians who do not have an AIR Immunisation History Statement (<i>refer to Definitions</i>) and who are not eligible for the support period that their children are not able to attend the service and referring them to immunisation services | R | ✓ | ✓ | | |
| 26. Taking reasonable steps to obtain an up-to-date AIR Immunisation History Statement (<i>refer to Definitions</i>) from a parent/guardian of a child enrolled under a support period within 16 weeks from when the child begins attending (Note: the child | R | ✓ | ✓ | | |

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| can continue to attend the service if acceptable immunisation documentation is not obtained). | | | | | |
| 27. Completing the enrolment record prior to their child's commencement at the service and providing all associated enrolment documents and AIR Immunisation History Statement (<i>refer to Definitions</i>) of their child's immunisation status | | | | ✓ | |
| 28. Where a child is eligible for the 16 weeks support period, ensuring that the child's immunisations are updated in line with the schedule and providing an up-to-date AIR Immunisation History Statement (<i>refer to Definitions</i>) to the service | | | | ✓ | |
| 29. Taking reasonable steps to obtain an up-to-date AIR Immunisation History Statement (<i>refer to Definitions</i>) from all parents/guardians after enrolment, timing reminders to comply with the maximum seven-month interval (<i>Public Health and Wellbeing Regulations 2019 107, Public Health and Wellbeing Act 2008 Section 143E</i>) | R | ✓ | ✓ | | |
| 30. Ensuring all authorised nominees (<i>refer to Definitions</i>) have been completed on the enrolment record (<i>refer to Definitions</i>) (<i>Regulations 160 and 161</i>) as well as authorisations from parents relating to medical treatment, regular outings, health information and transportation | R | ✓ | | ✓ | |
| 31. Ensuring that the enrolment record (<i>refer to Definitions</i>) both digital and/or hard copy complies with the requirements of <i>Regulations 160, 161, 162</i> and that it effectively meets the management requirements of the service | R | ✓ | ✓ | | |
| 32. Ensuring that enrolment record (<i>refer to Definitions</i>) is kept up to date if family circumstances change, and that services are made aware if they become eligible for | R | ✓ | ✓ | ✓ | ✓ |

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| additional funding as a result of changed circumstances | | | | | |
| 33. Ensuring that enrolment records (<i>refer to Definitions</i>) are kept confidential (<i>Regulations 181, 182</i>) are stored in a safe and secure place, and kept for three years after the last date on which the child was educated and cared for by the service (<i>Regulation 183 (1a) (2d)</i>) | R | ✓ | ✓ | | |
| 34. 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. | R | ✓ | ✓ | | |
| 35. Reviewing the orientation processes for new families and children to ensure the objectives of this policy are met | R | ✓ | ✓ | ✓ | |
| 36. 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 (<i>Regulation 157</i>), 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 <i>National Law: Section 167</i> | R | R | ✓ | ✓ | ✓ |
| 37. Taking reasonable steps to contact non-attending families prior to the cancellation of their enrolment | ✓ | ✓ | ✓ | | |
| 38. Reviewing enrolment applications to identify children with additional needs (<i>refer to Definitions</i> and the <i>Inclusion and Equity Policy</i>) | ✓ | ✓ | ✓ | | |
| 39. Encouraging parents/guardians to: <ul style="list-style-type: none"> stay with their child as long as required during the orientation period | ✓ | ✓ | ✓ | ✓ | |

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| <ul style="list-style-type: none"> make contact with educators at the service, when required | | | | | |
| 40. Assisting parents/guardians to develop and maintain a routine for saying goodbye to their child | ✓ | ✓ | ✓ | ✓ | |
| 41. Sharing information with parents/guardians concerning their child's progress with regard to settling into the service | ✓ | ✓ | ✓ | ✓ | |
| 42. Discussing support services for children with parents/guardians, where required such as Pre School Field Officer, Early Intervention Programs, and Maternal Health Services | ✓ | ✓ | ✓ | ✓ | |
| 43. Developing strategies to assist new families to: <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 | ✓ | ✓ | ✓ | ✓ | |
| 44. Reading and complying with this <i>Enrolment and Orientation Policy</i> | R | R | R | ✓ | ✓ |
| 45. Updating information by notifying the service of any changes as they occur, for example obtaining or the cancellation of a Health Care Card; if the child or family becomes known to Child Protection | | | | ✓ | |
| 46. Notifying NERPSA in writing if they wish to cancel their enrolment. | | | | ✓ | |

PROCEDURES

General Orientation Procedures

The time required for orientation and settling in will vary for each child and their family, therefore it is important to be flexible and individualise orientation for each family.

- Offer families the opportunity to visit the service at different times during the day/session, this allows the child and their family to become familiar with the various routines of the service
- Provide reassurance to the family that they may stay with their child for as long as they choose during orientation period
- Provide the family with suggestions for developing and maintaining a routine for saying goodbye to their child
- Reassure the family:
 - they can leave their child initially for a shorter day, gradually increasing the length of time
 - they may call and speak to their child's early childhood teacher or educator(s) at an agreed time
 - the early childhood teacher/educators will keep them informed on how their child is settling in
 - they will be informed about any changes or circumstances which may affect them or their child.
- Further considerations may include but are not limited to:
 - send an email during the day to update the family on their child including a photo of the child (if the child has settled in) (*refer to the Safe Use of Digital Technologies and Online Environments Policy*). **Note:** For children in out-of-home care, the educator may need to seek permission from Child Protection before taking and distributing photos of the child
 - asking the family how they have settled in and if they have any questions or concerns.

BACKGROUND AND LEGISLATION

BACKGROUND

The *Education and Care Services National Regulations 2011* require approved services to have a policy and procedures in place in relation to enrolment and orientation (*Regulation 168(2) (k)*). All eligible Victorian children (*refer to Definitions*) will have access to two years of Kinder before commencing school. From 2025, Four-Year-Old Kindergarten will gradually transition to Pre-Prep, with programs across Victoria increasing from 15 to 30 hours each week. Led by qualified teachers, Pre-Prep will give 4-year-old children greater opportunities to socialise and learn through play. Pre-Prep will be delivered through standalone (sessional) kindergartens and long day care centres.

By 2036, all children across Victoria will have access to 1,800 hours of funded kindergarten before school, including 600 hours of Three-Year-Old Kindergarten and 1,200 hours of Pre-Prep. Both Pre-Prep and Three-Year-Old Kinder are part of the Free Kinder program.

Where demand is higher than availability, approved providers must adhere to their eligibility and DE Priority of Access criteria (*refer to Definitions and Attachment 1*) in order to allocate the

available places. The criteria used to determine the allocation of places takes account of the requirements set out in DE Kindergarten Funding Guide (*refer to Sources*), the service's philosophy, values and beliefs, and the provisions of the *Equal Opportunity Act 2010*. The Victorian Government requires funded organisations to ensure that their policies and procedures promote equal opportunity for all children. Services participating in a central registration and enrolment scheme are required to comply with the registration and/or enrolment procedures of that scheme.

Immunisations are an effective means of reducing the risk of vaccine preventable diseases. Early childhood education and care services which are regulated under the *Education and Care Services National Law Act 2010 and Education and Care Services National Regulations 2011* have legislative responsibilities under the *Public Health and Wellbeing Act 2008* to only offer a confirmed place in their programs to children with an Australian Immunisation Register (AIR) Immunisation History Statement (*refer to Definitions*).

LEGISLATION AND STANDARDS

Relevant legislation and standards include but are not limited to:

- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Children, Youth and Families Act 2005 (Vic)
- Child Wellbeing and Safety 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, 168, 170, 171, 177, 181, 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)
- Public Health and Wellbeing Regulations 2019 (Vic)
- Sex Discrimination Act 1984 (Cth)

The most current amendments to listed legislation can be found at:

- Victorian Legislation – Victorian Law Today: www.legislation.vic.gov.au
- Commonwealth Legislation – Federal Register of Legislation: www.legislation.gov.au

DEFINITIONS

The terms defined in this section relate specifically to this policy. For regularly used terms e.g. approved provider, nominated supervisor, notifiable complaints, serious incidents, duty of care, etc. refer to the Definitions file.

Access to Early Learning (AEL): is an early intervention program for a child who is at least three years old on April 30th in the year of enrolment. It aims to provide intensive support to eligible families with multiple and complex needs, assisting them to access universal kindergarten programs.

Australian Immunisation Register (AIR) Immunisation History Statement: The AIR is a national register administered by Medicare that records all vaccinations given in Australia, including to children. In the case of medical contraindication, an authorised medical practitioner completes and signs a Medical Exemption Form and supplies it to the AIR (previous forms of documentation, for example a letter from a GP or local council, are no longer acceptable).

Authorised nominee: (In relation to this policy) is a person who has been given written authority by the parents/guardians of a child to collect that child from the education and care service. These details will be on the child's enrolment form.

Children/families experiencing vulnerability and/or disadvantage (in relation to this policy): children are vulnerable if the capacity of parents and family to effectively care, protect and provide for their long-term development and wellbeing is limited. Some factors which may contribute to a child experiencing vulnerability include: a child with a disability; living in a family with a low income, or one which is experiencing problems with housing, domestic violence, substance abuse, or mental health; known to child protection; in statutory out-of-home care; Aboriginal and/or Torres Strait Islander, having a culturally and linguistically diverse background; having a young or sole parent, or a parent with a disability (adapted from the Kindergarten Funding Guide).

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 Inclusion and Equity Policy*) (*refer to Children/families experiencing vulnerability and/or disadvantage Definition*).

Early Start Kindergarten (ESK): Early Start Kindergarten provides eligible children with 15 hours of kindergarten each week led by a qualified Victorian Institute of Teaching (VIT) registered teacher. ESK is available to children who are at least three years old by 30 April in the year they are enrolled to attend the program and are:

- from a refugee or asylum seeker background, or
- Aboriginal and/or Torres Strait Islander, or
- the family have had contact with child protection.

These children can also access year-before-school kindergarten through the ESK Extension Grant regardless of whether they have accessed ESK in the previous year.

Eligible child: as defined by the Victorian DE Kindergarten Funding Guide:

- a child who is at least four years old on 30 April in the year of attendance; enrolled for at least 15 hours per week or 600 hours per year in a Four-Year-Old Kindergarten; and not enrolled at a funded kindergarten program at another service
- a child who is at least three years old on 30 April in the year of attendance and is enrolled in a funded Three-Year-Old Kindergarten for a minimum of 5 hours per week
- any child that is enrolled in an early childhood and education and care service must have an AIR Immunisation History Statement that indicates that the child is fully vaccinated for their age or who qualifies for the 16-weeks support period

Enrolment record: the collection of documents which contains information on each child as required under the National Regulations (*Regulations 160, 161, 162*) including but not limited to parent details; emergency contacts; authorised nominee; transportation authorisations, details

of any court orders; and health information including immunisation status. Enrolment records are stored securely in the service due to their confidential nature.

Kindergarten registration form: The process of families providing initial information about their child to confirm their intention to enrol in kindergarten, administered by the Approved Provider (*refer to Definition*) or by the kindergarten service. This includes collection of basic contact information, kindergarten preferences and any other details that may inform prioritised allocation in kindergarten

Support period: allows specific categories of children of families experiencing vulnerability and disadvantage to enrol and attend the service without an AIR Immunisation History Statement (*refer to Definitions*) or when the statement is assessed as not being up to date. Services complete the support period eligibility form with families during enrolment and keep a copy with the child's enrolment record. The 16-week support period starts on the first day of the child's attendance at the service. During the support period, the service is required to take reasonable steps to obtain the AIR Immunisation History Statement (*refer to Definitions*) and to encourage families to access immunisation services.

Local Government Area (LGA): a geographic area governed by a local council or shire.

Priority of access: in instances where more eligible children apply for a place at a service than there are places available, the service must allocate places using the criteria outlined in the DE Kindergarten Funding Guide (*refer to Attachment 1 and Sources*).

Registration: The process of families and carers giving initial information about their child to confirm their intention to enrol in kindergarten, administered by the Approved Provider. This includes collection of basic contact information, kindergarten preferences and any other details that may inform prioritised allocation in kindergarten.

School Readiness Funding: funding provided by DE for programs and supports that builds the capacity of kindergarten services, educators and families to support children's learning and development outcomes.

Additional year of funded kindergarten: Eligibility for a second year of Four-Year-Old Kindergarten is determined by the child's early childhood teacher, if the child is observed as having developmental delays in at least 2 VEYLDF Learning and Development Outcomes and there is evidence to suggest the child will achieve better outcomes at kindergarten than if they go to school. From 2026, across Victoria, children who meet the eligibility requirements due to their learning or developmental needs can access an additional year of either, three-year-Old Kindergarten; or Pre-Prep (or Four-Year-Old Kindergarten for children not eligible for Pre-Prep), but not both.

SOURCES AND RELATED POLICIES

SOURCES

- Australian Childhood Immunisation Register: www.servicesaustralia.gov.au
- Australian Government Department of Health, National Immunisation Program Schedule: www.health.gov.au
- Department of Health, Immunisation enrolment toolkit for early childhood education and care service: www2.health.vic.gov.au
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011: www.acecqa.gov.au

- Guide to the National Quality Standard: www.acecqa.gov.au
- The Kindergarten Funding Guide (Victorian Department of Education): www.education.vic.gov.au

RELATED POLICIES

- Acceptance and Refusal of Authorisations
- Compliments and Complaints
- Dealing with Infectious Disease
- Dealing With Medical Conditions
- Delivery and Collection of Children
- Fees
- Incident, Injury, Trauma and Illness
- Inclusion and Equity
- Privacy and Confidentiality

EVALUATION

In order to assess whether the values and purposes of the policy have been achieved, the Approved Provider 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
- notifying all stakeholders affected by this policy 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

- Attachment 1: General Kindergarten Registration and Enrolment Procedures

AUTHORISATION

This policy was adopted by the approved provider of NERPSA on December 2025.

REVIEW DATE December 2026.

ATTACHMENT 1. GENERAL KINDERGARTEN REGISTRATION AND ENROLMENT PROCEDURES

Registration For a Place

- NERPSA will determine the period during which registrations are able to be received for offer of places in the funded kindergarten programs for the following year.
- A separate registration form must be completed for each child, and for each proposed year of attendance at the service.
- To facilitate the inclusion of all children into the program, the registration form should clearly identify any additional or specific needs of the child (*refer to Inclusion and Equity Policy*).
- Completed registration forms are to be forwarded to the NERPSA office.
- Access to completed registration forms will be restricted to the person responsible for the enrolment process and staff at the service, unless otherwise specified by NERPSA.
- Registrations will be entered on the waiting list using the eligibility and priority of access criteria.
- Registrations received after the closing date will be considered if there are available places, and after all other applicants have been offered a place, in line with the eligibility and priority of access criteria of NERPSA.

Offer Of Places

- Places will be offered via email to applicants in accordance with the eligibility and priority of access criteria of the service making clear that confirmation of places is not final until an up-to-date ACIR Immunisation History Statement has been received, assessed and found acceptable.
- NERPSA requires parents/guardians who have been offered a place to provide an up-to-date ACIR Immunisation History Statement for assessment two months prior to the child first attending the service in order that a confirmed place can be offered.
- Parents/guardians who do not have an up-to-date ACIR Immunisation History Statement and whose child is not eligible for the support period are unable to commence at a service until acceptable documentation is provided.
- Parents/guardians who do not wish to accept the offer of a place, or intend to withdraw their enrolment, are requested to notify NERPSA in writing as soon as possible.
- Where the individual service provides more than one funded kindergarten program, places within the programs will be allocated by the individual service after confirmation of acceptance of a place.

Eligibility And Priority of Access Criteria for Funded Kindergarten Programs

The following children are eligible for attendance in funded kindergarten programs:

- Children who turn three years of age by 30 April in the year they will attend funded three-year-old kindergarten (two years before they attend school). A child must have turned three before beginning to attend the service
- Children who turn four years of age by 30 April in the year they will attend funded four-year old kindergarten (one year before they attend school)
 - NOTE: For children born between 1 January and 30 April, parents have a choice about whether they commence school in the year they turn five, or in the following year when they turn six. They can therefore choose whether they commence four-year-old Kindergarten in the year they turn four or the year they turn five and three-year-old Kindergarten in the year they turn three or the year they turn four

- Children who have been granted approval to receive funding for a second year of funded kindergarten
- Children turning six years of age in their year at kindergarten who have been granted an exemption from school-entry age requirements by their regional office of the DE (Refer to DE Victorian Kindergarten policy, procedures and funding criteria)
- Children who are younger than the eligible age, but whose parents/guardians have submitted a written request for their child to attend school the following year to their regional office of the DE, or the non-government school their child will be attending (a copy of the written request and DE approval must be attached with the registration)
 - NOTE: Parents/guardians are to be advised that very few requests are approved by DE. If the child attends kindergarten early, but does not proceed on to school the following year, the child will be unable to access another year unless they are funded by DE for a second year
- Three-year-old Aboriginal and Torres Strait Islander children and children known to Child Protection have an ability to attend up to 15 hours a week of a funded early childhood program planned and delivered by a qualified early childhood teacher (Early Start Kindergarten program).

First priority of access is given to:

- Children at risk of abuse or neglect, including children in Out of Home Care
- Aboriginal and/or Torres Strait Islander children
- Asylum Seeker and Refugee Children
- Children with additional needs
- Children eligible for the Kindergarten Fee Subsidy
- Children with additional needs

Second priority of access is given to:

- Children who have received funding for an additional year of funded Kindergarten
- Children who have had siblings attend their preferred Kindergarten
- Children whose nearest kindergarten to their place of residence is a rural kindergarten (Glenrowan, Moyhu, Whorouly, Whitfield, and Chiltern will be given priority of access to that rural kindergarten).

Remaining places will be allocated by ballot.

Exceptional circumstances that require consideration beyond the eligibility and priority of access criteria should be made in writing and will be reviewed by NERPSA on a case-by-case basis.

NOTE: Priority of Access guidelines are to ensure that kindergarten programs are available to those children who stand to benefit the most from attending early education. In mixed age groups, guidelines will equally prioritise three and four-year-old children for first priority of access. Where programs for three- and four-year old children are provided separately, the priority of access criteria will be applied separately for each age cohort.

Immunisation Information

In order to be offered a place at a Kindergarten, Victorian legislation which commenced on January 1, 2016 requires that a child must be:

- Fully immunised or up-to-date according to the Immunisation Schedule Victoria; or
- On a catch-up vaccination schedule; or
- 2. Has a medical condition preventing them from being vaccinated.

An immunisation status certificate will be required to accompany the Registration Form in order for the enrolment to be considered. The required certificate from the Australian Childhood Immunisation Register (ACIR) can be requested at any time by contacting Medicare:

- Phone 1800 653 809
- Email acir@medicareaustralia.gov.au
- Visit the Medicare website
- Visit your local Medicare office

If the required certificate is unable to be provided, options will need to be discussed with NERPSA as to the enrolment registration. If a child's next vaccinations are due up to two months before kindergarten commences, a new immunisation status certificate is required to be provided to NERPSA before the child is able to commence.