

Staffing

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

Responsibilities

<p>School principal</p>	<p>The principal as nominated supervisor, educational leader and responsible person holds primary responsibility for the preschool. The principal is responsible for ensuring:</p> <ul style="list-style-type: none"> ▪ the preschool is compliant with legislative standards related to this procedure at all times ▪ all staff involved in the preschool, are familiar with and able to implement this procedure ▪ all procedures are current and reviewed as part of a continuous cycle of self- assessment. <p>These tasks may be delegated, to other members of the preschool team, but the responsibility sits with the principal.</p>
<p>Preschool supervisor</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"> ▪ analysing complaints, incidents or issues and the implications for updates to this procedure ▪ reflecting on how this procedure is informed by stakeholder feedback and relevant expert 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.
<p>Preschool teacher(s) and educator(s)</p>	<p>Preschool teachers and educators are responsible for working with the preschool leadership team to ensure:</p> <ul style="list-style-type: none"> ▪ 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.

Procedure

<p>Staffing allocation and qualifications</p>	<ul style="list-style-type: none"> ▪ Each preschool class is staffed at all times by an early childhood teacher and School Learning Support Officer, preschool (SLSO) or Aboriginal Education Officer (AEO). This maintains the 1:10 ratio. ▪ All preschool teachers and educators (ongoing, temporary, casual and relieving): <ul style="list-style-type: none"> - have a current, verified WWCC for paid work - approval to work in a department school - an ACECQA approved qualification (at least a Certificate 3 in the case of SLSOs and AEOs) - teachers are also accredited with <i>NSW Education Standards Authority (NESA)</i>. ▪ The preschool receives a .2 (one day a week) clerical staff allocation to complete administrative tasks related to the preschool. Tasks predominantly centre around managing waiting lists throughout the year, processing enrolments and any other tasks as appropriate and identified by the preschool supervisor.
<p>Continuity</p>	<ul style="list-style-type: none"> ▪ The preschool staffing roster ensures continuity of educators. ▪ LWPS Executive Team develops the staffing roster each term, or as required. ▪ The staff roster developed and posted on Sentral and a hard copy is displayed in the preschool classrooms and the preschool office. A minimal number of support staff and teachers are used to maintain consistency with children and routine. ▪ 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 relieving staff sign in and out in the register.
<p>Induction</p>	<ul style="list-style-type: none"> ▪ All staff receive an induction before they commence work in the preschool. ▪ The deputy principal conducts a whole-school induction for newly appointed staff and casual staff. ▪ The preschool supervisor and/or the preschool classroom teacher conducts a specific preschool induction for newly appointed staff and casual staff. ▪ The induction covers roles and responsibilities of teacher, SLSO and AEO. This is recorded in the casual folder. A casual will also receive a role and responsibility document in the morning, on arrival at school from the office.
<p>Educator performance and professional learning</p>	<ul style="list-style-type: none"> ▪ All educators are familiar with Early Childhood Australia's Code of Ethics. ▪ The Code of Ethics is displayed in the preschool classrooms, the preschool office and is shared with our families through ClassDojo. ▪ All educators comply with the department's Code of Conduct and complete the Annual Competency Check.

	<ul style="list-style-type: none"> ▪ Educator performance is managed by the preschool supervisor through the annual <i>Performance and Development Plan (PDP)</i>. This identifies professional learning goals and strategies, how to meet these and review progress. ▪ Goals are devised collaboratively. There needs to be at least one goal relating to the School Excellence Plan and/or specific to preschool. Educators can also have a personal, work-related goal. ▪ Three meetings are held with staff, in line with the whole-school PDP process: the initial meeting to set the goals, a mid-year review and a final end-of-year review. Additional meetings may be held as necessary. ▪ Staff are provided with professional learning opportunities to meet their goals. Staff are required to also seek additional professional learning to meet their goals. ▪ Staff discuss attending professional learning with the preschool supervisor to ensure professional learning aligns with set goals and/or the School Excellence Plan. Approval is also required from the principal. ▪ Preschool staff have access to network meetings and any professional learning delivered by the department. ▪ School development days are set to meet whole-school needs. There are opportunities for preschool staff to deliver professional learning to the rest of the school, including at the start of the year to gain staff input for the preschool philosophy.
Volunteers and practicum students	<ul style="list-style-type: none"> ▪ The school mentor coordinates all practicum students (teachers and SLSOs) and work placements. The deputy principal coordinates volunteers. ▪ Where the request involves the preschool, a discussion is had with the preschool supervisor to discuss suitability. (If the person seeking placement has children/siblings/etc at the school they are not suitable.) ▪ Volunteers/practicum students sign the visitor's book to record the date and hours they were in the preschool. ▪ All paperwork required to work with children is collected at the main office. A copy of all documentation is also kept in the preschool office. ▪ Volunteers/practicum students are not left to supervise children. ▪ The staff record includes the full name, address and date of birth of each volunteer or student who participates in the preschool.

Record of procedure's review

Date of review	21/3/25
Who was involved	Preschool educators
Key changes made and reason why	Annual review and acknowledging the new mandatory training (Annual Competency Check) and references to the School Excellence Plan (SEP) instead of School Improvement Plan (SIP).
Record of communication of significant changes to relevant stakeholders	Principal: via email Staff: via email Parents: ClassDojo for feedback and school website to share updated 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 last 4 rows to the bottom of the table each time a new review is completed.

Date of review	31/1/24
Who was involved	Preschool educators
Key changes made and reason why	Updated and reviewed to include new team members.
Record of communication of significant changes to relevant stakeholders	Principal: via email Staff: via email Parents: ClassDojo for feedback and school website to share updated 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.

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Date of review	08/12/23
Who was involved	Preschool staff
Key changes made and reason why	Updated and reviewed to reflect the new preschool environment.
Record of communication of significant changes to relevant stakeholders	Principal: via email Staff: via email Parents: ClassDojo for feedback and school website to share updated 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.

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Date of review	21/9/23
Who was involved	Preschool educators
Key changes made and reason why	Updated and reviewed to reflect the new template.
Record of communication of significant changes to relevant stakeholders	Principal: via email Staff: via email Parents: ClassDojo for feedback and school website to share updated 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.

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