



National Quality Standard Education and Care Services National Law and National Regulations	Associated department policy, procedure or guideline	Reference document(s) and/or advice from a recognised authority
<p><b>NQS: 4.1, 4.2</b></p> <p><b>Regulations: 135, 136, 149, 151</b></p>	<p>Leading and operating department preschool guidelines</p> <p><a href="#">Working with Children Check policy</a></p> <p><a href="#">Code of Conduct Teachers Handbook</a></p> <p><a href="#">Statement of duties – school learning support officer</a></p> <p><a href="#">Statement of duties – Aboriginal education officer</a></p>	<p><a href="#">Early Childhood Australia’s Code of Ethics</a></p> <p><a href="#">ACECQA qualification checker</a></p> <p><a href="#">ACECQA information sheet – Belonging, Being and Becoming for Educators [PDF 1,509 KB]</a></p> <p>ACECQA’s policy and procedures guidelines – <a href="#">Staffing</a></p>
<p><b>Responsibilities</b></p>		
<p><b>School principal</b></p>	<p>The principal as nominated supervisor, educational leader and responsible person holds primary responsibility for the preschool.</p> <p>The principal is responsible for ensuring:</p> <ul style="list-style-type: none"> <li>the preschool is compliant with legislative standards related to this procedure at all times</li> <li>all staff involved in the preschool are familiar with and implement this procedure</li> <li>all procedures are current and reviewed as part of a continuous cycle of self-assessment.</li> </ul> <p>These tasks may be delegated to other members of the preschool team, but the responsibility sits with the principal.</p>	
<p><b>Preschool supervisor</b></p>	<p>The preschool supervisor supports the principal in their role and is responsible for leading the review of this procedure through a process of self-assessment and critical reflection. This could include:</p> <ul style="list-style-type: none"> <li>analysing complaints, incidents or issues and the implications for updates to this procedure</li> <li>reflecting on how this procedure is informed by stakeholder feedback and relevant expert authorities</li> <li>planning and discussing ways to engage with families and communities, including how changes are communicated</li> <li>developing strategies to induct all staff when procedures are updated to ensure practice is embedded.</li> </ul>	



<p><b>Preschool teacher(s) and educator(s)</b></p>	<p>Preschool teachers and educators are responsible for working with the preschool leadership team to ensure:</p> <ul style="list-style-type: none"> <li>• all staff in the preschool and daily practices comply with this procedure</li> <li>• this procedure is stored in a way that it is accessible to all staff, families, visitors and volunteers</li> <li>• they are actively involved in the review of this procedure, as required, or at least annually</li> <li>• details of this procedure’s review are documented.</li> </ul>
<p>Procedure</p>	
<p><b>Staffing allocation and qualifications</b></p>	<ul style="list-style-type: none"> <li>• Each preschool class is staffed at all times by an early childhood teacher and Preschool (SLSO)</li> <li>• All preschool teachers and educators (ongoing, temporary, casual and relieving):             <ul style="list-style-type: none"> <li>— have a current, verified WWCC for paid work</li> <li>— approval to work in a department school</li> <li>— an ACECQA approved qualification (at least a Certificate 3 in the case of SLSOs and AEOs)</li> <li>— teachers are also accredited with <i>NSW Education Standards Authority</i> (NESA).</li> </ul> </li> <li>• The preschool receives a .2 (one day a week) staffing allocation to complete administrative tasks related to the preschool. These tasks include administration tasks including all expressions of interest and enrolment procedures. The tasks are determined and prioritized by the Principal and preschool Assistant Principal.</li> </ul>
<p><b>Continuity</b></p>	<ul style="list-style-type: none"> <li>• The preschool staffing roster ensures continuity of educators. The roster is developed by the Principal and school executive in consultation with preschool staff.</li> <li>• To demonstrate educator to child ratios are being met, the preschool maintains a daily record of which educators have been work directly with the children and when. All visitors to the preschool must sign-in prior to entry. These sheets are placed in the preschool entry.</li> </ul>
<p><b>Induction</b></p>	<ul style="list-style-type: none"> <li>• All staff receive an induction before they commence work in the preschool. It is the responsibility of the preschool staff or the principal (in the absence of all preschool staff) to provide a walkthrough of the preschool for any new staff working in the preschool space.</li> <li>• Additionally, the whole school undertakes a preschool induction session at the beginning of each school year and a refresher in Term 3 to ensure they are aware of procedures, policies, systems and processes when working in the preschool space. A sign in sheet is collected at these sessions and filed in the leadership and governance folder</li> </ul>
<p><b>Educator performance and professional learning</b></p>	<ul style="list-style-type: none"> <li>• All educators are familiar with <u>Early Childhood Australia’s Code of Ethics</u>.</li> <li>• All educators comply with the department’s <u>Code of Conduct</u> and complete bi –annual training.</li> <li>• Teacher and educator performance is managed by the school principal through the annual <i>Performance and Development Plan</i>. This identifies professional learning goals and strategies to meet these. These plans are</li> </ul>



	<p>formulated in Term 1 with the preschool Assistant Principal and reviewed mid-yearly and at the end of the year.</p> <ul style="list-style-type: none"> <li>• Staff are provided with professional learning opportunities to meet their goals. If staff would like to attend professional learning they must request permission from the principal prior to the event. Priority is given to learning sessions that align with either their individual goals or goals in line with the preschool’s quality improvement plan.</li> <li>• Preschool staff are required to attend school development days if the fall on their working day. Prior to these days the agenda is discussed to ascertain what learning is applicable to preschool staff and what additional professional learning could be offered during the time when necessary.</li> </ul>
<b>Volunteers and practicum students</b>	<ul style="list-style-type: none"> <li>• Volunteers sign the visitor’s book to record the date and hours they were in the preschool. Signed volunteer declarations are collected and stored at the school office.</li> <li>• Any students completing practicums or work experience are required to have all their documentation (provided by their educational institution) in place prior to their start date. This information is stored in the Governance and Leadership folder.</li> <li>• The staff record includes the full name, address and date of birth of each volunteer or student or who participates in the preschool.</li> </ul>
<b>Record of procedure’s review</b>	
<b>Date of review</b>	August 30, 2024
<b>Who was involved</b>	Principal, Preschool Staff, Whole-School Staff, Parents
<b>Key changes made and reason why</b>	Procedure layout updated to reflect the changes made in the leading and operating department preschool guidelines document.
<b>Record of communication of significant changes to relevant stakeholders</b>	<p>Principal: consultation and email</p> <p>Preschool Staff consultation, discussed at staff meeting and email.</p> <p>Whole School Preschool induction and email</p> <p>Parents: via noticeboard in entrance, school newsletter and seesaw app</p> <p>Please note, parents must be notified at least 14 days prior to a change that may have a significant impact on their service’s provision of education and care or a family’s ability to use the service.</p>
Copy and paste the last 4 rows to the bottom of the table each time a new review is completed.	