Birraleegal Goondi Preschool

Walgett Community College

Our school community is built on **safe, respectful, happy learners,** striving for our motto of **Courage and Excellence.**

Staffing – preschool procedure table

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
NQS: 4.1, 4.2 **Regulations: 135, 136, 149, 151**	Leading and operating department preschool guidelines Working with Children Check policy Code of Conduct Teachers Handbook Statement of duties – school learning support officer Statement of duties – Aboriginal education officer	Early Childhood Australia's Code of Ethics ACECQA qualification checker ACECQA information sheet – Belonging, Being and Becoming for Educators [PDF 1,509 KB] ACECQA's policy and procedures guidelines – Staffing

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Responsibilities

School principal	The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool. The principal is responsible for ensuring: • the preschool is compliant with legislative standards related to this procedure at all times • all staff involved in the preschool are familiar with and implement this procedure • all procedures are current and reviewed as part of a continuous cycle of self-assessment. These tasks may be delegated to other members of the preschool team, but the responsibility sits with the principal.
Preschool supervisor	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 which includes: • analysing complaints, incidents or issues and what the implications are for the updates to this procedure • reflecting on how this procedure is informed by relevant recognised authorities • planning and discussing ways to engage with families and communities, including how changes are communicated • developing strategies to induct all staff when procedures are updated to ensure practice is embedded.
Preschool teacher(s) and educator(s)	Preschool teachers and educators are responsible for working with the preschool leadership team to ensure: • all staff in the preschool and daily practices comply with this procedure • this procedure is stored in a way that it is accessible to all staff, families, visitors and volunteers • they are actively involved in the review of this procedure, as required, or at least annually • details of this procedure's review are documented.

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Procedure

Staffing allocation and qualifications	• Each preschool class is staffed at all times by an early childhood teacher and School Learning Support Officer, Preschool (SLSO).
	• All preschool teachers and educators; ongoing, temporary, casual and relieving:
	  ○ have a current, verified WWCC for paid work
	  ○ approval to work in a department school
	  ○ an ACECQA approved qualification (Certificate 3 in the case of SLSOs)
	  ○ teachers are also accredited with *NSW Education Standards Authority* (NESA).
	• The preschool receives a .2 (one day a week) staffing allocation to complete administrative tasks related to the preschool.
	• The administration officer works in the preschool at negotiated times to suit the preschool's needs over the week, as approved by the principal,
	• The preschool teacher, in conjunction with the supervisor and administrative officer, determine the importance and priority of tasks. These tasks include:
	  ○ enrolment updates,
	  ○ immunization records,
	  ○ maintenance of regulated policy and procedures,
	  ○ ordering of resources and equipment,
	  ○ updating parent information such as orientation and parent booklet,
	  ○ regular administrative tasks that support the preschool teacher and as recorded in the guidelines.

Continuity	• The preschool staffing roster ensures continuity of educators. • As a remote school we employ fulltime Day to Day casual teaching staff who are deployed as regular staff in the preschool to ensure continuity of program, understanding of children attending the service and maintaining family preschool relationships. • The school also provides consistent language, culture and CAPA teachers as part of the transition process to formal schooling. These teachers attend the preschool to deliver programs with the support of the early childhood teacher. • 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. • On extended transition days the school provides additional SLSO support. • To demonstrate educator to child ratios are being met, the preschool maintains a daily record of which educators have been working directly with the children and when. This is kept in the staff sign in document, with times, names and signatures of those concerned.

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Induction	• All staff receive an induction before they commence work in the preschool. • An annual induction for the preschool is held in the first week of the school year for rostered staff. Preschool induction is then held as required for individuals after this time as part of the whole school induction process. • The preschool induction involves content regarding the ACEQUA standards and EYLF framework, roles and responsibilities, WHS and relevant information. • Induction for volunteers, education students & new staff includes a focus on 'role specific' child protection roles and responsibilities and access to a reporting pathway specific to legislative requirements of public preschools. • This induction and those in attendance are minuted in the preschool meetings.
Educator performance and professional learning	• All educators are familiar with Early Childhood Australia's Code of Ethics. • All educators comply with the department's Code of Conduct and complete bi – annual training. • Teacher and educator performance is managed by the school principal through the Annual *Performance and Development Plan.* This identifies individual staff professional learning goals and strategies to meet these. • Staff are provided with professional learning opportunities to meet their goals. These can be online professional learning communities, conferences or targeted courses. • Staff are included in whole school professional learning. • Staff can access professional learning by requesting it through the schools regular PL request form. This PL is in addition to whole school PL during SDD. • PL is delivered as needed in the weekly preschool team meeting.
Volunteers and practicum students	• Volunteers sign the visitor's book to record the date and hours they were in the preschool. • Volunteers are to be screened and cleared prior to attending the preschool by the school's administration team as per NSW DoE Policy and Procedures for volunteers, visitors and contractors. • SBAT students require the same level of clearance as a paid SLSO. • SBAT students sign in using the staffing attendance record as per other employees in the preschool. • Education students completing practicums require the same preschool and whole school induction, orientation as all salaried staff. • The staff record includes the full name, address and date of birth of each volunteer or student or who participates in the preschool.

Record of procedure's review

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Date of review	10/09/2024
Who was involved	Alison Finlayson
Key changes made and reason why	Updated template available from Early Learning • Induction for volunteers, education students & new staff includes a focus on 'role specific' child protection roles and responsibilities and access to a reporting pathway specific to legislative requirements of public preschools.
Record of communication of significant changes to relevant stakeholders	Principal: Alison Finlayson Staff: New templates from Early Learning to be implemented during review cycle and minuted in staff meeting 8/02/24. Parents: Nil changes required for this procedure. 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.

Copy and paste the section below to the bottom of the table each time a new review is completed.

Date of review	
Who was involved	
Key changes made and reasons why	
Record of communication of significant changes to relevant stakeholders	Principal: Staff: Parents: 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.

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