

Orange Grove Public School Preschool

Staffing and Supervision Procedures

(includes volunteers and practicum teachers)

Current	30/09/2020
Regulation(s)	R. 135, 136, 149, 151
National Quality Standard(s)	2.2 Safety- Each child is protected. 4.1: Staffing arrangements enhance children's learning and development. 7.1 Governance- Governance supports the operation of a quality service. 7.2 Leadership- Effective leadership builds and promotes a positive organisational culture and professional learning community.
Relevant DoE Policy and Links	The following department policies and relevant documents can be accessed from the preschool section of the department's website : <ul style="list-style-type: none"> • Code of Conduct Policy PD/2004/0020/V06 • Management of Conduct and Performance Policy PD/2006/0335/V02 • Working with Children Check Policy PD/2005/0264/V07 • Working with Children Check Procedure • Departmental preschools and the National Regulations
Key Resources	<ul style="list-style-type: none"> • Departmental preschools and the National Regulations • Early Childhood Australia's Code of Ethics- this document can be accessed via the preschool section of the department's website.

Orange Grove Public School (OGPS) Preschool is operated by the Department of Education and is an integral part of the main school in which it is located. However due to different regulatory requirements, staffing and adult to child ratios are different to that of other classes in the school.

Staffing

The Education and Care Services National Regulations state that the educator to child ratio in New South Wales for children between 3 and 6 years of age is one adult to 10 children (regulation 271). The educator to child ratio for preschool aged children is one to ten. OGPS Preschool always maintains at least this ratio, including during excursions. A risk assessment is conducted for excursions to determine whether additional educators or adults will be needed to provide adequate supervision based on the activities of the excursion.

Departmental preschool classes provide for a maximum of twenty children each day. Each preschool class at OGPS Preschool is staffed by an early childhood trained teacher and a School Learning Support Officer (SLSO).

The Education and Care Services National Regulations (clause 151) requires a record to be kept of educators and staff working directly with children throughout the day. All educators and staff who are working directly with the children must sign in and out to indicate all times they enter or leave working directly with children. This provides a record to show that at least a 1:10 ratio of educators to children is always maintained. The working directly with children record is kept near the front door of the preschool. Information about this process is included in all staff inductions so that all staff, including casual staff, are aware of this requirement.

At all times, OGPS Preschool educators and staff are guided by these core principals of the Early Childhood Australia (ECA) Code of Ethics in relation to each other and the school community:

- Effective learning and teaching is characterised by professional decisions that draw on specialised knowledge and multiple perspectives.

- Partnerships with families and communities support shared responsibility for children's learning, development and wellbeing.
- Democratic, fair and inclusive practices promote equity and a strong sense of belonging.
- Respectful, responsive and reciprocal relationships are central to children's education and care.

Educators and staff are informed about the ECA Code of Ethics through a display in the preschool office and through the staff induction.

All staff including regular educators, preschool supervisor, K-6 staff and casual staff complete annual child protection training, through the DoE MyPL portal, to ensure they understand their responsibilities under the child protection legislation. In addition, all educators, supervisors and K-6 staff complete DoE staff code of conduct training annually on site, usually on school development day in Term 1. All regular educators, supervisors, K-6 staff, casual staff, volunteers and practicum students are required to have a current, verified Working with Children Check.

All visitors to the preschool need to sign in at the school front office and then sign in again in the Preschool Visitor's book.

Photos of regular educators and relief staff are displayed on the wall of the preschool foyer to inform families of staff on duty. When changes to staff occur, families are informed by a written note at the sign in table.

The Preschool Teacher

- All permanent/long term temporary preschool teachers appointed to the school are required to have
 - approval to teach in NSW Public Schools
 - teacher registration with NESA
 - an ACECQA approved early childhood qualification.

Teaching staff are appointed by Staffing Services under Teaching Services Act.

Once teachers are appointed to a school, local decisions regarding the way classes are arranged are made by the principal in consultation with the executive at the school.

- For teachers working in a preschool, this can mean that the teacher can also work across P-2 or P-6 depending on their qualifications and the needs of the school.
- The preschool teacher is responsible for planning and implementing a quality play-based program that is relevant to the children in their local context and guided by the Early Years Learning Framework.
- Each teacher is supported to complete their Performance and Development Plan (PDP) by an executive staff member and access professional development in line with this or the School Plan. In consultation with their supervisors, teachers negotiate access to appropriate professional learning.
- The preschool teacher translates school policies and programs into suitable learning experiences for the children in the preschool and is accountable to the school supervisor and principal.
- The teacher and support staff operate as a team within the preschool with the teacher providing direction and guidance in the provision of the preschool program.
- While the focus is on the preschool program, preschool teachers and SLSOs have an important role within whole school and contribute to whole school plans and activities.

School Learning Support Officer (SLSO)

- A full time SLSO is employed for six hours and fifteen minutes per day.
- The School Learning Support Officer (SLSO) is responsible to the principal and function under the immediate supervision of the preschool teacher.

- Staff in this position is required to hold an ACECQA approved Certificate III qualification in Children's Services.
- Each SLSO is supported to complete their Performance and Development Plan (PDP) by an executive staff member and access professional development in line with this or the School Plan. In consultation with their supervisors, SLSOs should ensure they access appropriate professional learning.
- The collaboration between the teacher and SLSO plays an important part in the day to day operation of the preschool, as he/she works with the teacher to provide the educational program and a healthy, safe and welcoming environment.
- The SLSO assists the preschool teacher to implement the preschool program. This may include interacting with children and supporting their positive behaviour, organising and setting up activities, cleaning equipment, and attending to the personal care and needs of young children.

School Administrative Officer (SAO)

- Each school with a preschool has a staffing entitlement of a 0.2 FTE school administrative support officer position to assist with preschool administration tasks.
- The allocation of 0.2 is indicated on the school enrolment and entitlement report. This support can be used in a number of ways. The school administrative officer may undertake their role in the preschool or be situated in the school office with other administrative staff.
- A school administrative officer, when appropriately trained may administer first aid or prescribed medications to the preschool children.

Release from face to face teacher (RFF)

- As for all other teachers in the school, preschool teachers are entitled to release from face to face (RFF) teaching time, otherwise known as planning time. The entitlement is shown as a separate entry on each school's enrolment and entitlement report. Rosters and timetables are available in the preschool office.
- The RFF teacher may be responsible for delivering the daily program developed by the classroom teacher or be responsible for a specific part of the program developed in consultation with the teacher, for example, music, outdoor play or physical activity.
- An effort is made to ensure that RFF teachers remain the same throughout the term to provide consistency for the children.
- Where possible, the school will endeavour to roster an RFF teacher who has ACEQA approved early childhood qualifications. If this is not possible, the RFF teacher will be a primary trained teacher.

Staffing of educator absences

- When a preschool teacher is absent due to professional learning, illness or leave, every effort is made by the OGPS executive team to replace them with an early childhood qualified teacher. If this is not possible, regulation 135 allows a primary trained teacher to relieve in the preschool for a combined total of no more than 60 days in any 12 month period.
- When an SLSO is absent due to professional learning, illness or leave they are covered by casual or K-6 staff holding at a minimum, a Certificate III qualification. An untrained SLSO/educator cannot cover SLSO absences, as this breaches the law and regulations. If there are no casual or K-6 staff available with a relevant Certificate III, it may be necessary for a teacher to relieve for an SLSO absence to maintain regulatory compliance in terms of qualifications.

Every effort is made by the OGPS executive team to ensure consistency with casual educators, such as using SLSOs from the school during SLSO absences and employing regular casual preschool teachers.

Employment of long term temporary teachers

- Whenever teachers provide temporary relief in the preschool for a long-term vacancy, for example long service leave or maternity leave, an early childhood trained teacher will be employed. However, if the leave is less than 60 days in any 12 month period, regulation 135 allows a primary trained teacher to relieve in the preschool.
- The responsibility for employing casual and temporary teachers to cover long term and short-term teacher relief lies with the school principal or delegate.
- Any new member of staff must participate in an induction process. This includes an overview of the general operational requirements and important information about the preschool.
- A casual folder with important information is available for the casual or temporary teacher to refer to.
- When possible, the school endeavours to employ regular, qualified casual staff on a returning basis to enhance children's learning and development.

Staffing of breaks in the preschool

- Preschool teachers are entitled to the same number and duration of breaks as other teaching staff in the school, as documented in the whole staff duty roster. The preschool teacher breaks are usually recess (11.10am-11.30am) and 2nd half lunch (1.35pm-2.00pm). A teacher is always rostered to be present in the preschool to maintain minimum ratios and ensure adequate supervision of children.
- Preschool teacher/s are rostered to perform 5 duties per week within the preschool, usually 1st half of lunch (1.10pm-1.35pm).
- The school aims to have an early childhood teacher relieve for preschool teachers when they have their breaks, however, a primary trained teacher can be used. The whole school duty roster is created with consistency of staffing in mind e.g. the same staff member will attend for Monday recess duty for the whole term.
- Preschool SLSOs are entitled to a 10 minute paid break and a 30 minute unpaid lunch break each day. At these times, they are covered by another staff member holding at a minimum, a Certificate III qualification.
- An untrained SLSO/educator cannot cover breaks, as this breaches the law and regulations. If no other SLSO within the school holds a relevant Certificate III, it may be necessary for a teacher to relieve for an SLSO break to maintain regulatory compliance in terms of qualifications.
- SLSO breaks are rostered into the whole school SLSO timetable and every effort is made to ensure consistency of staffing e.g. the same SLSO covers the same breaks each week.
- Preschool educators are able to take a short unplanned break, such as to use the bathroom, answer a phone call or retrieve a resource from a storeroom without being back-filled, however strong educator communication is required at these times to ensure adequate supervision is maintained.
- A record of educators and staff working directly with children is maintained throughout the time when children are in attendance including breaks and late collections. Staff sign in and out using this register when they leave the room for any reason. This shows an accurate record of the staff responsible for working directly with the children at any time of the day.

Staffing for excursions

- In recognition of the age and development of preschool children, the adult to child ratio for preschool excursions differs to that of the rest of the school.
- The Education and Care Services National Law Act 2010 requires that adequate supervision is maintained at all times when the children are in care (Section 165).
- An increased adult to child ratio for excursions is not specified in the National Regulations. A thorough risk assessment is completed to determine whether ratios are sufficient to provide adequate supervision.
- Excursion permission notes are to include the number of adults who will be accompanying the children.

First aid qualifications

Regulation 136 of the Education and Care Services National Regulations states that at least;

- One person who has an approved first aid qualification, and
- One person who has undertaken approved anaphylaxis training, and
- One person who has undertaken approved emergency asthma training

need to be on the premises at all times while children are present and immediately available in an emergency.

It may be the same person who holds all these qualifications.

Under the regulation the person/s with these qualifications may be located in the school as long as they are immediately available in an emergency.

It is mandatory for all departmental staff, including temporary and casual staff to complete the following:

- Australian Society of Clinical Immunology and Allergy (ASCIA) anaphylaxis e-training - e-Emergency care (updated every three years)
- CPR training (updated every year)
- Anaphylaxis training including face to face training (updated every two years)

Supervision of staff

Supervision of educators and staff in the preschool is consistent with the management structure of the rest of the school. A school executive is assigned to oversee the preschool and referred within the school as the 'preschool supervisor' however, under the Education and Care Services National Regulations the supervisor of the preschool is known as the 'nominated supervisor'. The nominated supervisor is the principal of the school. If the principal is absent the deputy or assistant principal replacing the principal becomes the nominated supervisor.

Determining the Responsible Person in Charge

- This role is also assigned to the principal. Its purpose is to ensure that there is always a responsible person on the school premises who is in charge of the preschool.
- When the principal is absent the preschool staff should be notified of this and that the deputy principal or assistant principal will assume the responsible person in charge role.

Staff induction

Preschool educators and the preschool supervisor present a staff induction for K-6 and casual staff at the start of the year, and as needed throughout the year. Every effort is made to ensure all staff complete the induction before their first time working in the preschool. The induction is held annually for all OGPS staff to refresh their knowledge and keep them updated with changes to regulations and procedures. The induction covers the following topics:

- Role of ACECQA, the DoE and school structures for governance and leadership of the preschool.

- Outline of the NQF and EYLF in relation to practices and guiding principles of the preschool.
- Preschool philosophy, Quality Improvement Plan and assessment and rating process.
- Outline of the different procedures within the preschool with a focus on interactions with children, supervision requirements, injury and illness and emergency procedures and the educational program.
- Children with medical conditions and the location of their medication, as well as the first aid kit, fire extinguisher and blanket and emergency exits.
- Staff qualification requirements and documents needed for the preschool.

Educators and K-6 staff sign the register to confirm their attendance at the preschool induction session.

Staff professional development and Performance Development Plans (PDP)

Preschool educators attend School Development days (SDD) at the start of Terms 1, 2 and 3. In addition, twilight professional development sessions are held each term in lieu of the 2 SDDs in Term 4. Whole school professional learning is provided to all teachers, including the preschool teacher on a Wednesday afternoon. The school principal and executive team plans for whole this school professional development through these sessions which often include mandatory training or learning related to the school strategic direction goals such as Code of Conduct, emergency management, CPR, anaphylaxis, assessment for learning and administration of medication.

In addition, preschool educators have access to regular professional development sessions and network meetings run by the school services directorate and Early Learning (the approved provider). These sessions are aligned to the Australian Teaching Standards and the National Quality Framework. During COVID-19 restrictions, these are delivered online to facilitate access for all staff.

All permanent and long term temporary preschool educators engage in the PDP process with the preschool supervisor. They set professional development goals for themselves each year, in line with the school strategic directions and the preschool Quality Improvement Plan. The preschool supervisor works with each educator to plan professional development relating to these goals and reviews the progress halfway through and at the end of the year. The preschool supervisor also conducts an observation of the preschool teacher relating to their PDP and provides feedback to the preschool teacher.

Volunteers and Students on Practicum Placements

Visitors are a regular part of our day at Orange Grove Public School Preschool. Family members are always welcome at the preschool and potential families deciding on future care for their children visit often.

Parents and close relatives volunteering in the preschool do not require a WWCC clearance, but must provide 100 points of proof of identity and complete a Declaration for volunteers and nonchild related contractors. The exception to this is if they are providing personal care to a child or are part of a formal mentoring program, in which case they must provide, and have verified, a Working with Children Check.

Principals use information provided by a volunteer to confirm that the person is not on the Department's Not to Be Employed (NTBE) database via EcPC. A copy of the completed declaration is kept in the preschool staff folder to meet the requirement of collecting any volunteer's full name, date of birth and address.

Volunteers or work experience students under the age of 18 do not need to obtain a WWCC clearance, however their full name, date of birth and address should be recorded (regulation 149). As for all visitors to the preschool, volunteers, work experience and education students must record the dates and times of their visits in the preschool visitor's sign-in book

Orange Grove Public School Preschool encourages practicum student and volunteer participation as we are committed to assisting students gain valuable experience in early childhood settings, however, the presence of visitors at the service must be monitored and documented. For example;

- Records relating to visitors and students to our service will be maintained and copies of relevant documentation is to be kept in the school office volunteer register.
- Educators and staff will abide by regulatory protocol when visitors are in the service.

Early childhood or teacher education students completing practical training or undertaking an internship within a preschool must have a WWCC clearance and provide 100 points of proof of identity.

The Preschool Teacher will:

- Maintain a sign in register of all visitors to the service which is located near the front entrance to the preschool;
- Maintain a register of all students, work experience and volunteers who spend time in the service. The record will include: full name, address, date of birth, date and hours of each volunteer or student who participates in the program;
- Be aware of protocols and guidance supplied by universities, TAFEs or Registered Training Organisations in relation to participating students;
- Ensure Working with Children Checks are complete as appropriate.
- Welcome visitors arriving at the service and determine their reason for visiting;
- Direct visitors to appropriate staff members and if necessary;
- Welcome family and friends to visit and participate in formal and informal activities at the centre.

Families will:

- Be aware of who they are providing access to the service when they enter themselves and are requested to be aware of unknown visitors and to direct them to staff accordingly.