



## *Governance and management – preschool procedure*

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: 7.1, 7.2</b></p> <p><b>Regulations: 177, 181, 183</b></p>	<p>Leading and operating department preschool guidelines</p> <p><a href="#">School Leadership policy</a></p> <p><a href="#">Information Security policy</a></p>	<p>ACECQA information sheets:</p> <ul style="list-style-type: none"> <li>• <a href="#">The role of the educational leader [PDF 2.2 MB]</a></li> <li>• <a href="#">Educational leadership and team building [PDF 1,240 KB]</a></li> <li>• <a href="#">Nominated supervisors [PDF 127 KB]</a></li> <li>• <a href="#">Retention requirements for record keeping [PDF 391 KB]</a></li> </ul> <p>ACECQA's policy and procedures guidelines – <a href="#">Governance and management [PDF 269 KB]</a></p>

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

	<ul style="list-style-type: none"> <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>

## Procedure

<b>Governance</b>	<ul style="list-style-type: none"><li>• The Approved Provider of all department preschools is the NSW Department of Education.</li><li>• The school principal has overriding responsibility for the supervision of the preschool and holds 3 roles in relation to it:<ul style="list-style-type: none"><li>– Nominated supervisor</li><li>– Educational leader</li><li>– Responsible person</li></ul></li><li>• This information is clearly displayed in the preschool entrance with the principal's name and photo.</li><li>• If the principal is not on the school site, the staff member who is relieving for them assumes the 3 roles mentioned above.</li><li>• While the principal maintains responsibility for the preschool, some of the tasks of the educational leader may be performed by a preschool supervisor.</li><li>• The preschool supervisors' responsibilities include but are not limited to:<ul style="list-style-type: none"><li>- Overseeing the weekly programming of the preschool</li><li>- Organising appropriate staff professional learning</li><li>- Overseeing the Teacher's Performance Development Plan</li><li>- Undergoing termly supervision meetings with the preschool teacher</li><li>- Advocating for preschool resources and issues raised by the preschool staff</li></ul></li></ul>
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**Confidentiality and retention of records**

- Detailed and current records are maintained for each child. Much of this information is obtained from the *Application to enrol in a NSW Government preschool*.
- Any record which containing personal information about a child is considered confidential and kept secure.
- Records are stored securely and confidentially on the preschool or school site for three years after the child last attended preschool. These records include:
  - participation in the educational program
  - assessments of learning
  - enrolment and attendance information
  - daily arrival and departure register
  - information about any cultural or religious practices that need to be observed
  - records of the administration of first aid or medication
  - health care plans
  - acceptance or refusal of authorisations not collected in the enrolment form (application of sunscreen, consent to attend an excursion, etc.)
- Parents are given access to records related to their child on request.
- All records created relating to children are kept for 3 years from when they were made, for example:

	<ul style="list-style-type: none"> <li>– assessments of learning</li> <li>– enrolment and attendance information</li> <li>– daily arrival and departure register</li> <li>– information about any cultural or religious practices that need to be observed</li> <li>– medication records</li> <li>– health care plans</li> <li>– parent authorisations for excursions, incursions or transportation</li> <li>– individual learning plans.</li> </ul> <ul style="list-style-type: none"> <li>• exceptions to the 3-year storage requirement are: <ul style="list-style-type: none"> <li>– completed incident, illness, injury or trauma records, which are kept until the child is aged 25 years of age</li> <li>– records related to individual staff members, which are kept for 3 years from when the person last worked in the preschool</li> <li>– any record relating to the death of a child while at preschool, or as a result of an incident while at preschool, is kept until 7 years after the child’s death</li> <li>– records relating to child sexual abuse that has, or is alleged to have, occurred in the preschool are kept for at least 45 years from the date the record was created.</li> </ul> </li> </ul>
<p><b>Implementing the child safe standards</b></p>	<p>Management processes and systems that support the implementation of the child safe standards include:</p> <ul style="list-style-type: none"> <li>• The preschool makes a public commitment to child safety, for example, in the philosophy, family information booklet or newsletter.</li> <li>• The preschool culture is one of child safety, with children’s health, safety and wellbeing prioritised.</li> </ul>

- Self-assessment and quality improvement processes examine and evaluate the implementation of the child safe standards.
- Risk assessment plans are conducted and implemented to prevent and respond to possible risks to child safety.
- Locally developed procedures describe processes that maintain child safety. The review of these procedures considers them from a child safety perspective.
- Opportunities are provided for parents to share their feedback and have input into preschool decisions, particularly the review of local procedures and the philosophy.
- Parents are informed of the actions the preschools takes to ensure child safety.
- parents are provided with information about child safety, including how they can report a child protection concern.
- All staff are responsive to children, listening to what they say, believing them and acting on any concerns they have.
- Staff provide opportunities for children to share their opinions and contribute to decisions that affect them, enabling them to then be able to confidently 'speak up' to raise a concern, if needed.
- All staff are supported to fulfil their legal obligation as a mandatory reporter through annual training and opportunities to discuss concerns at team meetings.
- Complaints are handled in a child-focussed manner and as outlined in the department's Complaint Handling policy.
- The preschool's supervision plan describes how higher risk times of the day and activities are more closely supervised.
- In addition to the systems already in place, here are some additional systems that support the implementation of the Child Safe Standards at your preschool:

- Staff Training and Professional Development: Continuous professional development sessions are conducted for educators and staff on child safety, including recognising and responding to child abuse, mandatory reporting obligations, and understanding the specific needs of vulnerable children.
- Child Safe Code of Conduct: A clear and comprehensive Child Safe Code of Conduct is implemented, which outlines acceptable and unacceptable behaviours when interacting with children. All staff, volunteers, and visitors are required to adhere to this code.
- Safe Recruitment Practices: The preschool employs rigorous recruitment practices, including thorough background checks, reference checks, and interviews, to ensure that only individuals who are committed to child safety are employed.
- Child Participation and Empowerment: Systems are in place to empower children to express their concerns and participate in decision-making processes that affect their safety and well-being. This includes providing age-appropriate education on their rights and how to seek help if they feel unsafe.
- Regular Audits and Compliance Checks: Regular audits and compliance checks are conducted to ensure that the preschool is adhering to the Child Safe Standards and that any identified gaps or areas of improvement are promptly addressed.
- Confidential Reporting Mechanisms: Confidential and accessible reporting mechanisms are established, allowing children, families, and staff to report concerns or complaints related to child safety without fear of retribution.
- Partnerships with External Agencies: The preschool collaborates with external child protection agencies, local authorities, and community organisations to ensure a coordinated approach to child safety and to access additional resources and support when needed.
- Safety in the Physical Environment: Regular assessments of the physical environment are conducted to identify and rectify any potential hazards that



could compromise child safety. This includes ensuring that all areas of the preschool are safe, secure, and designed to prevent unauthorized access.

- Family and Community Engagement: The preschool actively engages with families and the community to create a shared understanding of child safety. This includes providing information sessions, resources, and opportunities for families to contribute to the development and review of child safety policies and practices.

These systems work in tandem to create a comprehensive framework that upholds the safety and well-being of all children at the preschool.

## Record of procedure's review

<b>Date of review</b>	13/08/24
<b>Who was involved</b>	Preschool team, preschool families. Shared with families for feedback.
<b>Key changes made and reason why</b>	Moved to template provided in the update Department Guidelines. Additional information added to adhere to child safety standards.
<b>Record of communication of significant changes to relevant stakeholders</b>	<p>Principal: Lesley Mills communicated at Staff meeting 29/07/24</p> <p>Staff: Amy Clark, Astoria Chapman, Leanne Davis, Karen Campbell</p> <p>Parents: Copy for all Parents placed on communication board and in the Localised Procedures folder in foyer.</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.