



# Leading and operating department preschool guidelines

## Updates to guidelines

To ensure you have the most current information, periodically view these guidelines and this table on the Early Learning webpage.

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# Introduction

## Purpose and use of these guidelines

These guidelines are a resource to support the leadership, management and operations of department preschools. As for the whole school, department policies, procedures and guidelines apply to the preschool. In addition, preschools implement the law and regulations relevant to the entire early childhood education and care sector. In NSW these are the:

- [Education and Care Services National Law Act 2010](#) (referred to throughout as ‘the law’)
- [Education and Care Services National Regulations](#) (referred to throughout as ‘the regulations’).

The purpose of these guidelines is to:

- clarify the requirements of the [National Quality Framework](#) (NQF), including
  - legislation
  - quality standards
  - the assessment and rating process
  - implementation of [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#) (EYLF).
- provide guidance in the interpretation of the NQF in the context of department preschools
- provide advice for preschools to meet the requirements of the NQF
- scaffold preschool teams to review and update their local procedures
- detail how preschools work with School Services, Early Learning (as part of Learning and Teaching Directorate) and the regulatory authority.

These guidelines:

- are organised into the seven quality areas of the National Quality Standard (NQS)
- include a list of acronyms (see Appendix A)
- can be accessed electronically on the Early Learning webpage
- will be regularly updated online

In situations where department policy and the regulations differ, preschools always meet the higher expectation, for example, preschools conduct more emergency procedure rehearsals than the rest of the school, as the regulations require more rehearsals than department policy does.

## NSW Department of Education preschools

The department operates 100 preschools with 133 classes across NSW (listed in Appendix B). 61 preschools are located in the Sydney metropolitan area and 39 are located in regional and rural areas. The total provision of preschools includes distance education preschool classes in Dubbo School of Distance Education and Broken Hill School of the Air.

It is the department's intent that preschools provide:

- for the most disadvantaged children in the local community
- universal access to high quality early childhood education in the year prior to school.

Research shows that children who participate in quality early childhood education in the year before school are more likely to start school equipped with the social, cognitive and emotional skills they need to engage in learning. The minimum recommended level of participation is an average of 600 hours per year, or 15 hours per week. This commitment is referred to as universal access.

Preschools provide secure, positive and stimulating learning environments to ensure 'all children make a strong start in life and learning and make a successful transition to school' (DoE Strategic Plan 2018-2022). Educators in our preschools implement high-quality play-based educational programs. These respond to the abilities and interests of each child and provide a balance of child initiated and adult initiated learning experiences to promote wellbeing and development.

## History of the department's preschool provision

The department's preschools were established in four phases:

1. Early 1940s - 8 preschools were established in inner-city areas to support women working in wartime factories.
2. Mid-to-late 1970s - 60 preschools were established with commonwealth funding.
3. 1993-2004 - 11 preschools were established in Aboriginal communities, designated specifically for Aboriginal children. These preschools were established under the Aboriginal Preschool Education Program as part of the department's strategy for improving educational outcomes for Aboriginal children. This was done in accordance with the goals of the National Aboriginal and Torres Strait Islander Education Policy and the recommendations of the Royal Commission into Aboriginal Deaths in Custody. The program was designed to increase the number of Aboriginal children accessing preschool and provide equality of educational opportunity and outcomes for Aboriginal children. Local Aboriginal children have priority of access to designated preschools.
4. 2005 - 21 new preschools were established in areas of need bringing the total to 100. 13 of these were established in schools that service an Aboriginal community or in schools where there is a significantly high number of Aboriginal children enrolled.

## Contacts



View the most current version of these guidelines online by visiting the department's Early Learning webpage.



Email Early Learning for advice on leading and operating department preschools, [earlylearning@det.nsw.edu.au](mailto:earlylearning@det.nsw.edu.au)



School  
Services  
Contacts

P-2 Initiatives Officers' contact details are available in the staff portal.



# Who is responsible for what?

## Australian Children's Education and Care Quality Authority (ACECQA)

- government funded national body who work with state and territory governments to provide guidance, resources and services to support the sector to improve outcomes for children
- guide the implementation of the NQF and work with regulatory authorities. The [ACECQA website](#) is the primary reference for the sector.

## Early Childhood Education Directorate (ECED)

In NSW, the department is the regulatory authority for children's education and care services under the NQF. The function of the regulatory authority is held by ECED. The functions and powers of ECED are separate from the general responsibilities of the department. In its' regulatory authority role, ECED administers the NQF and is responsible for:

- granting provider and service approvals
- monitoring regulatory compliance
- assessing and rating services against the NQS
- working with ACECQA to promote continuous quality improvement.

## Learning & Teaching Directorate, Early Learning & Primary Education

Learning and Teaching is the approved provider of department preschools, with Early Learning managing the responsibilities of ensuring preschools meet legislative and quality standards.

## School Services Directorate

Early Learning and School Services work together to monitor quality and compliance and support continuous improvement. P-2 Initiatives Officers, based in education offices across the state, provide on-site support to preschools through tailored professional learning and the facilitation of professional networks.

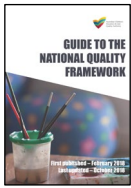
## School principals

Department preschools are part of P-2, P-6 or P-12 schools, the exception being one stand-alone preschool. Principals of these schools (including relieving and acting principals), have overriding responsibility for the supervision of the preschool. The principal automatically assumes the role and responsibilities of preschool:

- Nominated Supervisor
- Educational Leader
- Responsible person in charge.

Principals must ensure the preschool is compliant with the regulations and quality standards at all times. As the Nominated Supervisor, they are accountable for any breach of legislation.

# National Quality Framework

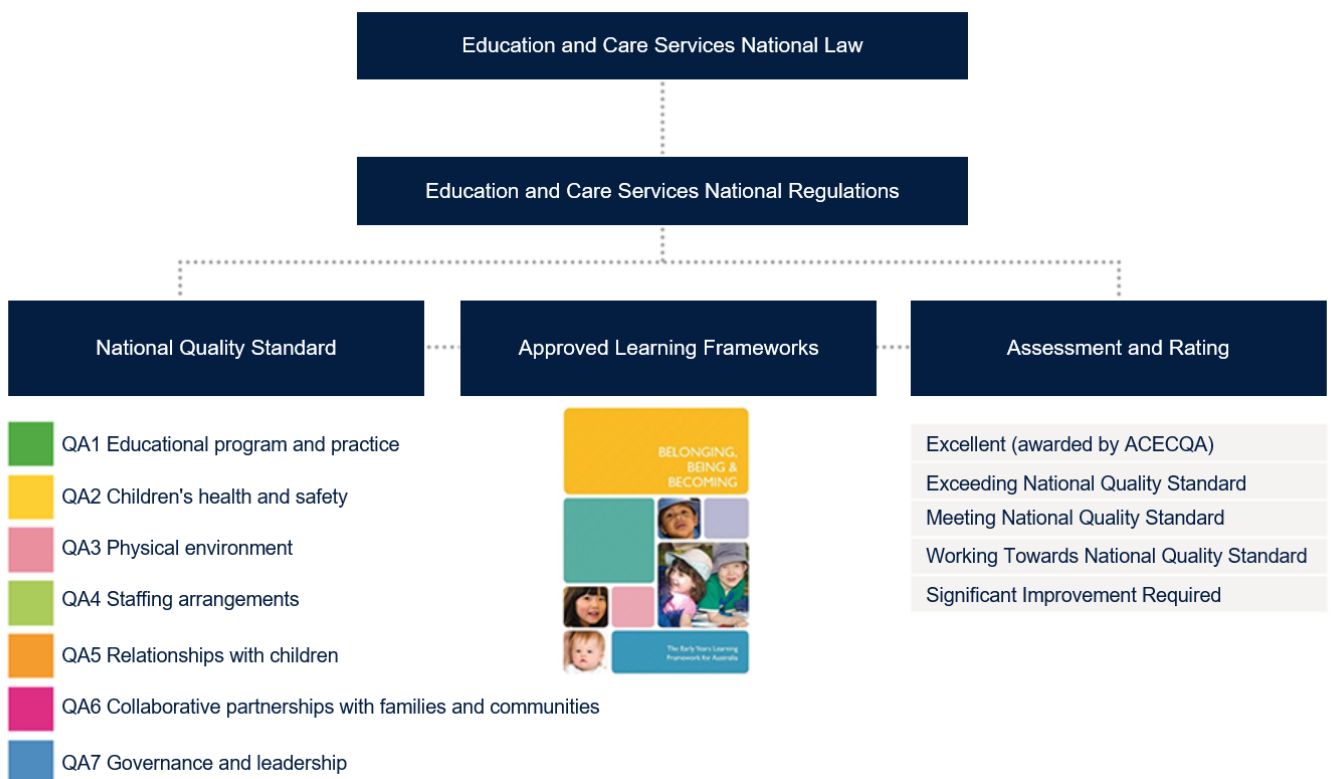


The [National Quality Framework](#) (NQF) supports the delivery of education and care for children. It provides a national approach to regulation, assessment and quality improvement for early childhood education and care services. The NQF is similar to the 'School Excellence Framework' in that it identifies quality practice and supports continual improvement.

Throughout the 'Guide to the National Quality Framework', the following terms are used, and each applies to preschools:

- approved service
- prior to school service
- education and care service
- centre-based service.

## Components of the NQF



Source: Australian Children's Education and Care Quality Authority (ACECQA)

### [Education and Care Services National Law Act 2010](#)

This applied law system sets a national standard for children's education and care across Australia.

### [Education and Care Services National Regulations](#)

The national regulations support the national law by providing detail on a range of operational requirements for an education and care service. Preschools are required to comply with this legislation.

### [National Quality Standard \(NQS\)](#)

The NQS sets a national benchmark for the quality of education and care services and includes seven quality areas that are important to outcomes for children. These areas are made up of standards and elements (see Appendix C).

### [Approved learning frameworks](#)

For children 0-5 the approved curriculum framework is 'Belonging, Being and Becoming: The Early Years Learning Framework for Australia', (known as the 'Early Years Learning Framework' or EYLF).

### [Assessment and rating process](#)

Education and care services are assessed and rated by their regulatory authority against the seven quality areas of the NQS.

## **Exceeding the National Quality Standard**

Three exceeding themes of practice are identified in the [Guide to the National Quality Framework](#):

- Theme 1: Practice is embedded in service operations
- Theme 2: Practice is informed by critical reflection
- Theme 3: Practice is shaped by meaningful engagement with families and/or the community

Section 3 of the [Guide to the National Quality Framework](#) includes an overview of these themes. In addition, following the guidance to meet each standard, are specific indicators describing how the standard may be exceeded. The indicators relate to practice, programs, environments or policy. Preschool teams should refer to this guidance during self-assessment processes, reflecting on how each theme is evidenced in each of the standards within their setting.

# Quality Area 1

## Educational program and practice

This quality area requires an educational program be delivered through an intentional, play-based pedagogy, aligned to 'Belonging, Being & Becoming: The Early Years Learning Framework for Australia', the mandated curriculum framework for preschool children.

In contrast to the subject-driven curriculum of the primary years, preschool curriculum is child-centred, driven by the knowledge, culture and interests of individuals and groups (OECD, 2019). Family and community input into the curriculum is sought to ensure every student is engaged and challenged to learn. Preschool children's agency is valued, and children are supported to select the experience and resources they want to engage with, to resource their own learning.



# Program – Standard 1.1

The educational program enhances each child's learning and development.

## Belonging, Being and Becoming: The Early Years Learning Framework for Australia (EYLF)

The approved preschool curriculum framework is the [EYLF](#). National legislation requires the preschool educational program delivered to all preschool children be based on the EYLF ([section 168](#)).

The EYLF was developed to ensure all children in early childhood education settings experience quality teaching and learning. It describes the principles, practices and outcomes essential to support and enhance young children's learning from birth to five. It "...guides educational leaders and educators in their curriculum decision-making, and assists them in planning, delivering and evaluating quality programs..." (Australia Children's Education & Care Quality Authority, 2018, p9). Fundamental to the framework is a view of children's lives as characterised by belonging, being and becoming (Australian Government DEEWR, 2009).

The EYLF:

- is based on international evidence of how young child learn and develop best
- has a strong emphasis on play-based learning, recognising this as the most age-appropriate pedagogy and the best way to stimulate brain development
- recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development (Australian Government DEEWR, 2009, p5.)
- supports goal two of the 2008 'Melbourne Declaration on Educational Goals for Young Australians'; All young Australians become
  - successful learners
  - confident and creative individuals
  - active and informed citizens.

It is critical that all preschool educators know and understand the components of the EYLF to inform all aspects of the preschool's program and practices. The EYLF notes and describes, "... five principles of early childhood pedagogy that reflect contemporary theories and research evidence concerning children's learning and early childhood pedagogy" (Australian Government DEEWR, 2009, p12):

- Secure, respectful and reciprocal relationships
- Partnerships
- High expectations and equity
- Respect for diversity
- Ongoing learning and reflective practice.

The EYLF is recognised by NSW curriculum K-6 syllabus documents as establishing the foundations for effective learning in school and providing an articulated pathway of learning from prior-to-school settings into school. Both EYLF and NSW syllabus documents prioritise a curriculum approach which supports continuity of learning.



The EYLF and its' associated resources can be downloaded from the [Australian Government Department of Education and Training](#) website.

## Learning outcomes

The EYLF learning outcomes reflect contemporary theories and research evidence about children's learning. The outcomes are:

1. Children have a strong sense of identity.
2. Children are connected with and contribute to their world.
3. Children have a strong sense of wellbeing.
4. Children are confident and involved learners.
5. Children are effective communicators.

These outcomes are ongoing, life-long outcomes. As well as describing each outcome, the EYLF lists observable evidence or short term goals and examples of what educators can do to promote learning. Preschool teams are encouraged to add to these with appropriate, specific examples of evidence and practice that are culturally and contextually appropriate to their own setting (Australian Government DEEWR, 2009, p22).

The EYLF learning outcomes acknowledge that:

- learning is integrated and complex
- children learn in a variety of ways
- children vary in their capabilities and pace of learning
- each child will progress towards the outcomes in different and equally meaningful ways
- learning is not always predictable and linear.



The [Early Childhood Resource Hub](#) site has within the 'approved frameworks' tab, downloadable curriculum factsheets to support, promote and share Aboriginal and Torres Strait Islander cultures. Each factsheet addresses one of the learning outcomes of the EYLF.

## Curriculum decision-making

Educators use their professional judgment to make curriculum decisions to ensure all children engage in a range of experiences in ways that optimise their learning. The NQS and [regulation 73](#) require the EYLF learning outcomes be used to guide planning and maximise learning opportunities to assist all children to make progress. Preschool curriculum decision making is also influenced and guided by:

- the overarching themes or concepts of the EYLF
- the principles and practices of the EYLF
- critical reflection
- knowledge of individual children's strengths, interests, capabilities and developmental needs, developed through
  - observation and analysis
  - educator child interactions
  - discussions with colleagues
  - information provided by families
  - collaborations with other professionals
  - individual and team critical reflection
- preferences of, and suggestions from, the children (known as the 'children's voices')
- the value of effective transitions and routines
- reflection on what is relevant to each child and their community.

## Program documentation

Preschool teams need to reflect and decide on the most effective methods, tools and techniques to document their educational program. There is no mandated template or prescribed way of demonstrating the educational program and practice, and generally the methods used by a preschool team will be dynamic and evolve over time. Aspects of the program may focus on an individual child, a small group or the whole group. Collectively the documentation must clearly show assessment and planning cycles and meet the requirements of [regulations 73-76](#).

In considering documentation methods, consideration should be given to:

- an emphasis on quality, not quantity
- selectively choosing what to document
- documenting the learning, rather than the resource or equipment
- the audience of the documentation
- using documentation to inform future planning
- linking the documentation to the EYLF.

Documentation should show a balance of learning experiences:

- indoors and outdoors
- planned and spontaneous

- teacher and child/group initiated.

In addition, to meet the requirements of the NQS, program documentation should show evidence of:

- a group analysis summarising individual
  - developmental needs
  - confirmed disabilities
  - strengths and interests
  - home language and cultural background
- intentional teaching and spontaneous reinforcement of health and hygiene practices, for example, nose blowing, hand washing, choosing healthy foods
- embedded sustainability practices, for example, the children sorting their lunch rubbish, using recycled materials, the children caring for a vegetable patch
- a daily routine/timetable featuring opportunities for long periods of unhurried play and minimal periods when the children are all expected to do the same thing at the same time, or wait for others
- opportunities for children to exert their agency by making decisions about things which affect them, for example, what experiences they engage in and with whom, if they have their shoes on or off, choosing when they eat their morning tea
- opportunities to explore and experience the natural environment, both indoors and outdoors
- strategies to manage behaviour positively
- inclusion for all children to participate through learning adjustments and/or modifications, as required.
- individual learning goals developed by educators and the child's family.

Time-poor educators sometimes fall into the trap of documenting an equipment roster, rather than focusing on the intended learning. Documentation should note intended learning, such as, 'to throw and catch with two hands' rather than 'large balls'. There is no need to plan for specific equipment if a wide range is always available for children to use in a variety of ways to enrich and extend their play.

Documentation can be addressed in two parts-

1. **Ongoing learning experiences** available to the children over a period, for example, a craft table where children can self-select from a wide range of resources and equipment to initiate and direct their own learning.
2. **Planned experiences** focusing on a specific child or group and learning goal, for example, the intended learning, folding and cutting skills. These may be addressed at the craft table using coloured square paper and scissors with an adult demonstrating and scaffolding children.

## Practice – Standard 1.2

Educators facilitate and extend each child's learning and development.

### EYLF Practices

The EYLF identifies and describes eight high-quality practices. These practices are supported by research as contributing to outcomes for children. The practices are:

- holistic approaches
- responsiveness to children
- learning through play
- intentional teaching
- learning environments
- cultural competence
- continuity of learning and transitions
- assessment for learning.

### Learning through play

Play-based learning is recognised as the most effective and age-appropriate pedagogy for preschool children. Play:

- provides opportunities for children to learn as they discover, create, improvise, test theories and imagine
- enables expressions of personality and uniqueness
- promotes positive learning dispositions, such as curiosity and creativity
- enables children to make connections between prior experiences and new learning
- assists children to develop relationships and concepts

Whilst play-based learning is associated with early childhood settings, primary school settings have, "...traditionally been predominantly concerned with academic responsibility and characterised by a structured school culture that emphasises cognitive skills over other dimensions of learning..." (OECD, 2019, p. 11). Though department preschools are part of schools, it is important preschool educators' practices consistently align to the pedagogical practices of the EYLF, including learning through play.

## Children with a disability

Under the 'Disability Standards for Education' all principals and teachers have legal obligations to ensure that every student is able to participate in the curriculum on the same basis as their peers (2005). The department's Disability Strategy (2019) states the department's commitment to providing children with a disability and their families with an education system that meets their needs.

### Children with a diagnosed disability

Children enrolling in preschool may already have a disability diagnosis. In this situation, the child's teacher will need to:

- meet with child's family before the child commences to
  - gather as much information as possible about the child, including their needs and what early intervention support the child is already receiving
  - seek copies of any assessments the child has had
  - determine if a risk management plan will need to be developed
- develop a plan to support the child's transition into preschool. This may include
  - a series of 'stay and play' sessions where the child visits and joins with the support of a parent, carer or their therapist
  - a partial enrolment through reduced hours, increasing as the child settles
- meet with the school learning and support team and family to
  - discuss how the child will be supported within the preschool
  - consider any required adjustments (equipment, environment, routine, partial enrolment)
  - discuss potential learning goals and develop a personalised learning plan
  - discuss the child's eligibility for additional early childhood intervention supports such as
    - early intervention support class
    - resource support
    - funding to support inclusion.

### Working with other professionals

If a child has a diagnosis, they will likely have a National Disability Insurance Scheme (NDIS) package and already be accessing services, such as speech or occupational therapy. If this is the case, a preschool teacher may seek the families consent to make contact with the therapist to seek information regarding their learning plan for the child to support continuity of learning.

Under the NDIS, an external provider may seek to provide their services to a child within the preschool. Access to the preschool by an externally funded provider is at the discretion of the principal and with agreement from the family. An information package about [externally funded service providers](#) is available to guide and support schools, parents and carers. NDIS funds cannot be used to employ an additional School Learning Support Officer.

## Children without a diagnosis

If it becomes apparent that a preschool child without a diagnosis requires additional support and personalised adjustments to participate in the program, their preschool year may present many complex opportunities and challenges for the child, their family and educators.

The preschool team may be the first adults outside the home to work with the child and/or the child's needs may not be known or acknowledged by the family. An open, trusting relationship between the preschool educators and the family needs to be prioritised to ensure the best outcomes for the child and their successful transition into school. The following steps provide a guide for the preschool teacher:

- Observe the child and make notes on the skills and strengths the child displays as well as areas of concern. If necessary, consult the [Developmental milestones and the Early Years Learning Framework and the National Quality Standard](#) booklet.
- Discuss and share observations and reflections with the SLSO or AEO and raise them at a team meeting with the preschool supervisor and/or principal. Identify and prioritise the child's immediate needs and strategies to support the child.
- Seek advice and support from the school learning and support team.
- Develop a trusting, open relationship with the child's family, initiating regular informal verbal contact to talk about the child's participation in the program. Seek information on any relevant history and/or how the child plays and interacts at home.
- Initiate a meeting with the family to discuss the child's support needs. You may do this in collaboration with your supervisor and/or school counsellor. Ask the family if the child has been previously assessed by a medical practitioner and/or if they have any concerns. Keep in mind, what the family views as important to the child's development may be influenced by a range of factors such as cultural background, and you may need to approach the matter with sensitivity.
- Consult with the family to develop a plan addressing the child's learning and any necessary adjustments to support their meaningful participation in the program.
- If and when appropriate, provide the family with contact information for support services, such as:
  - local child and family medical service
  - local Aboriginal medical service
  - the [NSW Autism Advisor Program](#) (phone: 1300 978 611)
  - an NDIS NSW Early Childhood Partner (refer to office locations on the NDIS website).
- Support the family to access assessment through the school counsellor or to organise a paediatric assessment, if required (you may need to help the family locate a bulk-billing service).
- Maintain ongoing communication with the family to plan for adjustments as required.

## Funding to support inclusion

Preschool children with additional learning and support needs and a disability confirmation may be eligible for funding to support personalised learning and support. These funds are distributed by School Services. The process for accessing them varies between the education offices and so the

relevant wellbeing officer should be contacted for details. Funds allocated vary depending on a child's level of need and may enable a school to employ an additional school learning support officer to work within the preschool.

## Supporting the child's transition into kindergarten

Some children require additional support to transition into school successfully. This support may take the form of planned individual transition activities, in addition to whole group activities. The school learning and support team, preschool teacher and other relevant professionals will need to collaborate to plan these activities.

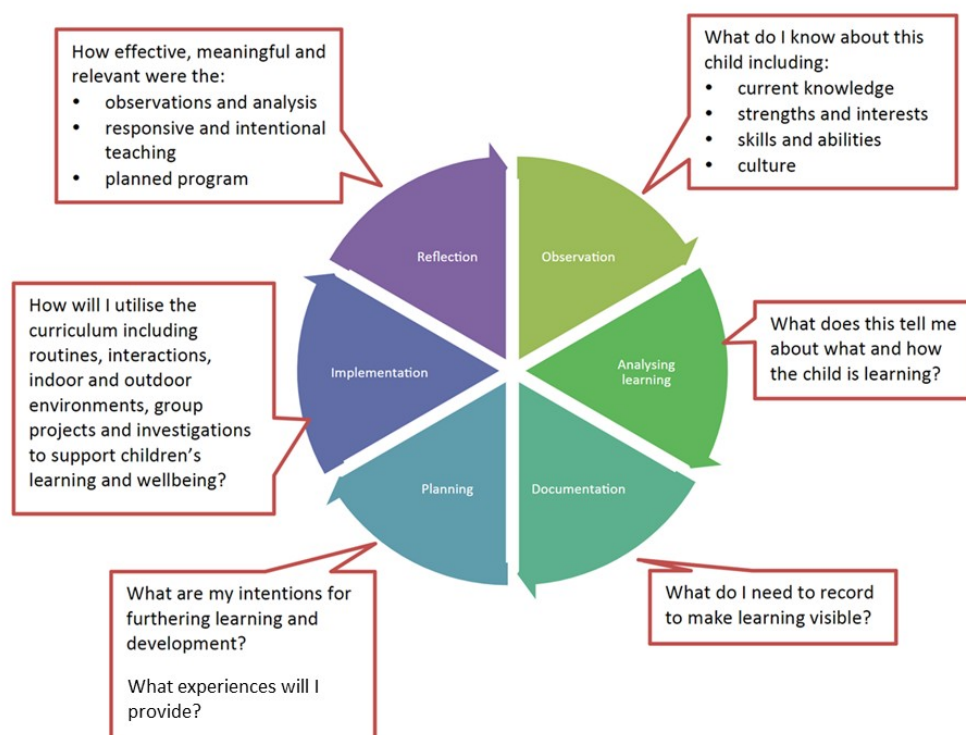


# Assessment and planning – Standard 1.3

Educators and coordinators take a planned and reflective approach to implementing the program for each child.

## Assessment and planning cycle

The assessment and planning cycle is the ongoing process used by educators to design programs that enhance and extend each child's learning and development. An entire cycle may not necessarily be evident in a single piece of documentation, but must be evident in documentation collectively.



The assessment and planning cycle

Source: Australian Children's Education and Care Quality Authority (ACECQA)

Programs should reference why particular learning experiences were planned. For example, to:

- extend an individual or group interest
- address an identified area of need or learning goal
- continue an ongoing project
- participate in a current community event, such as whole school NAIDOC celebrations
- address a principal or practice of the EYLF.

## Documentation of learning

Documentation of children's experiences and their responses to the environment makes learning visible to children, educators and families and promotes shared learning and collaboration. It promotes relationships between children, educators and families and demonstrates professionalism. It also enables the assessment and planning cycle to be visible to educators and families.

(Guide to the National Quality Framework, 2018, Section 3, Quality Area 1)

[Regulation 74](#) requires documentation of each child's learning to include:

- assessments of the child's developmental needs, interests, experiences and participation in the educational program
- assessments of the child's progress against the outcomes of the educational program.

As they are broad, lifelong goals, it is not possible to definitively state that an EYLF learning outcome has been achieved by a child. Documentation should describe development towards an outcome in terms of an indicator or short term goal, rather than the entire outcome. As for K-6 students, assessment statements should be meaningful and support future planning, describing what a child:

- can do,
- has learnt to do,
- is learning to do, and/or
- needs support with.

Types of documentation educators use to document learning:

- recorded video
- learning stories
- captioned photos
- reflective journals
- floor books
- wall displays
- program folder
- individual portfolios
- observations in the form of a jotting or anecdotal note
- posts to an online application
- summative assessment statements
- transition statements.

## Program and documentation procedure

The methods and techniques used to plan and document learning experiences and learning are a local decision. It is recommended the expectations of these be articulated in a locally developed **program and documentation procedure**. It is important educators are aware of expectations and the principal (or preschool supervisor), as educational leader, is able to effectively supervise and support the educational program.

In developing this procedure, reference should be made to:

- regulations 73-76,
- 'Guide to the National Quality Framework', sections 3 and 4, Quality Area 1
- school expectations around curriculum decision making and program documentation.

Key considerations are:

- documentation will generally be formative and ongoing to
  - make learning and development visible
  - inform future planning
- the quantity of documentation needs to reflect the number of days the child attends
- documentation must be easily understandable to educators and the child's family.

## Information for families

### General program

Information about the contents of the educational program must be easily accessible to families ([regulation 75](#)). Each preschool needs to consider the most appropriate and meaningful method of doing this in the context of their community. Gauging families' preferences will avoid time spent needlessly producing documentation which is not accessed.

Information provided can be a combination of upcoming planned experiences and retrospective information. The format it takes is a local decision, and it may be a single piece of documentation, or a combination of the following:

- one-page outline of the daily routine (not sufficient if this is the only piece of information)
- summary of planned significant experiences for the day displayed in the preschool entrance
- information about an upcoming special event in a handout or newsletter article, for example, Harmony Day celebrations
- wall documentation of an ongoing focus or project
- digital media, such as the posting or emailing of planned experiences for the upcoming week (as not all families will access electronic media, consider also printing a single copy of any posts and having them available in the preschool entrance).

Any information shared should:

- maintain the privacy of each child

- be meaningful and accessible to families
- not create excessive paper work or 'doubling-up'
- be achievable and realistic for educators to complete (focus on brief, high quality information).

## Individual children

[Regulation 76](#) refers to the information families must be given in relation to their own child's learning and participation, including:

- assessments of the child's developmental needs, interests, experiences and participation in the educational program and
- assessments of the child's progress against the outcomes of the educational program.

Strategies to address these requirements may include:

- informal family teacher conversations
- formal family teacher interviews held in line with the rest of the school
- summative statements addressing each of the five EYLF learning outcomes (an end of semester or year report, or transition to school statement)
- learning stories highlighting an assessment and planning cycle
- an individual learning plan.

## Documentation making group learning visible

Educators often document group experiences, and where appropriate, group learning with the intended audience of the children, educators and families. One method used for this is wall documentation. Such documentation often evolves organically, focusing on an ongoing group focus or project. Wall displays can feature a combination of photos, children's works, quotes from the children, and educator notes highlighting learning. When appropriate, assessment planning cycles can be highlighted.

Another method is a written recount of a special event or outing, accompanied by photos. This may include statements related to intended learning outcomes and be displayed in the preschool entrance, posted in a newsletter, placed in individual learning portfolios, emailed to all families or posted electronically to an app.



## Recommended resources and further reading

- Early Childhood Resource Hub: Documenting children's learning - [ecrh.edu.au/topics/documenting-children's-learning](http://ecrh.edu.au/topics/documenting-children's-learning)
- Be You- Supporting Early Childhood mental health - [beyou.edu.au](http://beyou.edu.au)



# Quality Area 2

## Children's health and safety

This quality area requires consistently high levels of safety and health-care be provided in the preschool, as the requirements for younger children differ to those of primary aged students.

The school principal and preschool educators support and promote the health, protection, safety and wellbeing of the preschool children. Preschools are able to demonstrate how they take reasonable care to protect the children from foreseeable risks of harm, injury and infection.



# Health – Standard 2.1

Each child's health and physical activity is supported and promoted.

## Sleep and rest guidelines

All children have individual sleep and rest requirements. The preschool must ensure that all children have appropriate opportunities to sleep, rest and relax in accordance with their individual needs and as advised by the child's family. In doing this, children must not be forced to lie down or sleep.

### Advice to inform the development and review of the sleep and rest procedure

Educators will:

- take reasonable steps to ensure that the needs for sleep and rest of children being educated and cared for by the service are met, having regard to the ages, development stages and individual needs of the children ([regulation 81](#))
- consult with families about children's sleep and rest requirements. Educators will be sensitive to each child's needs so that sleep and rest times are a positive experience
- respect family preferences regarding sleep and rest and consider these daily while ensuring children feel safe and secure in the environment. Conversations with families may be necessary to remind families that children will neither be forced to sleep nor prevented from sleeping
- use a range of practices to manage sleep, rest and relaxation needs. Children sleep, rest and relax in a range of different ways. Some children may prefer to quietly rest and read; some may enjoy relaxation activities like guided meditation or yoga; some may need to be more active in order to then sleep and/or relax
- ensure that children who do not require sleep or rest have opportunities to engage in appropriate quiet play experiences, such as drawing, listening to a story, or completing a puzzle
- assess each child's circumstances and current health to determine whether higher supervision levels and checks may be required whilst they are sleeping. For example, children who are unwell will need to be monitored constantly whilst sleeping especially if they have a high temperature, vomited or received minor trauma to their head. In addition, children who are taking medication or have recently received a vaccine may experience increased drowsiness (or restlessness) and this will also need to be taken into consideration
- ensure that areas for sleep and rest are well ventilated and have natural lighting. Rooms that are very dark and have music playing may not provide adequate supervision for sleeping children
- ensure that if beds/mattresses are used, they are clean and in good repair. Bed linen is for use by an individual child only and will be washed before use by another child. Light bedding is encouraged, as opposed to doonas and heavy blankets. If beds are used, ensure they are low to the ground to prevent falls

- encourage all children to lie on their backs before they fall asleep. A child may then turn over whilst resting/sleeping to find a comfortable position
- ensure children sleep and rest with their face uncovered. If a child's face becomes covered by the bed linen whilst they are resting/sleeping, the staff/carers will immediately uncover the child's face. In addition, children should be asked to remove jumpers with hoods and cords and scarves whilst resting and/or sleeping, to reduce the risk of choking or strangulation
- maintain adequate and direct supervision and educator to child ratios throughout the rest/sleep period
- closely monitor sleeping and resting children and the sleep and rest environments. This involves checking/inspecting sleeping children at regular intervals, and ensuring they are always within sight and hearing distance of sleeping and resting children so that they can assess a child's breathing and the colour of their skin.

## In planning provisions for sleep and rest consider:

- how to meet the needs of children who require sleep, based on discussions with the child's family
- how to meet the needs of children who no longer require sleep, yet require a period of rest/relaxation
- how to respond to changes in children's sleep, rest and relaxation needs
- how to include children in decision making about sleep, rest and relaxation
- when sleep, rest and relaxation opportunities are provided throughout the day
- how to meet the needs of children who require sleep at different times of the day, such as also providing a quiet, restful area outdoors
- how the environment might best be used to provide a quiet space for children who need to sleep without distraction
- how the environment might best be used to provide children who do not sleep a space and opportunity to do alternate activities
- keep in mind, it is not mandatory for a preschool to have a set of beds or stretchers.

## Linen, pillows and cushions

Preschools may request families supply linen and a pillow for their child, if required, as well as take responsibility for washing them. If a child uses preschool linen, it must be washed before it can be used by another child or is stored in contact with other linen.

Any cushions should have removable covers or be covered by a sheet so they can be washed if used by an unwell child or a child lays their head on one. If a stretcher bed is covered by linen, it does not require cleaning between uses, unless soiled or visibly dirty.



[ACECQA Information Sheet: Safe sleep and rest practices](#)

## Children with a medical condition

Department policy requires an [individual health care plan](#) be developed for any student:

- diagnosed with severe asthma, type 1 diabetes, epilepsy or anaphylaxis and/or
- diagnosed as being at risk of an emergency and/or
- who requires the administration of health care procedures.

Preschool regulations are consistent with this policy, stating that an individual health care plan must be developed for any child with a medical condition diagnosed by a registered medical practitioner (Guide to the National Quality Framework, section 3, 2.8). This may include, but is not exclusive to, the conditions listed above, as well as food allergy.

The following steps must be taken **before** the child commences preschool, in accordance with regulations [90](#) and [91](#):

- The family must provide a medical management or action plan for the child, developed and signed or stamped by a medical practitioner. If the child is at risk of anaphylaxis, this is the ASCIA Action Plans for Anaphylaxis (personal) for use with EpiPen.
- A risk minimisation plan must be developed in consultation with the child's family. The parent or carer's signature should be included on the plan as verification that they were consulted.
- A communication plan (see Appendix D) must be developed documenting
  - procedures for ensuring all staff and volunteers can identify the child and locate their management plan and medication
  - how a child's family will inform the preschool of any changes in the child's management, medication, or the risks identified on their risk minimisation plan
- The family must be given copies of
  - [Student Health in NSW Public Schools: A summary and consolidation of policy](#)
  - preschool procedure relating to medical conditions in children
  - the communication plan

## Emergency medication

- Each preschool is supplied with an EpiPen Junior auto injector for general use in an emergency situation. This must be stored with the [ASCIA Action Plan for Anaphylaxis \(general\) for use with EpiPen](#).
- Schools provide the preschool with a general-use asthma reliever medication for use in an emergency. This must be stored with a generic asthma emergency management plan, for example, the 'Asthma Action Plan' available on the National Asthma Council Australia website.
- In an emergency situation, asthma reliever medication or an EpiPen may be administered to any child requiring them, without parental consent. In such a situation, the family and emergency services must be contacted as soon as practical, and a notification made to Early Learning ([regulation 94](#)).

## Administering medication

Educators must assist with administering prescribed medication during the preschool day, if a child's family cannot reasonably do so ([regulation 93](#)). Non-prescription medication (such as Panadol, Zyrtec, Claratyne) cannot be administered to a child, unless prescribed by a medical practitioner, verified in a written letter from them. Staff who will be [administering medication](#) complete the e-Administration of prescribed medication at school (e-APMAS) online course.

Medication can only be administered with parent or carer written authorisation, as recorded in a medication record. Most school medication records don't collect the detail required in [regulation 92](#), so it is suggested preschools use the [ACECQA](#) template or the template provided in appendix E.

If a child is prescribed medication on a long-term basis (for example, anti-seizure medication), families are able to complete a long-term authorisation record (see appendix F). It collects the same information as the regular medication record, as required in [regulation 92](#), but only requires a single authorisation from the family for a prescribed period. This authorisation can be withdrawn by the family at any point, either verbally or in writing.

The following procedures apply to giving medication and should be included in the preschool **procedure for dealing with medical conditions**:

- On arrival, the parent or carer hands the child's medication to a staff member for safe storage.
- Medication can only be given to a child if it is in its original packaging with a pharmacy label stating
  - the child's name
  - dosage instructions
  - a non-expired use-by date.
- The parent or carer must complete the first section of the medication record, documenting dosage and administration details and authorising the medication to be administered to their child.
- All non-emergency medication is to be stored in a locked cupboard, or locked container in the refrigerator, out of reach of children.
- Emergency medication (EpiPen, asthma reliever medication) must be inaccessible to children, but not locked away.
- Individual emergency medication must be stored with a copy of the child's emergency management plan.

When a staff member administers medication to a child, they must record the details on the medication record, with another member of staff witnessing that the medication was administered as prescribed. This is to be made available to the family for verification when they collect their child.

## Supporting children who are not toilet trained

A non toilet-trained child cannot be excluded from enrolling in a department preschool. It is important educators develop a positive, open relationship with the child's family to support the child with a consistent toilet training routine at home and preschool. It is suggested that a toilet training goal be identified collaboratively, and this be an initial focus of the child's learning at preschool. Children who have regular accidents will need to bring a number of changes of clothes to preschool each day. Consider storing these in a location that the child can access easily themselves. Soiled clothes should be placed in a sealed plastic bag.

## Children wearing nappies or pull-ups

If a child enrolls who is not yet toilet trained, it is suggested the preschool educators develop or review the existing **nappy changing procedure**, addressing items such as:

- Where will the child be changed?
- How will the child's dignity and privacy be prioritised?
- Who will change the child?
- What will the changing process be?
- How will adequate supervision of the other children be maintained while the child is being changed?
- If the child is required to climb onto a changing table, how will this be done safely?
- How will hygiene be maintained?
- How will used nappies be disposed of to prevent children having access to them?

## Equipment required

### Nappies or pull-ups, disposable wet wipes, plastic bags

Request the family supply these.

### Sink for washing hands

The changing area needs to be located close to a sink (that is not used for food preparation), soap and paper towels. The adult changing the child should wash their hands:

- before changing the child
- after changing the child
- after cleaning the change surface.

The child should be supported to wash their hands after they have been changed.

### Disposable gloves and paper towels

These must be stored within easy reach of the change area and disposed of immediately after use.

## Foot operated bin

The bin should be lined by a plastic bag and tied-off at the end of the day, ready for disposal by the cleaner. A preschool may prefer to engage a nappy disposal service. In this case consideration needs to be given to how regularly the bin will be emptied.

## Change table

Preschool teams need to consider the most appropriate type of change table or surface for their setting. [Regulation 112](#) notes that children over the age of three do not have to be changed on a standard table. In some situations, if the child is wearing a pull-up rather than a nappy, changing them as they stand may be more convenient.

A hydraulic-lifting change table designed for a child with a disability may be suitable. Contact your School Services Wellbeing team to seek their advice on accessing such a table. To minimise germs on the change surface, cover the change surface with paper (such as butcher's paper or paper towel) and dispose after each child is changed.

## Changing instructions on display

It is helpful to display nappy changing instructions in the changing area to ensure all staff follow the same procedure and maintain good hygiene (see Appendix G).

## Detergent and water

After each child is changed, the change surface will need to be thoroughly cleaned with a detergent and warm water mixture, then dried with paper towel.



[ACECQA information sheet: Toileting and nappy changing principles and practices](#)

## Incident, injury, trauma or illness

The preschool **procedure relating to incidents, injury, trauma and illness** must document the steps that will be taken in the event a child:

- is injured,
- becomes ill, or
- suffers trauma.

In each of these situations, an incident, injury, trauma or illness record must be completed. This applies for all first aid administered, and there is no requirement or need to keep a separate log of injuries or illnesses, or categorise them as minor or major. Use the [ACECOA](#) template or the template provided in Appendix H, which complies with the information required in [regulation 87](#). The family must be notified within 24 hours of the event, and sign the acknowledgment of notification on the record ([regulation 86](#)). If the family is notified verbally, details of this should be added by an educator to the record.

As part of the incident, injury, trauma and illness procedure, it is useful to document:

- the situations in which a child's family will be called immediately, for example, serious injury, head injury, a fever or bite
- that the principal will make any required notification/s to Early Learning.

## Sick children at preschool

The following general guidelines apply if a child becomes sick whilst at preschool:

- The child should be separated from the other children and made comfortable, whilst kept under supervision, for example, lying comfortably on a cushion in a quiet corner.
- If the child is not well enough to participate in activities, their family should be contacted and asked to collect them or arrange for their nominated emergency contact to do so.
- If a child appears very unwell or has a serious injury that needs urgent medical attention, an ambulance must be called.
- If a child develops a serious illness whilst at preschool and as a result needs to attend a medical practitioner or hospital, a notification also needs to be made to Early Learning.
- If a parent is called to collect a child early from preschool, the details need to be documented in the incident, injury, trauma or illness record.
- It is suggested that preschool teams discuss and document the action that will be taken in the situation that a child vomits, has diarrhoea or a fever.

## First aid kit

[Regulation 89](#) requires a suitably equipped, easily accessible first aid kit. The contents of the kit is not stipulated, so consideration needs to be given to what is needed based on the inherent risks within the preschool. Preschools are able to access the first aid kit stored in the school office, which is more extensive and includes contents prescribed by the department. There is no regulatory requirement for a preschool to have a defibrillator. Preschools need to consider:

- how they will access the first aid kit when outside
- a process for keeping track of the expiry dates of the kit's contents and restocking.

## Immunisation requirements

All education and care services must comply with their legal responsibilities under the NSW Public Health Act 2010. For a child's enrolment to be accepted, their parent/guardian must provide an approved immunisation form from the Australian Immunisation Register (AIR). This includes either the child's AIR Immunisation History Statement or an AIR immunisation history form. A copy of this must be stored with the preschool enrolment form. This documentation will show the child is:

- fully immunised for their age
- has a medical reason not to be immunised
- is on a recognised catch-up schedule.

There is a 12-week temporary exemption for supply of the history statement or form for:

- an Aboriginal or Torres Strait Islander child
- a child evacuated during a state of emergency
- a child in out of home care.

Preschools must maintain an immunisation register that records the immunisation status of all enrolled children. Schools can use the template developed by NSW Health or develop their own. The register must be:

- referred to in the case of an outbreak of a vaccine preventable disease
- produced on request for inspection by
  - a government health official
  - the regulatory authority.

If a child turns four while enrolled at preschool, there is an obligation for preschools to remind the family to supply the updated history statement or form. However, the child can't be excluded if the family does not provide the documentation, unless there is an outbreak of a disease for which the child is not vaccinated against.



[Immunisation Enrolment Toolkit: For Early Childhood Education and Care Services' \(2017\)](#)

## Managing the outbreak of an infectious disease

The preschool **procedure related to dealing with infectious diseases** should outline the steps that will be taken to reduce the spread of infectious diseases within the preschool. If a preschool child becomes unwell and it is suspected they are suffering an infectious disease, they should be separated from the other children to stop the spread of the disease. This should be done with consideration of the child's emotional wellbeing and maintaining adequate supervision. The child's family should be contacted and asked to collect the child.

After confirmation that a preschool child is suffering from an infectious disease, and as soon as practical, the family of each child in the group must be notified of the occurrence, whilst maintaining the privacy of the ill child ([regulation 88](#)). Preschools may do this:

- verbally
- through a letter
- by posting a note in the entrance (see Appendix I)
- via electronic message.

It is helpful to also provide families with a factsheet related to the disease.

The recommended minimum exclusion periods for a child suffering an infectious disease may be included in the preschool orientation information or family handbook. These can be found at:

- [Staying Healthy: Preventing infectious diseases in early childhood education and care services](#)
- [NSW Health](#)

The regulations do not state a child requires a doctor's clearance to return to preschool.

[The Immunisation Enrolment Toolkit](#) includes a table listing the vaccine preventable diseases for which a notification must be made to the local public health unit in the event of an outbreak (phone: 1300 066 055). Educators should follow the directions given regarding the exclusion of children and the provision of information for families. An outbreak of a serious illness poses a risk to the health of the preschool children and is considered a serious incident, and as such a notification needs to be made to Early Learning.

## Infection control

Adequate health and hygiene practices should be implemented ([regulation 77](#)). [Staying Healthy: Preventing infectious diseases in early childhood education and care services](#) details strategies to prevent many infectious diseases and control their spread. A key concept explained is how germs can spread in education and care services, known as the 'chain of infection'. To stop infections spreading, the chain of infection can be broken at any point through:

- effective hand hygiene
- exclusion of ill children, educators and other staff
- immunisation
- cough and sneeze etiquette

- appropriate use of gloves
- effective environmental cleaning.

Health and hygiene practices need to be explicitly taught to the children and positively reinforced. Hand washing and nose blowing should be embedded into the daily routine.

## Standard precautions

Standard precautions for infection control should be used by all staff, children, visitors and volunteers to reduce the risk of transmission of infectious diseases during care procedures. These precautions involve the use of safe work practices and protective barriers (such as disposable gloves) for the control of the spread of infection from both recognised and unrecognised sources.

It is not possible to reliably identify sources of infections or communicable diseases, therefore it is necessary to presume there is a potential risk of infection to children, staff and visitors when exposed to:

- blood, including dried blood
- all other body fluids, secretions and excretions, including saliva and mucous but excluding sweat
- broken skin
- mucous membranes, for example, of the mouth or nose.

## Maintaining a clean, hygienic environment

To promote the health of staff and children, preschools must be clean and hygienic on each day of operation. A contractor completes daily cleaning of the preschool floors and bathrooms, and removes rubbish. In addition, resources, furniture and equipment must be cleaned to ensure they are safe, hygienic and in good repair for children's use.

Preschools must develop a procedure or schedule for cleaning to ensure it is completed on an ongoing basis. The format of this documentation will vary depending on the needs of each preschool and may be combined with the daily safety checklist, if desired. Consideration needs to be given to when cleaning will occur, and by whom. Appendix J provides suggestion of when cleaning can take place.

General cleaning is best achieved with warm water and detergent, however cold water and extra scrubbing can also be used to effectively clean a surface. Please refer to section 3.4 of [Staying Healthy: Preventing infectious diseases in early childhood education and care services](#) for cleaning information, including when disinfectant should be used.

Involving children in routine cleaning fosters learning in relation to the EYLF learning outcomes. Children involved in general daily cleaning learn to value, respect and care for their learning environment. They develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation' (EYLF, p. 29). Additionally, children learn to value order, have ownership over their learning environment and show respect for the children and adults they share their environment with.

# Nutrition, food, beverages and dietary requirements

The following information related to eating and drinking at preschool should inform the development and review of the preschool **procedure related to nutrition, food, beverages and dietary requirements**.

## Access to safe drinking water

Children must have access to safe drinking water at all times ([regulation 78](#)). Preschools do this by requesting each family provide their child with a full bottle of water each day. These can be stored together in a trolley or sports caddy which can be flexibly moved indoors or outdoors, depending on where the children are. Water bottles should have lid covers or be stored in a manner which eliminates cross contamination.

## Children eating during the preschool day

Preschool families provide their child with food to consume during the day, generally this is morning tea and a packed lunch. The preschool daily routine must include regular periods the children are able to consume the food they have brought from home. To meet children's range of requirements, strategies preschools may implement are:

- a designated space for hungry children to eat on arrival (for those who have had an early or no breakfast)
- a flexible time period for morning and/or afternoon tea so children can choose to eat when they are hungry
- a designated lunch time when the group sit together to eat
- an option for hungry children to return to any uneaten lunch in the afternoon.

Eating routines should be regularly reviewed, to ensure individual needs are being met. There should be no onus on the preschool children to eat at the same time as the K-6 children. Lunch time is an opportunity for educators to model, implement and reinforce healthy eating practices. It also provides opportunity for the children to develop their independence and self-help skills to support a successful transition to school.

## Children with food allergies or at risk of anaphylaxis

In developing the individual risk assessment for these children, consider:

- where the child will be seated to eat
- how other children will be taught not to share food
- if the lunches of other children will be monitored for trigger foods
- how the supervision plan may need to be modified during eating periods.

## Storing children's food safely

[Regulation 77](#) requires the safe storage of food. This can be done by storing perishable foods below 5°C, using the method most suitable to a preschool's context, for example:

- all food placed in a fridge on arrival (note, if the fridge doesn't have a digital display, a non-mercury thermometer will need to be placed in the fridge to ensure it is below 5°C)
- perishable foods only placed in the fridge on arrival
- families asked to place a frozen drink bottle or ice brick in their child's lunch (in this case, educators will need a method to ensure families have done this each day).



[foodauthority.nsw.gov.au/retail/childrens-services](http://foodauthority.nsw.gov.au/retail/childrens-services) - 'Food brought from home' factsheet

## Reheating children's food safely

If food is reheated it should:

- be heated to above 70°C (as measured with a thermometer)
- have cooled sufficiently before being served to the child.

Left-overs should be disposed of and not returned to the family.

## Preschool cooking experiences and special events

In preparing for a group cooking experience, educators should familiarise themselves with the food safety guidelines in part 3.5 of [Staying Healthy: Preventing infectious diseases in early childhood education and care services](#).

Department policy states that peanuts, tree nuts or any nut produce cannot be used in curriculum or extra curricula activities (this does not include foods labelled as 'may contain traces of nuts'). Additionally, avoid using any ingredient for which a child has a known allergy, intolerance or is at risk of anaphylaxis.

During enrolment and orientation, educators should collect information related to foods a child cannot eat for religious or cultural reasons. Before special events where food will be shared, it is recommended educators liaise with families of the children in the situations above, to ensure their child's health and wellbeing needs are met.

## Physical activity

The preschool daily routine/timetable must provide a balance of opportunities for:

- inside and outside play
- passive and active experiences
- spontaneous and planned physical activity.

[Munch and Move](#) is a free, comprehensive government program providing NESA registered professional learning and resources to support preschools to support healthy eating and physical activity.



# Safety – Standard 2.2

Each child is protected.

## Reasonable precautions to protect children from harm and hazards

Reasonable precautions must be taken at all times to protect the children from harm and hazards likely to cause injury. In the preschool, this must be done whilst considering the benefits of providing children with a stimulating play environment. Specific details of the precautions implemented in each preschool should be documented in the **procedure related to providing a child safe environment**. The 'Guide to the National Quality Framework' (section 3, 2.2) provides examples of the types of precautions which can be taken to meet this requirement:

- adequate supervision
- daily safety checks of the environment and equipment (see Appendix K)
- a process for reporting required maintenance to the general assistant (or principal if urgent)
- the removal of broken or hazardous equipment from areas accessible to children
- secure, labelled storage of hazardous products such as cleaning materials and chemicals
- doors and gates secured to prevent children entering areas unsupervised, for example, storerooms, staff toilet
- implementation by all staff of current preschool procedures related to health and safety
- hot water inaccessible to children
- the intentional teaching and positive reinforcement of safe play and the safe use of equipment
- electrical outlets covered with safety fittings
- adult-size equipment or tools only accessible to children under direct supervision, for example, large scissors, knives for cutting fruit
- heavy objects or furniture positioned in a way that children can't pull them down
- climbing equipment more than 60cm tall placed over cushioning or soft fall
- clear, accessible exit routes
- any equipment or furniture being purchased meeting the relevant Australian Standard
- hazardous garbage inaccessible to children, for example, used nappies, broken glass
- development of risk assessments
- whole school inspections of
  - trees
  - electrical appliances
  - fire extinguishers and fire blankets.

## Safety Data Sheet (SDS)

The school SDS should include the contents of the preschool and a copy stored in the preschool.

## Risk assessments

Preschools are required to maintain current risk minimisation plans identifying potential hazards and harm, and the steps taken to reduce these. It is recommended these be documented on the department's [risk management plan template](#) (see Appendix L). Annually updated plans are required for:

- the general preschool environment (indoors and outdoors)
- visits into the school
- evacuation from the preschool
- potential emergency situations
- excursions and regular outings
- individual children with a medical condition.

The relevant risk management plan should be amended whenever a new hazard becomes apparent. Risk assessments for individual children or particular activities, such as bush school, handling preschool pets or tree climbing may need to be developed. School Services P-2 Initiatives Officers can be contacted to assist in the development and updating of plans.

## Water safety

The following matters should inform the development and review of the preschool **water safety procedure**:

- supervision considerations when children are playing with water, including their access to taps
- the inclusion of any water features in the general environment risk assessment
- ponds must be securely covered with wire mesh or a metal grid sitting slightly below the water's surface
- if an excursion destination features a body of water, this risk will need to be carefully considered and documented in the excursion risk assessment
- emptying pooled water after rain
- access to clean drinking water throughout the day for all children

## Sun safety

The preschool **sun protection procedure** should make reference to the following:

- supply of sunscreen by preschool or each child's family
- monitoring of sun screen/s expiry date
- sun protection measures (recommended outdoor times, shade, hat, clothing and sunscreen) as a planning priority for excursions and outdoor activities.
- families asked to apply sunscreen to their child before or on arrival at the preschool.
- application of SPF30+ or SPF50 broad-spectrum, water-resistant sunscreen 20 minutes before going outdoors, reapplied every two hours by all staff and on children
- outdoor activities planned to occur in shaded areas as much as possible.
- staff and children wearing sun-safe hats that protect their face, neck and ears, for example, a legionnaire or bucket hat
- staff acting as role models and showing sun-safe behaviour by wearing a sun-safe hat and clothing, applying sunscreen and using and promoting the use of shaded areas for play.
- sun protection information, such as on the Cancer Council website promoted to staff, families and visitors.

### Application of sun screen

The preschool enrolment form does not collect authorisation for an educator to apply sun screen to a child. If educators intend to apply sun screen, a separate information and authorisation letter, consistent with whole school procedures, is required. This is not necessary if the family supplies their child's own product and the child applies it themselves with adult support. In this case, each child's own cream must be clearly labelled with their name and not be used by any other child.

## Arrival and departure procedures

Arrival and departure times are an important part of the daily preschool routine, particularly for ensuring children's safety and the opportunity for educators and families to develop relationships. The specific procedures each preschool implements will vary depending on the physical layout of the preschool. They should be documented in a **procedure related to the delivery and collection of children**, and a summary communicated in a meaningful way to families. The following points can be adapted to suit a preschool's context:

## Arrival

- [Regulation 158](#) requires the arrival and departure register (see Appendix M) to be completed on arrival for each child documenting their full name and date and time of arrival. It should be signed by the person delivering the child.
- Families who arrive early are asked to stay with their child until the preschool starting time, when educators will then assume care of the child.
- Children must not be left in the building or the playground without an educator being made aware of their arrival.
- When the preschool opens, each child will be greeted by an educator.
- At a specified time, one educator will perform a head count and check this corresponds with the number of children who have been signed in. If a child has inadvertently not been signed in, an educator can do this (signing their own name), so the attendance record is accurate.
- Families are asked to inform staff of any changes regarding the collection of their child on a particular day. These changes should be noted on the arrival and departure register for that day.

## Departure

- [Regulation 158](#) requires the arrival and departure register also document the time of each child's departure from the preschool, and be signed by the person collecting the child.
- Families are requested to inform an educator of the child's departure.
- If a family is unexpectedly late in collecting their child, they are asked to notify the preschool by telephone.
- Families who have not arrived by a specific time to collect their child (preschools each determine an appropriate time) will be contacted by the school. If they are not available, the emergency contact will be telephoned.
- An un-collected child must stay in the care of the preschool or school until their family, emergency contact or authorised person collects them.
- Preschool educators will not allow an unauthorised person to collect a child.
- When collecting their own child, families are asked to ensure the safety of other children by making sure the front door or gate is closed behind them.

## Additional considerations may include:

- An invitation for families to stay for a short while on arrival and prior to departure, to share some of their child's learning experiences.
- The need for specific arrival and departure routines for individual children, particularly those suffering separation anxiety.
- The provision of a space for families to gather before or after they have delivered their child.

## Releasing children into the care of an authorised person

Only a parent or carer (unless prohibited by a court order), or authorised nominee can take a child from the preschool. Exception is made in an emergency, or if a family has given authorisation for the child to be taken on an excursion ([regulations 99 and 161](#)).

Details of persons authorised to collect a child from the preschool are documented in the preschool enrolment form. This page should be copied and stored in the preschool (or collated into a list) for quick referral in the situation that a person other than their parent arrives to collect a child. As circumstances change, a family may want to modify who they authorise to collect their child and they should be asked to put this in writing. If an authorised collector is not already known to preschool educators, they must produce photo identification to confirm their identity.

If a parent or carer calls during the day to notify that a person other than an authorised collector will be collecting their child that day, the staff member who takes the call should make a note of the verbal instruction in the comments section of the arrival and departure register. As above, if this person is not known to preschool educators, they must confirm their identity with photo identification, such as a driver's licence.

## Collection by a person under 18

A situation may arise whereby a family requests a person under 18 years of age collect their preschool child. Neither the regulations nor department policy state a minimum age for an authorised collector. In such a situation, the family should be directed to the principal. It is at the principal's discretion to approve collection by a person under 18, after interviewing the family. If approved, the collector should be recorded by the family in the enrolment form as an authorised collector.

## Bus travel

If preschool children travel to or from preschool via bus, a **bus travel procedure** must be developed and implemented. The contents of this will vary depending on whether the travel is part of the education and care service provided.

## Transport that is not part of the service provided

Examples of transport that are **not part** of an education and care service include:

- private transport provided by families and carers
- transport provided, managed, or paid for by an entity other than the preschool, for example a school bus, charter bus
- when a disability service picks up children and transports them to or from preschool.

When transport is not part of the service, the preschool's bus travel procedure must make reference to:

- the roles and responsibilities of parents, the preschool and educators

- procedures for ensuring children are safely delivered to and collected from the transportation provided, including accounting for each child and recording children's arrival and departure at the service ([regulation 158](#))
- communication protocols between the parents and the preschool in the case that a child does not arrive at the preschool or at home at the expected time, or where a child does not use the transport as expected on a particular day
- arrangements for children being transported for the first time.

## Transport that is part of the service provided

Examples of transport considered part of a preschool's service include:

- transporting children from the preschool to another location for an excursion
- collecting or dropping-off children whilst they are under the care of the preschool
- accompanying children in transit where they are recorded as in attendance at the preschool and under the care of the service.

A procedure is not required for bus travel for an excursion as the excursion's risk assessment plan will make reference to the bus travel. In all other situations that transport is provided as part of an education and care service, a preschool bus travel procedure must be in place, making reference to:

- maintaining accurate attendance records which show the time that the child arrives or departs the education and care service, signed by the nominated supervisor, an educator or the person delivering or collecting the child ([regulation 158](#))
- collecting a parent or authorised nominee's written authorisation to allow the child to leave the preschool ([regulations 99, 102, 160 and 161](#))
- ensuring children are protected from harms and hazards ([section 167](#))
- conducting risk assessments ([regulations 100 and 101](#))
- adhering to maximum numbers of children according to the service approval ([section 51\(4\)\(a\)](#))
- ensuring adequate supervision ([s165](#))
- maintaining educator to child ratio requirements ([regulations 123, 271 and 388](#))
- suitable staffing arrangements ([regulation 151](#))
- preparations for responding to a first aid incident ([regulation 136](#))
- following other legal requirements and best practice standards, for example, ensuring suitable drivers licenses, using seat belts, and child seats.



[Spotlight on Quality](#): Issue 4 – Unpacking the key elements of transportation.

## Adequate supervision

Supervision in the preschool should be a part of the whole school supervision plan, as described in the [Teachers Handbook](#). The National Law ([section 165](#)) states it is an offence to inadequately supervise children and that responsibility for ensuring the preschool children are adequately supervised at all times rests with the nominated supervisor (school principal). Considering this, it is imperative the principal is aware of the preschool's supervision plans and monitors them to ensure the safety and wellbeing of all children.

Casual, relieving and RFF staff must be aware of the requirement to adequately supervise preschool children and how this may differ from the expectation of doing a playground duty in the rest of the school. Supervision of preschool aged children requires an understanding that they need closer supervision than school-aged children, and that an active approach should be taken.

Adequate supervision cannot be achieved through educator to child ratios alone. In order to ensure children are adequately supervised at all times educators must:

- ensure they can respond to children immediately, particularly if a child is distressed or in an unsafe situation
- know where all children are at all times by actively and diligently monitoring their activities
- balance supervision and engagement by drawing on a range of skills such as positioning, using peripheral vision and monitoring changes in noise and stress levels
- have an awareness of potential hazards in the environment and proactively take steps to predict and intervene in situations where children's health and safety may be compromised
- use flexible positioning and strong communication between educators to ensure all children are supervised
- inform another educator if they are going into a storeroom or bathroom.

Each preschool's supervision plan should be documented in their **providing a child safe environment procedure**. It should include details on how adequate supervision is maintained during different parts of the day, particularly arrival, departure and pack-away times. Supervision plans will vary greatly between preschools and will be influenced by things such as:

- the layout of the premises in relation to visibility and accessibility
- risks in the environment and experiences provided to children
- abilities and individual needs of children
- number and positioning of educators.

## Indoor/outdoor play

After careful consideration, a preschool team may make the decision to enable the children to move freely between the indoor and outdoor environments, choosing where they play. In this situation, it is important the educators position themselves strategically to ensure all children are adequately supervised. In a single unit preschool, this would mean one educator inside, while the other is outside. Maintaining flexibility and communication may mean that if the majority of the children move into the one area, the rest of the children and other educator move within sight of this area.

## Excursions

The department's excursion implementation procedures are consistent with the regulations, and make specific reference to taking preschool children on an excursion. In planning an excursion or regular outing a risk assessment must be conducted (on the [ACECQA developed template](#)), documenting specific information as outlined in [regulation 101](#) (see Appendix N). The assessment must identify and assess risks the excursion may pose to the safety, health or wellbeing of any child being taken on the excursion, and detail strategies for minimising these. As part of this process, consideration needs to be given to the behaviour or developmental needs of individual children. In addition, the risk assessment must clearly state if there is or isn't any water hazards en route or at the excursion location.

There is no specified adult to child ratio required for excursions, though after the risk assessment has been conducted, a decision needs to be made regarding the required number of adults to ensure the children's safety and adequate supervision. Additional adults beyond the 1 to 10 ratio, don't need to hold an approved qualification, for example, if it is determined four adults are required to adequately supervise the children, the teacher, SLSO/AEO and two parent volunteers will suffice.

Before an excursion, a family information letter and authorisation form must be prepared. [Regulation 102](#) lists the details which must be included in this (see Appendices M and N). The parent or carer (or a person noted in the enrolment form as being authorised to give consent) must give their written consent for the child to be taken on the excursion before the child is taken out of the preschool premises.

Appropriate first aid equipment must be taken on all excursions (including the preschool's general use EpiPen, asthma reliever medication and general action plans for their use). At least one attending staff member must hold the ACECQA approved anaphylaxis, asthma and first aid qualifications. Additionally, the department requires all attending staff have completed the current mandatory anaphylaxis training.

## Regular outings

The regulations consider a walking excursion which is repeated within a 12 month period, such as a walk to a local park or library, as a 'regular outing'. Written authorisation only needs to be given once in a specified 12 month period for a regular outing ([regulation 102, point 5](#)).

The information consent form does not need to give specific outing dates, however, families should be notified of an upcoming planned outing. Some schools require parental consent for each separate occasion the children leave the school grounds, and preschools within such schools must comply with this requirement.

## Visits into the school

A visit into the school is not considered an excursion or regular outing. However, an annual risk assessment needs to be developed and it is good practice to inform families of such visits in advance. If a road needs to be crossed to visit the school or it is on a separate site, the visit is considered a regular outing, and written authorisation for each child will be required in addition to the risk assessment plan.

## Incident and emergency management

Each preschool must conduct a risk assessment to identify potential emergencies that are relevant to their site. This assessment will inform the development and review of local emergency procedures relevant to the preschool. The plan will identify risks relevant to the preschool, for example:

- flood
- bomb
- bush or kitchen fire
- intruder
- falling branch
- sun safety
- vehicle or plane crash into the premises
- snakes.

## Emergency procedure and exit displays

The preschool **emergency and evacuation procedure** supports the implementation of the school 'Emergency Management Plan' within the preschool. It includes instructions for action to be taken in an emergency situation or evacuation and should be developed and reviewed in consultation with the school health and safety committee. The instructions must be displayed prominently at all preschool exits for staff and volunteers to follow if necessary, and not be obscured by blinds, curtains or furniture. They should include evacuation, and depending on the school plan, lock-down and/or lock-out instructions ([regulation 97](#)). Accompanying these, must be a correctly orientated preschool floor plan, showing:

- evacuation routes
- assembly points
- location of fire extinguishers
- location of the fire blanket
- where the group will shelter in the case of a lock-down
- a 'you are here' indicator.

It is advisable to store a copy of the school 'Emergency Management Plan' with the preschool procedures, as it contains information related to the consultation with relevant emergency authorities and department health and safety officers. Preschools may also choose to contact their local fire station and seek specific advice regarding their preschool premises.

## Emergency procedure rehearsals

Each emergency procedure must be rehearsed every three months by each group. To meet this requirement, rehearsals need to be planned to take place twice a term. All staff, children, volunteers, visitors and the principal (as responsible person in charge) present on the day must take part in the rehearsal. It is suggested that if a preschool has more than one evacuation route, rehearsals alternate which route is taken. When the whole school site is involved in a rehearsal, the preschool staff and children should take part in this rehearsal, rather than rehearse on their own.

Documentation of each rehearsal with evaluative comments and required adjustments must be kept. It is suggested that in addition to the 'In Case of Emergency' (ICE) data base, a record is maintained of the rehearsals completed by the preschool (see Appendix P). This could be in hard or electronic copy, but must be produced for inspection on request by an authorised officer.

## Preschool telephone for use in an emergency

Emergency contact numbers should be displayed for quick reference beside each telephone handset, for example:

- Emergency services - 000
- Poisons information - 131126
- Local police station
- Closest hospital
- Preschool address, phone number and closest cross streets.

If an emergency service is called to attend an emergency within the preschool, a notification must be made to Early Learning within 24 hours.

## Child protection

[Regulation 84](#) requires all staff who work with the preschool children to be aware of current child protection law and understand their legal obligations as a mandatory reporter. The department requires all non-teaching, part-time and casual staff complete annual mandatory child protection training. **This department training is recognised by the regulatory authority as being equivalent to the ACECQA approved courses.**

It is advisable that the preschool procedures folder contain a hardcopy or link to the department:

- [Child Protection Policy: Responding to and reporting students at risk of harm](#)
- [Child Protection Policy Guidelines: Responding to and reporting students at risk of harm](#)

The preschool **procedure related to providing a child safe environment** must include statements related to child protection, for example:

- how the department's child protection policy is implemented in the preschool
- the mandatory child protection awareness training completed by all newly appointed DoE staff
- the annual mandatory child protection training all staff complete
- how and when staff are given the opportunity to discuss or raise any concerns regarding child protection.

## Reporting suspected risk of harm within the preschool

As per department policy, all staff have a duty to inform the principal when they have reasonable grounds to suspect any risk of harm to a child or young person. It is the responsibility of the principal to then use the [Mandatory Reporter Guide](#), professional judgment and/or seek advice to assist them in decision making about whether a situation is one of suspected risk of significant harm.

Notification of a serious incident must be made to Early Learning (who will notify the regulatory authority on behalf of the preschool) when:

- a staff member reasonably believes that physical or sexual abuse of a child has or is occurring at the preschool.
- an allegation or complaint is made that physical or sexual abuse of a child has or is occurring at the preschool.

## Responding to allegations against staff in the area of child abuse

If the complaint relates to the abuse of a child within the service by a staff member or volunteer, a notification needs to also be made to the NSW Ombudsman (reportable conduct scheme, ph. 9286 1021). Schools will be supported through this process by Employee Performance and Conduct Directorate (EPAC).



## Recommended resources and further reading

- Child Protection - [education.nsw.gov.au/student-wellbeing/child-protection](https://education.nsw.gov.au/student-wellbeing/child-protection)
- Staying Healthy: Preventing infectious diseases in early childhood education and care services [nhmrc.gov.au/about-us/publications/staying-healthy-preventing-infectious-diseases-early-childhood-education-and-care-services](https://nhmrc.gov.au/about-us/publications/staying-healthy-preventing-infectious-diseases-early-childhood-education-and-care-services)
- NSW Food Authority – [foodauthority.nsw.gov.au/](https://foodauthority.nsw.gov.au/)
- Healthy kids – [healthykids.nsw.gov.au](https://healthykids.nsw.gov.au)
- Get up and grow resources – [health.gov.au/internet/main/publishing.nsf/Content/phd-early-childhood-nutrition-resources](https://health.gov.au/internet/main/publishing.nsf/Content/phd-early-childhood-nutrition-resources)
- Kids' health: The children's hospital at Westmead – [kidshealth.schn.health.nsw.gov.au](https://kidshealth.schn.health.nsw.gov.au)



# Quality Area 3

## Physical Environment

This quality area highlights the importance of the physical learning environment in early childhood pedagogy and outlines the specific requirements for this age group.

The indoor and outdoor learning areas are considered equally valuable learning areas. Inclusive and purposeful environments positively impact on children's learning, development and wellbeing. Well-maintained and organised environments keep children safe and reduce the risk of injury.

(Guide to the National Quality Framework, 2018, Section 3)



## Design – Standard 3.1

The design of the facilities is appropriate for the operation of a service.

The preschool premises, furniture and equipment must be safe, clean and in good repair ([regulation 103](#)).

The learning environment should be organised to support the access and full participation of every child. Preschools can achieve this through:

- the use of
  - equipment and furniture which is appropriately sized, flexible and adaptable
  - adaptive equipment, for example, ramps, change tables, foot stools, sensory toys, left-handed scissors
  - a wide range of open-ended equipment and resources catering to a range of developmental levels
  - environmental adjustments and modifications, where necessary
- a layout which facilitates solitary and group play; active and passive activities
- well organised and labelled storage the children can self-select from
- provision of rest areas, both inside and outside, which children can choose to go to at any time of the day to relax and rest.

### Playground surfacing and impact areas

Playground equipment (fixed or movable) that measures more than 600mm above ground level requires a fall-zone. The fall-zone is a safety zone that surrounds the equipment and is free of obstacles. Playground surfacing (impact absorbing material) which complies with the relevant Australian safety standards relating to playground surfacing specifications is required within the fall-zone.

There is no single ideal impact absorbing surface so considerations such as environmental conditions, cost, aesthetics and maintenance should be considered when selecting material for surfacing. It is critical that a supplier provides the preschool with a compliance certificate for any surfacing installed.

Within the fall-zone, a minimum impact area of 1500mm is required surrounding movable equipment that is not linked. At the end of a slide, a 2000mm run-out section is required. If portable mats are used under equipment, they must comply with relevant Australian safety standards ([Kidsafe NSW](#)).

## Sandpits, mud kitchens and digging patches

Sandpits, mud kitchens and digging patches provide a great opportunity for learning and are an integral part of the preschool program, but are also a potential source of infection. To minimise this risk, they must be well maintained and kept clean. There are several ways to do this:

- securely cover when not in use to prevent contamination such as animal faeces, broken glass or other objects
- inspect daily, removing any contaminated sand or hazards
- rake-over as required
- dig over the sand/soil monthly to aerate, ensuring it is exposed to fresh air and sunshine.

Sand should always be within 100 mm of the top edge of the sandpit edging and renewed as necessary. Sand should be completely replaced if extensive contamination has occurred. 'Washed beach' or 'river' sand is recommended.

If you are considering establishing a digging patch or mud kitchen:

- include them in your daily safety check
- use a one third sand, and two thirds soil mix (Kidsafe recommendation)
- If purchasing garden soil, check it meets Australian Standard AS4419:2018
- keep your digging patch hygienic, as you do your sandpit:
  - covered when not in use
  - hazardous materials removed
  - dug/turned over regularly.

## Shade

[Regulation 114](#) requires adequate shaded areas to protect the children from overexposure to ultra violet rays. Shade can be provided by both natural and manufactured structures. The use of natural shade provided by trees can be one of the most effective and aesthetically appealing ways of providing shade. The location and availability of shade should be considered when planning outdoor activities and children should be encouraged to use available areas of shade when outside.

## Fencing

The preschool premises must be enclosed by a fence or barrier that is of a height and design that the preschool children cannot go through, over or under it. [Regulation 104](#) doesn't define a minimum height, and so the Building Code of Australia requirements should be referred to. These stipulate the minimum height for boundary fencing (this may be the school's boundary) is 1800mm and all other fencing is a minimum height of 1200mm. The gaps between pickets must be maximum of 100mm.



## Recommended resources and further reading

The [SunSmart website](#) features a shade comparison check and SunSmart app.

[Kidsafe NSW](#) has published playground safety information sheets to support preschools to make informed decisions around playground safety. The Kidsafe Playground Advisory Unit offers free telephone advice and for a fee, playground inspections.



## Use – Standard 3.2

The service environment is inclusive, promotes competence and supports exploration and play-based learning.

### Inclusive environment

High quality preschool learning environments support each child's access and participation, welcoming all children and families equally. The preschool atmosphere should be warm, calm and 'home-like', and support each child and family to develop a sense of belonging to the preschool. The preschool should not resemble a structured school classroom. Educators must be flexible and provide children with the opportunity to be involved in planning, setting up and modifying the environment. This will support them to initiate and become actively involved in learning experiences.

Strategies to support inclusion include:

- information and resources which respectfully reflect the context, diversity and multicultural nature of the community
- provision of children's books, artefacts and pictures which reflect the children's' cultures
- Aboriginal culture and perspectives visible in the environment
- home languages heard and seen in the environment
- displayed photos of the children and their families
- educator responsiveness to children's diverse interests, preferences and learning styles.

### Resources support play-based learning

Play-based learning is recognised as the most appropriate pedagogy in early childhood settings. It is one of the [practices of the EYLF](#), with the benefits well established. Strategies to support play-based learning include:

- Inclusion of a wide range of open-ended resources and equipment, catering to a range of interests and abilities
- the availability of 'loose parts' or collections of items (often natural or repurposed materials) which can be used flexibly and creatively
- equipment well organised and stored in a manner that the children are able to self-select from
- opportunities for managed risky play
- opportunities for messy play
- play with natural materials, both inside and outside
- providing activities traditionally considered to be 'indoor activities' outside, and vice versa.

Through play, children are provided the opportunity to:

- explore and investigate
- hypothesise and experiment
- discover and imagine
- develop curiosity, cooperation and confidence
- learn about the world around them and develop environmental awareness
- challenge each other's thinking
- ask questions to build new understandings.

## Environmentally responsible

The day to day routine and educational program should promote children's understanding about their responsibility to care for the environment and foster their capacity to respect and value the world around them. Educators should model environmentally responsible practices and plan experiences to build on children's understandings. Opportunities should be provided for children to be actively engaged in experiences which promote their development of life skills contributing to a sustainable future. These may include:

- growing, harvesting and preparing fruit and vegetables
- recycling as part of everyday practice
- reducing waste production
- reusing materials
- repurposing resources, furniture and equipment
- conserving water and energy.

Educational programs must embed opportunities to foster children's capacity to understand and respect the interdependence between people, plants, animals and the land. Educators can demonstrate their commitment to caring for the natural environment by being deliberate, thoughtful and intentional in their actions. Open ended conversations with children will foster environmental awareness and responsibility.

An **environmental/sustainability procedure** will help educators identify strategies which the children, families and staff may implement to support all members of the school community to engage in sustainable practices and become environmentally responsible.



## Recommended resources and further reading

- Kidsafe NSW - [kidsafensw.org/](https://kidsafensw.org/)
- NSW Early Childhood Environmental Education Network - [eceedn.org.au/](https://eceedn.org.au/)
- The Australian Association for Environmental Education - [aaeensw.org.au/](https://aaeensw.org.au/)

# Quality Area 4

## Staffing Arrangements

This quality area recognises that continuity of staffing, the provision of qualified early childhood educators and the way staffing is arranged is critical to enhancing children's learning outcomes.

Preschool executive and educators collaborate and work in a respectful, ethical manner, guided by the department's 'Code of Conduct' and Early Childhood Australia's 'Code of Ethics'. Educators recognise one another's strengths and skills, and learn from one another. They understand their role and their impact. Educators provide high quality learning experiences, resulting in improved learning outcomes for all children.

(Guide to the National Quality Framework, 2018, Section 3)



# Staffing arrangements – Standard 4.1

Staffing arrangements enhance children's learning and development.

Each preschool class is staffed by an early childhood teacher and School Learning Support Officer, Preschool (SLSO) or Aboriginal Education Officer (AEO). Collaboration between these educators plays an important part in the day to day operation of the preschool. Together, the preschool teacher and SLSO or AEO implement the educational program and provide a healthy, safe and welcoming learning environment.

## Ratios

Preschool adult to child ratios are strictly regulated. The regulations state that for children between three and six years of age, a ratio of one educator to ten children must always be maintained, regardless of the activity the children are engaged in or the time of day ([regulation 271](#)). In the situation of an additional, unenrolled child visiting the preschool (for orientation or a special activity) they must be in the care of their family and are not counted towards the total number of children in attendance. To be included in the ratio, a staff member must be qualified and be working directly with the children.

Regardless of how many children are in attendance, at least two staff members must be working directly with the children to ensure:

- adequate supervision at all times
- each child is protected at all times
- educators are arranged in ways that promote learning and development.

Always having at least two educators in the preschool will enable staff to deal with:

- emergencies
- a toileting accident
- a sick or injured child, or one requiring medication.

## Preschool Teacher

Each preschool class is staffed by a preschool teacher who is required to have:

- approval to teach in NSW Public Schools
- teacher registration with NESA
- an ACECQA approved early childhood qualification.

Preschool teachers are covered by the same industrial award and agreements as all school teachers and should be included in whole school rosters for breaks, planning days and RFF periods. Local decisions regarding staff allocation across the school are made by the principal.

## **School Learning Support Officer Preschool (SLSO) and Aboriginal Education Officer (AEO)**

In addition to a teacher, each preschool class is staffed with a preschool SLSO or AEO, employed and paid to work for 6 hours and 15 minutes each day (this does not include the half hour unpaid lunch break). Most preschools employ a preschool SLSO, however in designated Aboriginal preschools a preschool AEO may be employed rather than an SLSO as the second staff member. An SLSO or AEO's role is at the discretion of the principal and may include:

- interacting and engaging with children
- supporting the positive behaviour and learning of children
- attending to the personal care and needs of children, for example, toileting and health care
- working in partnership with the teacher to provide adequate supervision
- organising and setting up learning experiences, based on the educational program
- reflecting on preschool practices and procedures
- reflecting on children's development
- cleaning and maintaining safety checks of equipment
- after negotiation, contribution to the program and learning documentation.

To be included in the required ratio of one educator to ten children, the minimum qualification requirement for an SLSO or AEO to hold, or be actively working towards (as defined by [regulation 10](#)), is an ACECQA approved Certificate III level qualification, for example:

- Certificate III in Children's Services
- Certificate III in Early Childhood Education and Care
- Certificate III in Education Support
- Certificate III in Education (Teacher Aide/Assistant).

Staff holding a relevant certificate IV or diploma meet the qualification requirement. If required, the [ACECQA qualification checker](#) can be used to determine if an SLSO or teacher qualification is approved by ACECQA.

## Covering preschool teacher breaks, release and absence

When a preschool teacher is absent due to professional learning, illness or leave, every effort should be made 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. This limit applies to a combined total of days, therefore, in the case of a preschool with two classes, the total number of days a primary trained teacher can work in the preschool remains at 60 days, not 120.

Preschool teachers are entitled to the same number and duration of breaks as other teaching staff, as documented in the whole staff duty roster. Generally, preschool teacher/s are rostered to perform their allocated number of duties within the preschool. It is preferable to have an early childhood teacher relieve for preschool teachers when they have their breaks, however, as mentioned earlier, a primary trained teacher can be used. This applies also to allocating a teacher to cover a preschool teacher's release from face to face teaching.

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.

## Covering SLSO or AEO breaks and absence

Preschool SLSOs and AEOs are entitled to a 10 minute paid break and a 30 minute unpaid lunch break each day. At these times, they must be backfilled by another staff member holding at a minimum, a Certificate III qualification. An untrained 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 or AEO to maintain regulatory compliance in terms of qualifications. Information on the conditions of employment of the SLSO can be found in the [Non-Teaching Staff in Schools handbook](#).

## Continuity of educators

A continuity of educators provide children with a sense of stability and security and assists educators to build supportive relationships with children. Educators who work closely with children on a day-to-day basis, understand each child's strengths, interests, and areas where support may be needed to extend children's learning. Every effort should be made to ensure consistent educators are employed and casual and relief staff and duty rosters should reflect the importance of educator continuity on a day-to-day basis (see Appendix Q).

## Record of staff working directly with children

Preschools must maintain documentation of when each staff member (regular, casual, relieving and RFF) worked with the children to demonstrate educator to child ratios are being met ([regulation 151](#)). This is most effectively done through a staff sign-in book in which staff record the times they are working directly with the children. For example, at the commencement of a planned break a staff member needs to record the time they left the 'floor', and then the time they returned to work with the children (see Appendix R).

To save time, such a record can be pre-filled with regular staff names, requiring only a signature and times on and off the floor to be added. If a member of the school executive or principal visits the preschool they do not need to sign in and out, unless working directly with the children. The staff sign-in book can also include pre-entered information indicating staff who hold ACECQA approved first aid qualification/s and the name of the principal.

A staff roster alone is not sufficient as a record of staff working directly with children as it does not account for adjustments, casual staff or varying break times.

## First aid qualifications

Preschool educators complete the mandatory department health and safety qualifications. In addition, [regulation 136](#) states that whenever preschool children are in attendance, there must be someone readily available on the school site holding the ACECQA approved first aid, anaphylaxis and asthma qualifications. A staff member may hold one or more of these qualifications, including a school administration officer, however the practicalities and proximity of the school office to the preschool need to be considered. There must be a staff member on any preschool excursion holding each of the qualifications. If required, the [ACECQA qualification checker](#) can be used to determine if a qualification is approved. In summary:

### First-aid

The mandatory department course for nominated first aid officers 'Provide First Aid HLTAID003', is ACECQA approved. However, the departments 'e-Emergency Care' is not ACECQA approved.

### Anaphylaxis

The mandatory department course 'Anaphylaxis e-learning (APTSs)' is ACECQA approved.

### Asthma

Please refer to the [ACECQA qualification checker](#) to determine if a course is approved.

It is advised educators complete 'First Aid in Education and Care Setting - HLTAID004', as it comprises all three qualifications (First-aid, anaphylaxis and asthma) and is ACECQA approved. If only one educator holds the ACECQA qualifications, consideration needs to be given to how the preschool will meet the first-aid qualification requirements in this person's absence.

## Staff folder

Preschool educator qualifications must be kept on the preschool premises. This does not include the principal whose qualifications are held centrally. Records maintained within the preschool are in addition to any records maintained within the school for all staff members. At the time of an unscheduled visit or assessment and rating, preschools may also be asked by an authorised officer to provide evidence of qualifications for school staff covering breaks that day ([regulations 145-148](#)). It is suggested this requirement be met by maintaining hard copies within a staff folder in the preschool containing:

### All Educators

- working with children check clearance (WWCC) number and expiry date
- proof of department verification of WWCC clearance (can be evidenced with a print out from EcPC or individual screen-shots from ESS)
- evidence of completion of child protection training for the current year (note- the department training is recognised by the regulatory authority as being equivalent to the ACECQA approved courses).

### Preschool Teachers

- ACECQA approved early childhood teaching qualification
- NSW Education Standards Authority (NESA) registration number and expiry date

### Preschool SLSOs or AEOs

- ACECQA approved Cert III Certificate (at a minimum), or
- evidence of actively working towards an ACECQA approved qualification

### First Aiders

- ACECQA approved first aid, asthma and anaphylaxis qualifications

### Relieving, RFF and Casual staff

If these staff are working regularly in the preschool, it is suggested their qualifications also be kept in the preschool staff folder. If they are not working regularly in the preschool, records kept within the school office will suffice.

## Primary school children in the preschool

Primary school aged children visiting the preschool accompanied by their teacher to engage in planned activities with the preschool children (such as buddy reading, gardening, leading a game) can lead to reciprocal benefits such as developing leadership skills and supporting transition. However, the ratio of one to ten must always be maintained if the primary children are not

accompanied by a school staff member. For example, if there are 16 preschool children in attendance, up to four K-6 children can be in the preschool under the care of the preschool teacher.

Class splitting (children sent to the preschool in the absence of their regular teacher) should only occur in an extreme situation and after the following have been addressed:

- the 1 to 10 ratio is maintained
- the safety, wellbeing and education of all children is prioritised
- a common-sense approach to which children from K-6 are selected to spend time in the preschool is taken
- a local procedure has been developed addressing duty of care.

## Administration support

Each preschool receives a weekly administration support allocation of 0.2 (equivalent to one day a week). At the principal's direction, the administration officer providing this support completes tasks such as:

- maintaining the enrolment waiting list
- processing preschool enrolment applications and entering details into ERN
- establishing and maintaining group lists
- communicating with families regarding enrolment, attendance patterns and term dates
- communicating information collected on enrolment to the preschool educators, for example, any non-authorisations, home languages and each child's authorised collectors
- generating fee invoices and receiving fees
- maintaining the preschool immunisation register and seeking updated immunisation records after a child has turned four
- supporting the development of health care plans.



## Professionalism – Standard 4.2

Management, educators and staff are collaborative, respectful and ethical.

Professional collaboration is imperative to operating a high quality education and care service. Educators and executive need to work cooperatively towards common goals in an open, supportive manner. Professional collaboration is achieved when all team members maintain relationships based on mutual respect, equity and fairness. Professional collaboration in the early childhood context is further detailed in section 3 of the [Guide to the National Quality Framework](#).

It is suggested preschool teams view themselves as a professional learning community to draw on the unique perspectives, knowledge and skills of all team members and provide the opportunity to critically reflect on practice, share and learn from each other and develop professionally. The success of a learning community relies on members valuing each other's strengths, challenging each other and becoming aware of personal values and beliefs which may impact on their work.

Interactions between team members and daily practice should be guided by professional standards and ethical principles as documented in the department's [Code of Conduct](#). The code establishes a common understanding of the standards of behaviour expected of all employees of the department. The code's values of fairness, respect, integrity and responsibility must be demonstrated in the daily work of all staff.



### Recommended further reading

[Early Childhood Australia's Code of Ethics](#) are pertinent to the entire early childhood sector and preschool educators should engage with this document, as well as use it as a resource when reviewing their service philosophy.

# Quality Area 5

## Relationships with children

This quality area describes the importance of the manner in which educators engage and interact with the preschool children to ensure every student is known, valued and cared for.

Educator child interactions are responsive, warm and positive and develop trusting and respectful relationships. These relationships promote children's connection with others, wellbeing, self-esteem, sense of security and belonging. They support children to explore the environment and engage in play and learning. Educators take a positive, strengths-based approach to guiding children's behaviour, empowering them to regulate their own behaviour and develop the skills needed to interact and negotiate effectively with others.



# Relationships between educators and children – Standard 5.1

Respectful and equitable relationships are maintained with each child.

## Interactions with children

Relationships with children that are responsive and respectful promote children's sense of security and wellbeing. Relationships of this kind support children to explore the environment and engage in play and learning. [Regulation 155](#) requires staff to:

- maintain the dignity and rights of each child when interacting with them
- support each child to develop warm, trusting, respectful relationships with other children and with adults
- encourage each child to express themselves and their opinions, engaging them in sustained conversations about things that interest them
- respond to each child's strengths, abilities, interests and play to support curriculum decision making.

The preschool program and routines must:

- provide guidance for every child to manage their own behaviour and to respect individual differences
- have regard for each family's cultural values.

## Fostering a sense of security

Quality Area 5 of the National Quality Standard (NQS) refers to relationships, 'being responsive and respectful and promoting children's sense of security and belonging'. Educators who are meaningful, thoughtful and deliberate in their interactions with children understand that strong relationships support children to develop their sense of identity, security and belonging. Attachment theory supports educators to understand the nature and quality of those relationships. Children who have a strong attachment to the adults in their world have a sense of security and are more willing to take risks and engage in new learning experiences.

Educators who understand attachment are equitable, empathetic and judgement free in their decisions about behaviour and recognise the emotional needs of a young child. They adapt their approach to reach children who are difficult to connect with and are intuitive in their understanding of when to move in and out of play situations with children. Educators can support children to build trusting relationships by:

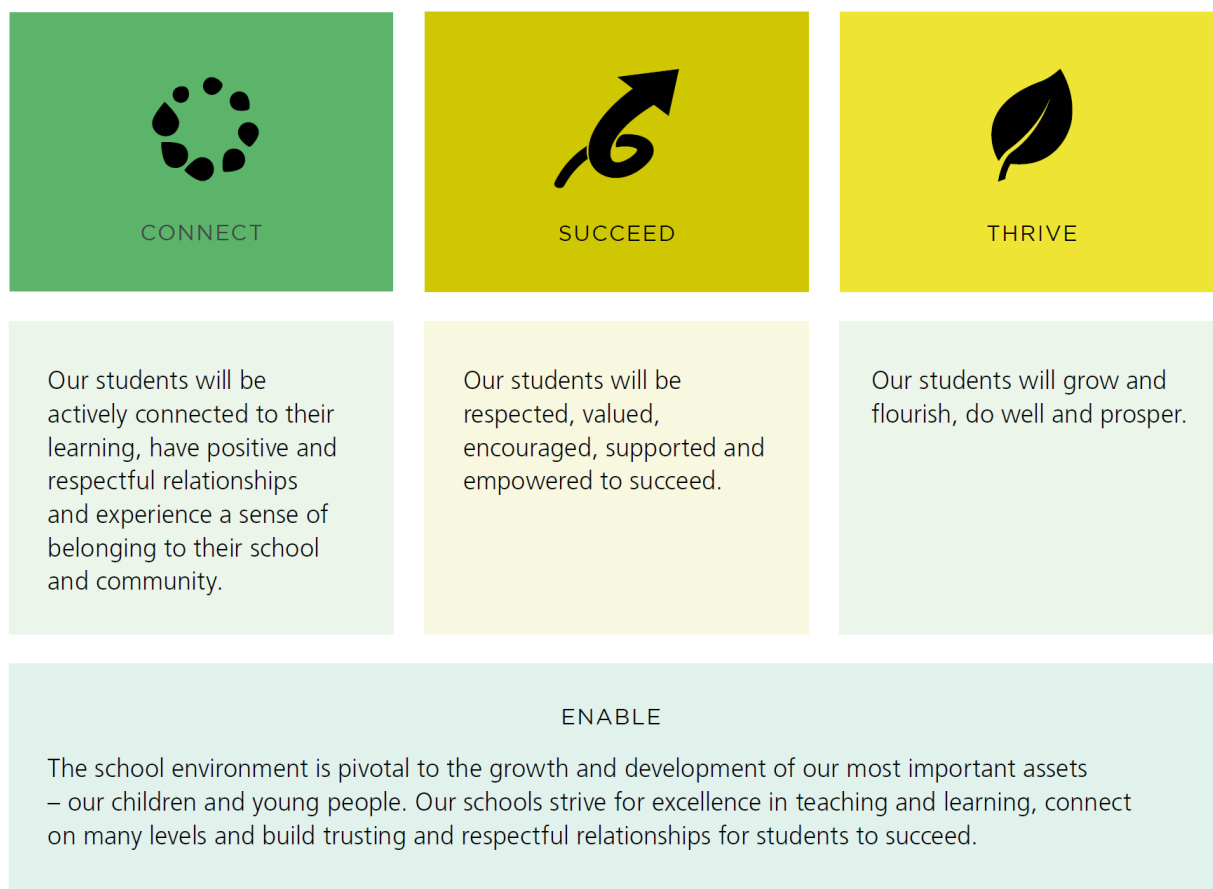
- supporting children to initiate their own play experiences and join in group experiences

- providing flexible environments, programs and routines that allow children the time and resources needed for positive interactions with their peers
- planning for and facilitating the development of a range of social skills such as negotiation and group entry skills
- acknowledging children's feelings and what might be happening in their world
- ensuring equity in interactions with all children
- interacting with children at their level in a warm and respectful manner
- not expecting all children to do the same thing at the same time.

## A commitment to the wellbeing of all children

The department is committed to the wellbeing of all children to ensure each individual child can connect, succeed and thrive at each stage of their development. [The Wellbeing Framework for schools](#) recognises the importance of positive relationships which foster connectedness and feelings of belonging by experiencing, 'a sense of connection, inclusion, respect for individuality and difference, resilience, empowerment, capacity to contribute to their school and wider community, and confidence to positively shape their own futures' (The Wellbeing Framework for schools, NSW Department of Education and Communities 2015, p9).

### The Wellbeing Framework for schools



## Dignity and Rights of the child

The United Nations Convention on the Rights of the Child is a universally agreed set of non-negotiable standards and obligations founded on respect for the dignity and worth of each child, regardless of race, colour, gender, language, religion, opinions, origins, wealth, birth status or ability.

*(appendix to the NQF, 2018, p233)*

Article 19 of the convention states that anyone who looks after children must ensure they are well cared for and protected from any form of neglect or abuse. Australia has agreed to undertake these obligations and the departments Code of Conduct affirms these obligations, stating all employees are expected to behave in a manner which ensures the safety, welfare and wellbeing of all children. The Wellbeing Framework for schools states,

Children and young people in public education in NSW will experience a sense of connection, inclusion, respect for individuality and difference, resilience, empowerment, capacity to contribute to their school and wider community, and confidence to positively shape their own futures.

The advocacy of children's dignity and their rights is the responsibility of all educators. This may be observed in the preschool setting through educators:

- providing children with play and relaxation opportunities and experiences based on individual strengths, interests and needs
- valuing and supporting the importance of a child's culture, race, religion, and language to support belonging and identity
- respecting and promoting children's choices and agency and fostering individuality
- discussing issues with children and caregivers in a confidential manner
- ensuring the dignity and rights of each child during personal care such as toileting, choice of clothing and dietary requirements
- supporting children to interact with each other respectfully and handling conflict and behaviour management in a manner which maintains the dignity of all involved
- supporting families to make informed choices and access support from local agencies and organisations
- celebrating children's cultural and religious values and upholding their beliefs and values.

# Relationships between children – Standard 5.2

Each child is supported to build and maintain sensitive and responsive relationships.

## Supporting children's relationships

Each preschool needs to consider how children are supported to form and maintain positive relationships with each other, as well as learn to balance their own needs and wants with those of other children. Strategies to support this development include:

- a play-based pedagogy which provides a range of opportunities for children to engage in social play
- supportive environments that enable children to collaborate, learn from and help each other
- opportunities for children to explore different identities and points of view through dramatic play
- opportunities for children to assume leadership roles
- educators
  - nurturing respectful and reciprocal relationships among children
  - scaffolding and encouraging children to initiate interactions, communicate with each other and join in play and social experiences
  - engaging thoughtfully in children's group play in ways that promote social inclusion
  - leading planned and spontaneous discussions around issues of inclusion and exclusion, fair and unfair behaviour.

## Supporting children to regulate their own behaviour

The development of the ability to regulate one's own emotions and behaviour is critical to wellbeing, the development of friendships, and a smooth transition into school. Of equal importance, is the development of understanding how one's actions affect the way others feel and behave. Some children require additional support to regulate their behaviour and interact with others. Preschool educators play a significant role in supporting the development of these skills through these strategies:

- a consistent educator approach to behaviour guidance which positively supports each child
- provision of a safe place to support children to explore self-calming strategies
- educators discussing with children the outcomes of their actions and alternative behaviours
- utilising intrinsic rewards, rather than extrinsic systems
- intentional teaching and positive reinforcement of
  - routines
  - behaviour expectations
  - cooperative behaviour
- planned and spontaneous discussions around emotions and feelings
- educators using their knowledge of individual children to tailor their responses and interactions
- the development of individual behaviour plans, when required, in consultation with a child's family
- seeking input and suggestions from other professionals and support agencies, when required, to support individual children.

Source: ACECQA National Quality Standard Information sheet: [Supporting children to regulate their own behaviour](#)



## Positive Behaviour for Learning (PBL)

Positive Behaviour for Learning (PBL) is a whole school approach for creating a positive, safe and supportive school climate in which children can learn and develop. It is implemented to improve the learning and wellbeing of all children in all school settings.

PBL in the preschool is implemented as part of the whole school approach. It aligns with the EYLF and NQS to address key features of preschool learning environments. Preschool and school teams collaborate to develop a shared understanding of how to implement PBL to support children from preschool through to school, in an age-appropriate way.

Outcomes of PBL in early childhood settings revolve around four key areas:

- supporting children to have positive social behaviour experiences
- building staff capacity and knowledge about behaviour guidance
- building connections between the school and preschool that support positive learning environments
- developing shared understandings of behaviour expectations.

### Connections between PBL and the EYLF

Positive behaviour for learning	Early Years Learning Framework
Teach expected behaviours for children to be successful socially and academically	Intentional teaching; providing children with strategies to make informed choices about their behaviours
Encourage and support appropriate behaviour through visual cues, prompting, positive verbal feedback	Responding to children's learning dispositions by giving acknowledgement, encouragement and additional ideas
Respond to problem behaviour as a learning opportunity using strategies to prompt, redirect, re-teach, reinforce and correct consequences	Planning for a time and safe place where children can reflect on their learning and behaviour
Provide extra teaching support for individual students to meet social/emotional and communication needs	Talking to children about their emotions; emotional regulation and self-control
Plan a quality teaching environment to support all students' learning needs	Providing opportunities and support for children to engage in meaningful and engaging learning

By learning positive social behaviour, children develop the skills to regulate their actions independently and engage in positive interactions with their peers. While the behaviour expectations matrix will differ from that of the rest of the school, the preschool should use the same behaviour rules and language around PBL as in the rest of the school. This will ensure there is a consistent

approach to supporting children to develop the skills, dispositions and understandings they need to interact sensitively and empathetically with others.

## Suspension

The Department's [Suspension and Exclusion of Students Procedures](#) apply to all schools, but explicitly **exclude** preschool children. Situations where a child is a risk to the safety and wellbeing of themselves, other children and/or staff need to be handled carefully.

The principal should meet with the family to sensitively raise and discuss concerns relating to the child, with a focus on outcomes for the child. If required, the family should be offered a translation service for this meeting and/or to be accompanied by a support person. Where a risk exists, a partial enrolment may be negotiated with a child's family during a period in which behaviour or other concerns are addressed through actions such as:

- development of an individual behaviour management plan
- development of a risk assessment relating to the child
- implementation of adjustments and/or modifications to the environment or curriculum
- a paediatric assessment of the child's needs.

The family should feel confident that as concerns are addressed over time, there is the flexibility to increase the child's attendance hours.

In some situations, it may be necessary for a child to commence preschool on a partial enrolment to support a smooth transition. This may be applicable for a child with a diagnosed disability or high support needs. This should be done with the intention that the child's hours would gradually be increased as the child settled and adjustments were put in place.



## Recommended resources and further reading

- [Positive Behaviour for Learning](#)
- Circle of security – [circleofsecurityinternational.com/](https://circleofsecurityinternational.com/)

# Quality Area 6

## Collaborative partnerships with families & communities

This quality area recognises partnerships with families and the community as fundamental to achieving quality outcomes for all children. The first principle of the 'Early Years Learning Framework' recognises that secure, respectful and reciprocal relations are fundamental to educators' work with children and their families.

Educators develop respectful, reciprocal and collaborative relationships with families to enhance inclusion, learning and wellbeing of all children. Preschools support families in their parenting role, as well as providing accessible opportunities for them to share in decision-making about their child's learning and wellbeing. Preschools engage with the school and community for the benefit of children and families.



# Supportive relationships with families – Standard 6.1

Respectful relationships with families are developed and maintained and families are supported in their parenting role.

The significance of this quality area is recognised across the National Quality Standard in exceeding theme three: Practice is shaped by meaningful engagement with families and/or the community.

Departmental documents supporting partnerships with families and communities include:

- Partnership agreement with the NSW Aboriginal Education Consultative Group (AECG), as documented in 'Together we are, Together we can, Together we will' (NSW government 2010-2020)
- School Excellence Framework
- The Wellbeing Framework for schools.

## Supporting families and community members to meaningfully engage in the preschool

### Family participation in preschool activities and special events

Family involvement in the preschool program has many benefits, for both the children and families, and preschools should regularly include families in preschool activities. Preschools can do this in a variety of ways, suited to their context, for example:

- invitations for families to 'stay and play' with their child
- invitations to family social events, for example, picnics, morning teas
- invitations to preschool and school events, for example, assemblies, sports days, cultural celebrations
- requests for parents to accompany the group on excursions as volunteers
- requests for families to join working-bees to maintain the preschool environment and equipment
- invitations for families to share a skill or interest with the group, for example,
  - share aspects of their Aboriginal culture
  - lead a cooking activity
  - help the children garden
  - read or tell the children a story in a home language
  - teach the children a song in a home language
  - help the children complete an art or craft project.

## Communication between the preschool and families

Consistent communication and streamlined processes between home and preschool can help establish trust. This may include a variety of communication forms such as:

- newsletters
- school website
- online apps
- family information sessions
- family morning/afternoon tea
- parent committee meetings.

Regular communication to discuss children's learning and develop goals ensures families have input into, and share in decisions about their child's learning and wellbeing. This may occur through informal and formal interactions between educators and family members such as:

- incidental conversation
- parent teacher meetings
- via phone call or email
- through the use of online platforms.

## Family involvement in preschool decision making

Families should be given opportunities to contribute to decision making in relation to preschool operations and the curriculum. This should be in a method accessible to them. Examples of ways this can occur include:

- invitations for families to offer input into preschool self-assessment processes
- families encouraged to share their ideas and feelings related to the purpose of the preschool and aspirations for their child to inform review of the preschool philosophy
- invitations for families to participate in the review of relevant preschool procedures
- a process or system which enables families to make general suggestions or complaints.

## Relationships with other services and organisations

Building relationships with services and organisations in the community can facilitate access, inclusion and participation for children. This also supports children to develop a strong sense of identity within the community they reside in. Schools may utilise the support of their Community Liaison Officer, Schools as Community Centre (SaCC) facilitator, School Counsellor or Aboriginal Community Liaison Officer to partner with relevant services and organisations locally. Partnerships of significance will vary based on the school community but may include connections with:

- Learning and support team within the school
- School Services learning and wellbeing team
- NSW Aboriginal Education Consultative Group

- Mission Australia
- early intervention services
- therapists
- other local prior-to-school services
- Be You – mental health initiative.

## Supporting families in their parenting role

The following websites include information which can support families in their parenting role:

- Early Childhood Intervention Association (ECIA) – [ecia.org.au/](http://ecia.org.au/)
- Learning Potential – [learningpotential.gov.au](http://learningpotential.gov.au)
- National Association for Prevention of Child abuse and Neglect (NAPCAN) – [napcan.org.au](http://napcan.org.au)
- Parenting advice – [kidspot.com.au](http://kidspot.com.au)
- Raising Children Network – [raisingchildren.net.au](http://raisingchildren.net.au)
- Starting Blocks – [startingblocks.gov.au](http://startingblocks.gov.au)



# Collaborative partnerships – Standard 6.2

Collaborative partnerships enhance children's inclusion, learning and wellbeing.

## Continuity of learning and transitions

Many people are involved in a child's education and the contribution of each is valued and respected. Preschools promote continuity of learning by building relationships and collaborating with relevant stakeholders to facilitate positive transitions into preschool, and then into school, for children and their families. Practices which support this may include:

- connecting with children, families, early childhood educators and community services who work with individual children
- planning time to meet with families to discuss their goals for their children and to communicate what they know about their children
- organising education and information sessions for families of preschool aged children
- providing information about accessing supports for students with a disability
- using the NSW Transition to school statement to support continuity of learning and smooth transitions for each child starting school (please note- family authorisation is required if a completed statement is shared with a school)
- allocating time and resources to plan and implement transition programs.

Continuity of learning is promoted by successful transitions across areas of relationships, pedagogy, curriculum, resources and support. Good transition programs balance what and how children learn in their homes and in early childhood education with what and how they learn in primary school.

Strategies which may support this include:

- regular visits into the school to take part in special events and spend time in a kindergarten classroom
- inviting kindergarten teachers to spend time in the preschool to build relationships with the children
- using picture books related to starting school to stimulate discussion about starting school
- opportunities for the children to ask questions and express their feelings related to starting school
- buddy programs with the senior children in the school, enabling the preschool children to gain a connection with students already in the school
- using social stories about starting school, including photos of the school the children will attend (teachers, school routines, uniforms, special spaces in the school)
- orientation sessions focussed on learning about the school for children and their families

## Transition to school statements

A transition to school statement is a strategy that supports continuity of learning between preschool and school. If a preschool develops and forwards a statement onto a child's receiving school, this must be done with written permission from the family. Please find an example of an authorisation form in Appendix S. In addition, as the child's first and most influential teachers, family perspectives and input should be sought and incorporated into the statement.

## School orientation sessions

Most schools provide end of year orientation sessions which the preschool children attend without a parent or carer. Preschools must be conscious that if a child has been signed into the preschool they remain in the care of the preschool until collected by the family. In practice, this means that if the children arrive at the preschool, and are then taken to the school to participate in the orientation session, preschool regulations apply in relation to ratios.

If a family delivers their child directly to the school, they are not in the care of preschool and preschool regulations do not apply. In this situation though, the schools would need written authorisation to deliver the child to the preschool at the conclusion of the orientation session.



# Quality Area 7

## Governance and Leadership

This critical quality area has a direct influence on all other areas of the National Quality Standard (NQS). Leading the preschool has both similar and different aspects to leading the whole school and requires knowledge and understanding of the National Quality Framework.

Effective leadership and governance of the preschool establish and maintain children's learning and development. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service's statement of philosophy. Effective leadership establishes shared values that reflect the service context and professionalism, setting clear direction for the service's continuous improvement.

(Guide to the National Quality Framework, 2018, Section 3)



# Governance – Standard 7.1

Governance supports the operation of a quality service.

## Philosophy

Each preschool develops and maintains their own, unique philosophy. The philosophy is a statement of the values and intent of a preschool community. The ACECQA Information sheet: [Reviewing your service philosophy](#) notes that, 'A statement of philosophy guides all aspects of a service's operations'. An effective philosophy:

- is consistently reflected in preschool operations and the practices of all educators (this relates to exceeding theme one)
- supports the school vision statement
- includes the children's voices
- seeks input from preschool families, any community groups the preschool has a relationship with, and the rest of school through methods accessible to them
- reflects the uniqueness of the preschool
- identifies the theoretical influences that inform practice, as appropriate
- is reviewed collaboratively (no time-frame is specified in the regulations, so this should be done as needed)
- is easy to understand
- is accessible to all families and the school staff
- reflects the guiding principles of the NQS, being
  - the rights of the child are paramount
  - children are successful, competent and capable learners
  - equity, inclusion and diversity underpin the program and operations
  - Aboriginal and Torres Strait Islander cultures are valued
  - the role of the family is respected and supported
  - best practice is expected in the provision of education and care services.



The [Early Childhood Resource Hub](#) site includes resources to support the philosophy review process, including reflective questions.

# Roles and responsibilities of the principal in relation to the preschool

The school principal occupies the pivotal position in the school (including the preschool) and is accountable for leadership and management consistent with state legislation and the policies and priorities of the NSW Government (Leading and Managing the School policy, DoE, 2016). In a school with a preschool, the principal also has a legal responsibility to ensure the preschool's compliance with the Education and Care Services National Law and Regulations.

The [Guide to the National Quality Framework](#) emphasises the importance of leadership and governance to ensure that the preschool is operating in accordance with all aspects of the framework, including the EYLF and legislative and quality standards. The NQF identifies three supervisory roles which exist within the preschool:

- nominated supervisor
- educational leader
- person in day-to-day charge.

The principal is designated these three roles. When the principal is not on the school site or absent, the person relieving in the principal role automatically assumes these three positions. It is important that this executive member is aware of this and their responsibilities, particularly in relation to [adequate supervision](#) and [notifications](#).

Information listing the three roles, the principal's name and photo must be displayed in the preschool entrance on the department's approved provider template (see appendix T). This should only be changed to include a relieving principal if the principal is on extended leave.

## Nominated supervisor

As for all parts of the school, the principal has overriding responsibility for the supervision of the preschool. When communicating with the preschool, the regulatory authority may refer to the principal as the nominated supervisor, rather than the principal. To effectively fulfil the role of nominated supervisor, the principal requires:

- an understanding of how young children learn through play and the difference between preschool and school programs
- a working knowledge of the EYLF
- an awareness of the NQF, including the NQS and relevant legislation that applies to the preschool.

## Educational leader

Preschools must have an educational leader to lead the development and implementation of the educational program ([regulation 118](#)). The principal holds responsibility for this role, however they may delegate pedagogical leadership to a preschool supervisor. The educational leader should view their role as one of building the capacity of the preschool educators, this may involve:

- collaborating with educators to provide curriculum direction and guidance
- supporting educators to effectively implement the assessment and planning cycle
- ensuring that children's learning and development are guided by the learning outcomes of the EYLF
- ensuring the educational program and documentation meet the requirements of the relevant regulations, the Quality Area 1 standards and school expectations
- assisting educators to engage in reflective practice
- leading critical reflection



ACECQA has developed [resources](#) to support the educational leader.

## Responsible person in charge

The purpose of this role is to ensure there is always a responsible person on the school premises who is in charge of the preschool.

## Service approval

Each preschool is an approved early childhood education and care service approved to care for a specified maximum number of children. The service approval is issued and supplied by the NSW regulatory authority and should be clearly visible in the preschool entrance.

## Insurance

[Regulation 29](#) requires a service to hold public liability insurance. This regulation is met through the department's insurance with the NSW Treasury Managed Fund (TMF) which provides cover for assets and liability exposures faced by the department. Documentary evidence of this is not stored by schools, but centrally by the department and the [Certificate of currency for public liability](#) can be accessed on the department's webpage.

## Policies and procedures

Preschools are required to have policies and procedures in place ([regulation 168](#)). The department's policies, procedures and guidelines relate to both the school and the preschool. However, it is necessary for preschools to develop local procedures which support the practical implementation of these in their setting.

Effective procedures:

- support educators to understand their role and responsibilities
- ensure consistency of approach and embedded practice
- enhance effective management and teamwork
- guide high quality practices
- promote collaboration and partnership with families.

Early Learning (acting on behalf of the department as the approved provider) and school principals (as the nominated supervisor) must take reasonable steps to ensure all staff and volunteers follow the preschool's procedures ([regulation 170](#)).

### What to include

Local procedures should:

- accurately detail current preschool operations and practices which address the associated
  - regulation/s
  - quality standard/s
  - department policy, procedure or guideline
- be written simply to be easily understandable by staff and families
- be informed by best practice from relevant, recognised authorities, for example, Cancer Council, KidSafe
- document updates and changes through a version control.

### Review of procedures

Preschool teams should critically reflect on how each procedure supports:

- consistent practice by all staff
- meaningful engagement with families
- implementation of
  - the NQF
  - the Leading and operating department preschool guidelines.

Procedures should be reviewed annually following a schedule. The schedule should document who was involved in the review, and how staff members not present were made aware of any changes. Procedures may also require review in response to particular situations:

- to rectify a recurring problem
- an incident or injury
- to address a complaint
- a change in legislation
- as directed by an authorised officer from the regulatory authority.

## Family input and access

It is recommended that where appropriate the children's families be consulted in the review of procedures. Strategies to do this include:

- Inviting families to meetings where procedures are reviewed
- Inviting opinions and ideas from families about the preschool's procedures through
  - everyday conversations
  - family information sessions
  - an interactive parent board
  - suggestions box
  - emails or newsletters.

Regulations [171](#) and [172](#) note that procedures must be made available for inspection by families and the regulatory authority upon request, and that families of enrolled children must be notified at least 14 days prior to making any significant change to a procedure. Strategies preschools use to address these requirements include:

- storing a hardcopy set of procedures in the preschool entrance or foyer
- posting procedures on the school website
- summarising relevant procedures in the family orientation or information handbook
- noting procedural changes in a newsletter, electronic message, or in the preschool foyer.

## Additional procedures

Preschools may develop additional, non-mandatory procedures, for example:

- bus travel
- continuous improvement
- educational program and documentation
- nappy changing
- nature play/bush school
- physical activity
- primary school children visiting the preschool
- screen time
- staff induction
- sustainability.

## Support to review and update procedures

- The mandatory procedures are referred to in bold throughout these guidelines.
- A scaffold for each procedure can be found in Appendix U.
- The following table lists the required procedures and details the relevant standard, law or regulation, and related department policy or guideline.



<b>Mandatory procedure relating to the following matters, as required by <u>regulation 168</u></b>	<b>Associated National Quality Standard</b>	<b>Education and Care Services National Law or Regulation</b>	<b>Associated Department policy, procedure or guideline</b>
(a) (i) nutrition, food and beverages, dietary requirements	2.1	78 79	Nutrition in schools policy
(a) (ii) sun protection	2.2	114	Student health in NSW schools: A summary and consolidation of policy
(a) (iii) water safety, including safety during any water-based activities	2.2	101	Excursions policy
(a) (iv) the administration of first aid	2.1	89 94 136	Student health in NSW schools: A summary and consolidation of policy
(a) (v) sleep and rest for children	2.1	81	Preschool sleep and rest guidelines
(b) incident, injury, trauma and illness procedures	2.1	85 86 87	Student health in NSW schools: A summary and consolidation of policy
(c) dealing with infectious diseases, including immunisation	2.1	88	Student health in NSW schools: A summary and consolidation of policy
(d) dealing with medical conditions in children	2.1	90 91 92 93 94 95	Student health in NSW schools: A summary and consolidation of policy

<b>Mandatory procedure relating to the following matters, as required by <u>regulation 168</u></b>	<b>Associated National Quality Standard</b>	<b>Education and Care Services National Law or Regulation</b>	<b>Associated Department policy, procedure or guideline</b>
(e) emergency and evacuation	2.2	97 98	Emergency Management Procedures
(f) delivery of children to, and collection of children from, education and care service premises	2.2	99	Preschool- Obtaining parent's authorisation and consent
(g) excursions	2.2	100 101 102	Excursions policy Preschool- Obtaining parent's authorisation and consent
(h) providing a child safe environment, including:	2.2	84	Child Protection Policy: Responding to and reporting students at risk of harm
child protection	3.1	103	Working with Children Check policy
supervision	3.2	105 109	Child Protection: Allegations against employees
cleaning and maintenance		115	Work health and safety (WHS) policy
		S.162A	Student safety tools and procedures
		S. 165	
		S. 166	
		S.167	
(i) staffing, including:	4.1	135	Working with Children Check policy
a code of conduct for staff members		136	Code of Conduct Policy
determining the responsible person present at the service		149 151	Management of Conduct and Performance
the participation of volunteers and students on practicum placements			

<b>Mandatory procedure relating to the following matters, as required by <u>regulation 168</u></b>	<b>Associated National Quality Standard</b>	<b>Education and Care Services National Law or Regulation</b>	<b>Associated Department policy, procedure or guideline</b>
(j) interactions with children	5.1	155	Interactions with children- preschool
	5.2	156	Values in NSW public schools
		S.166	Student Welfare Policy
			Student Discipline in Government Schools Policy
			Bullying of Students- Prevention and Response Policy
			Anti - Racism Policy
			Aboriginal Education Policy
(k) enrolment and orientation	6.1	160	Enrolment of Students in NSW Government Schools: A Summary and Consolidation of Policy
	7.1	161	
		162	Department preschool classes: Enrolment procedures
		S. 175	
(l) governance and management of the service, including confidentiality of records	7.1	177	Leading and Managing the School
		181	Information Security Policy
		183	Code of Conduct Policy
(m) the acceptance and refusal of authorisations	7.1	92	Preschool- Obtaining parent's authorisation and consent
		93	
		99	Excursions policy
		102	
		161	
(n) payment of fees and provision of a statement of fees	7.1		Preschool Class Fees in Government Schools
(o) dealing with complaints	7.1	176	Complaints Handling Policy

## Universal access

All states and territories have signed the [National Partnership Agreement on Universal Access to Early Childhood Education](#). Preschools are required to comply with mandatory universal access when establishing enrolment and attendance patterns.

### What is universal access?

Universal Access to early childhood education ensures that a quality, early childhood education program is available for all children in the year before school. Programs are to be delivered by a qualified early childhood teacher for 15 hours per week or 600 hours a year, with a focus on participation by Aboriginal, vulnerable or disadvantaged children.

### Link to the National Quality Framework

The Australian Government's universal access commitment is also supported by the National Quality Framework for Early Childhood Education and Care. This framework includes a National Quality Standard which underpins policies and practices in the areas that impact on a child's development and help families make informed choices about which service is best for their child.

### Flexibility in the delivery of 15 hours per week

The commitment to 15 hours a week, 40 weeks per year can be interpreted as a requirement for a minimum of 600 program hours in total over the year. Options for attendance patterns to ensure each child is offered 600 hours may include:

1. A five day fortnight program, with three days one week and two days in the alternate week for two separate groups of children (12 hours one week and 18 hours the next).
2. Alternate semesters or terms, with children attending two days a week in one term or semester and three days in the alternate term or semester.
3. A program offering two and a half days to two separate groups of children each week.

### Can children attend for more than 15 hours per week?

Preschool classes are required to offer two attendance patterns across the week. In exceptional circumstances preschools may offer flexible enrolment patterns to cater for the needs of individual children, for example, a child who is at risk may be offered enrolment five days a week. Additionally, if a preschool has vacancies and does not have a waiting list, children can be offered a full time place in the same order of priority as for all enrolments:

- Aboriginal or Torres Strait Islander children
- children living in low socio-economic circumstances
- children who are unable to access other early childhood services due to disadvantage or financial hardship.

## Preschool hours

Preschools must operate and be open to children the same days and hours as the whole school.

## Preschool closure

To meet the requirements of universal access preschools must be open to children on each of the days NSW public schools are open. Closing the preschool for a cleaning or setting-up day is not supported by the approved provider. A staggered start to support the children's transition into preschool meets universal access requirements.

School leadership supports preschool educators to complete necessary tasks and duties to maintain regulatory compliance, without closing the preschool. Strategies may include:

- allocating preschool teachers additional release, as per other teachers in the school, for example, planning days
- releasing SLSOs periodically to complete cleaning and maintenance tasks.

If the preschool is closed on a day that the school is open to students, a notification must be made to Early Learning (see below).

## Notification of a serious incident, complaint or preschool closure

In addition to the department's required processes, notifications must be made to the regulatory authority for preschool related events. After phone or email notification from a principal or their delegate, Early Learning will submit notifications on behalf of preschools. Regulations require this be done within [specified timeframes](#):

- serious incidents- within 24 hours of the incident
- complaints of a serious incident or law being contravened- within 24 hours of the complaint being received
- preschool closure due to an incident- within 24 hours of the incident
- proposed changes to the premises- at least 7 days prior to commencement of changes.

The regulatory authority may follow up submitted notifications through a phone call to Early Learning or the principal.

## Serious incident

Serious incidents requiring notification to the regulatory authority include:

- an incident involving serious injury or trauma to a child which a reasonable person would consider required urgent medical attention from a registered medical practitioner or attended or ought reasonably to have attended a hospital
- an incident involving the serious illness for which the child attended hospital

- a circumstance where a child appears to be missing or cannot be accounted for
- a circumstance where a child appears to have been taken or removed from the service premises in a manner that contravenes the National Regulations
- a circumstance where a child is mistakenly locked in or locked out of the services premises or any part of the premises
- the death of a child
- an emergency for which emergency services attended
- an incident that requires the approved provider to close or reduce the number of children attending the service for a period
- a circumstance arising at the service that poses a risk to the health, safety or wellbeing of a child or children has occurred or is occurring at the service
- the attendance at the service of any additional child or children being educated and cared for in an emergency in the circumstances set out in regulations 123(5)
- an incident where the approved provider reasonably believes that physical abuse or sexual abuse of a child or children has occurred or is occurring at the service
- allegations that physical or sexual abuse of a child or children has occurred or is occurring at the service (other than an allegation raised as a formal complaint).

If the regulatory authority decides to investigate a serious incident, Early Learning must be informed and involved in the investigation in order to provide support and advice to the school.

## Complaint

The school is required to make a notification if a formal complaint is made alleging that the law has been contravened or that a serious incident has occurred or is occurring in the preschool. The principal will be asked to provide documentation including:

- the complainant name and contact details
- the name of the child/children, gender and date of birth to whom complaint relates
- details including the date complaint was received, a copy of the written complaint (or summary) and any other relevant documentation including correspondence, photos or statements
- steps taken by the preschool/school in response to the complaint.

## Notification of change of information about an approved service

Preschools must contact Early Learning about any proposed renovations or changes to the physical environment, at least 7 days prior to the work commencing. If the work requires a notification, the principal will be asked to provide information including:

- a description of the proposed changes
- a description of the impact the work or changes will have on the operation of the service (if any)
- a description of the proposed commencement and finishing dates

- a floor plan or map highlighting where the changes are taking place.
- risk assessments (if required)
- a photo of the completed work (if required).

## Temporary relocation of preschool premises

If temporary changes to the location of the preschool within the school need to be made, preschools must contact Early Learning as soon as possible after the incident has occurred and prior to any works taking place, for example, the preschool must operate out of the school hall for a period of time due to renovations or weather damage to the preschool premises. The principal will be asked to provide information, including:

- a detailed description of the issue/changes and the premises where the preschool will temporarily operate within the school
- a description of proposed commencement and finishing dates
- a school site map with the location of the temporary premises and toilet facilities identified
- a risk assessment.

## Preschool closure

In an extreme situation, a principal may find it necessary to close the preschool on a school day, rather than [temporarily relocate](#) it. The relevant Director, Educational Leadership and Early Learning should be contacted to discuss the situation, and a notification made to the regulatory authority outlining why the preschool was closed on a school day.



[ACECQA applications: Reporting requirements about children](#)

# Enrolment

## General guidelines

- department preschools enrol children for one year only, the year before they start school
- children can enrol from the beginning of the school year if they turn four years of age on or before 31 July that year
- priority is given to
  - Aboriginal or Torres Strait Islander children
  - children living in low socio-economic circumstances
  - children who are unable to access other early childhood services due to disadvantage or financial hardship
- the principal will offer enrolment in the following order, with priority given to Aboriginal children and those who are disadvantaged
  1. to children living within the school's enrolment catchment area
  2. to children living outside the school's catchment area and who have siblings enrolled in the school
  3. to children living outside the school's enrolment catchment area
- the application to enrol in a NSW Government preschool must be completed and submitted
- documentation regarding immunisation must be supplied, unless the child fits the criteria for a 12 week exemption
- schools accept enrolment applications from the beginning of Term 2 the year before the child starts preschool
- when the number of applications exceeds availability, children's names will be placed on a waiting list. The school's placement panel will consider and prioritise these applications
- in exceptional circumstances, children may attend preschool for an additional year. This can only occur with the approval of the principal following consultation with the child's family and preschool teacher. If it is decided a child would benefit from a second year in preschool, they are considered a new application and prioritised in the same way as all new applicants
- Enrolment in a preschool class within a school does not automatically translate to an entitlement to enrol in a school in Kindergarten. The [Enrolment of students in student in NSW government schools policy](#) and [Implementation procedures](#) apply for enrolment from Kindergarten onwards.

## Birth certificates

When enrolling their child, a family must provide documentation as evidence of the child's identity and date of birth. However, if no birth certificate is available, this can be shown through a secondary document ([Legal Issues Bulletin 43- Enrolment of children in government schools](#)). Similarly, [regulation 160](#) notes that only confirmation of a date of birth is required. Examples of secondary documents are a:

- passport

- blue book
- hospital birth card
- baptism, christening, name giving or similar record.

If none of these documents are available, a statutory declaration should be obtained from the parents stating the date of birth of the child and the reason why such a document is not available.

## Preschools designated for Aboriginal children

- Eleven designated preschools cater specifically for Aboriginal children.
- When vacancies occur every effort is made to ensure places are filled by Aboriginal children. If there are insufficient Aboriginal enrolments, places may be offered to non-Aboriginal children, although a buffer of two places must be maintained for future Aboriginal enrolments.
- When prioritising applications, preschools in communities with significant numbers of Aboriginal children should liaise with the local Aboriginal Education Consultative Group (AECG).

## Distance education preschool programs

- A limited number of preschools offer programs through distance education for geographically isolated children, unable to access any other children's services.
- Designation of sites that provide preschool programs via distance education is determined on a needs basis every three years.

## Temporary visa holders in preschools

Preschool children who are temporary visa holders may enrol in departmental preschools under the same conditions as Australian citizens. However, temporary residents who hold visitor/tourist visas are not eligible for enrolment. [The schedule of visa subclasses and enrolment conditions](#) provides eligibility information on the temporary visa subclasses. Temporary visa holders are required to pay preschool class fees, but are not liable for the temporary resident's fee.

## Early intervention classes

Enrolment in early intervention classes is through an access request application process, managed by Learning and Wellbeing within School Services. A child can be enrolled in both an early intervention class and a preschool class. In such a situation the preschool acts as the child's 'census enrolment'. The relevant Learning and Wellbeing Officer is responsible for sharing the enrolment in the enrolment and registration number (ERN) database.

## Dual enrolments

In some cases, a family may seek to enrol their child at two different department preschools. If a preschool becomes aware of this, they should contact the other preschool to discuss the matter and determine if one or both preschools will offer the child a place. Approval for dual enrolment is at the principals' discretion, after considering:

- What is in the best interests of the child?
- Is the child at risk?
- Which school will the child attend for kindergarten?
- Would the child be better off offered a full time place in their local preschool, rather than attending two separate preschools?
- Do one or both of the preschools have a waiting list? The child should not be offered a second preschool placement ahead of other children on a waiting list.

If the two principals agree to offer dual enrolment to a child, one school needs to be the lead school in ERN. If required, EDConnect can offer advice on setting up the child's enrolment.

## Communicating enrolment information

It is imperative that the **enrolment and orientation procedure** describes how critical information collected in the preschool application form is communicated by the school office to the preschool educators. Critical information required by the preschool includes each child's:

- emergency contacts
- authorisations for collection
- permission to publish
- court orders
- learning and support needs (including the need for a risk assessment) where relevant
- medical and health conditions (including dietary) where relevant
- immunisation status.

Principals must ensure every part of the enrolment form is completed, with support provided to families, if required. This information should only be collected on the legally-binding enrolment form. Any updates made throughout the year should be entered directly onto the enrolment form, entered into ERN and communicated with the preschool educators.



## Obtaining authorisation and consent

The application to enrol in a NSW government preschool (preschool enrolment form) seeks authorisation and consent from families and authorised nominees for the circumstances set out below:

- illness, accident and emergency treatment
- authorisations for collection from the preschool and for excursions
- permission to publish
- permission to use online services (the internet)
- consent to seek information from other organisations or government departments about the child based on information provided in Section A of the enrolment form related to
  - learning and support needs
  - special needs
  - health conditions
  - required risk assessments
  - needs noted within the application from other prior to school services, organisations or NSW government departments.

It is imperative that as well as being contained within the enrolment form, any refusals of authorisation are communicated to the preschool educators, for example, on a class list. Documentation relating to authorisations, such as to take a child on an excursion, must contain the child's name, date and signature of the child's parent, carer or nominated contact person as noted on the enrolment form. The school principal can exercise the right of refusal if written or verbal authorisations do not comply.

Please note, the enrolment form does not seek authorisation to apply **sun cream** or **insect repellent** to a child and these must be obtained separately, if relevant.

## Fees

The preschool fee schedule is based on the Preschool Class Fees in Government Schools policy and outlines the daily fees that schools should charge for attendance at the preschool, based on the relative Index of Community Socio-Educational Advantage (ICSEA) value of the school. The schedule allows for reductions for commonwealth health care card holders and Aboriginal and Torres Strait Islander families.

In the situation that a family cannot afford preschool fees, and as a result the child may not access preschool education, it is at a principal's discretion to reduce a child's fees; either short or long-term. National child care rebates and subsidies are not available to families, as department preschools do not meet the government's eligibility criteria.

Granted fee reductions or exemptions must be recorded on the preschool fee relief record. Schools should also retain records and information at the school in relation to fee relief, for example, a copy of a child's current health care card.

The application to enrol in a government preschool clearly states that preschool fees are charged. In the event that fees are unpaid and no relief or exemption was given, principals need to follow the steps outlined in the [Finance in Schools Handbook](#) to recover the fees.

Sometimes a family taking an extended overseas trip or holiday will request their child's position be held by the preschool. This is at the principal's discretion depending on the circumstances of the family. However, it is advised the child's place not be held if other children are on a waiting list. If the child's position is held, the preschool should request the fees for the period be paid in advance.

## Volunteers, work experience and education students

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 [Appendix 5: Declaration for volunteers and non-child 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 must 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. It is suggested that a copy of the completed declaration be kept in the preschool staff folder to meet the requirement of collecting any volunteer's full name, date of birth and address.

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.

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 (see Appendix V).

## Management of records

The preschool must keep detailed and current records for each child attending the preschool (listed in [regulation 177](#)). Much of this information is obtained from the preschool application form. It is the responsibility of the principal and preschool teacher to ensure that this information is accurate, stored confidentially and securely, and is used appropriately ([regulation 183](#)).

Families from culturally and linguistically diverse backgrounds should be offered the translated enrolment application and/or interpreter assistance in obtaining this information, if required. Records which contain personal information about a child are to be considered confidential and accessible to the child's family on request, unless prevented by a court order.

The [Guide to the National Quality Framework](#) operational requirements (part 7.4) include a table of the type of record which must be kept, and the required storage period. All records must be kept for three years from when they were made, except:

- the incident, illness, injury or trauma record must be kept until the child is aged 25 years

- any record relating to the death of a child while being educated and cared for, or as a result of an incident while being educated and cared for, until the end of 7 years after the death.

## Casual folder

A preschool casual folder is required to support casual staff to maintain the safety and wellbeing of the preschool children. It is suggested that this folder be applicable to both casual and relieving teachers and SLSOs/AEOs. In a two class preschool, one folder will suffice, so long as it includes relevant information for each class. The preschool folder should contain the following:

- daily routine/timetable
- group list/s
- names and roles of all regular preschool educators
- roles and responsibilities of staff
- current school staff duty roster
- name of principal and/or preschool supervisor and their phone number/s
- school office phone number
- copy of emergency management plans for any child with a medical condition and information about where their emergency medication is stored
- copy of any court orders relating to a child
- a group list noting any children
  - with a disability
  - who wear nappies or are toilet training
  - who speak a language other than English at home
  - who have an individual risk management plan in place (also put a copy of the plan in the folder)
  - with non-authorisations, for example, children not to be published
- copy of family information booklet
- information on the location and use of the
  - incident, injury, trauma and illness record
  - medication record
  - list of children's authorised collectors
  - list of family and emergency contact details
  - staff sign in and out
  - visitor's sign in and out
  - location of the children's arrivals and departure register
  - preschool procedures
  - preschool philosophy
  - preschool risk assessment plans
- copy of emergency instructions and marked preschool floor plan- as is displayed at each exit.

## Staff induction into the preschool

To compliment whole school processes, preschools need a documented process for inducting regular preschool educators into the preschool. The induction should be site-specific, and address matters such as:

- familiarisation and access to key documents and websites
  - Early Years Learning Framework
  - Guide to the NQF
  - National Law and National Regulations
  - Leading and operating department preschool guidelines
  - DoE Early Learning webpage
  - ACECQA website
- explanation and engagement with the preschool's
  - philosophy
  - procedures
  - quality improvement plan
- location of the arrivals and departure register and information related to group lists and attendance patterns
- school expectations regarding documentation of the educational program and children's learning
- school processes for communication with families
- family orientation or information booklet
- location and familiarisation with health and safety documentation and procedures
  - risk assessment plans
  - procedures for emergencies and evacuation
  - first aid equipment and emergency medication
  - emergency contacts list
  - the medication record
  - the incident, injury, trauma and illness record
- discussion of individual child needs
  - information related to any child with an additional need
  - health care plans
  - individual education plans, where appropriate
- discussion of staff roles, responsibilities and duty roster
- information related to required notifications to Early Learning
- review of obligations as a mandatory reporter.

## Whole school induction

In addition to the casual folder, schools need a process for inducting relieving, RFF and regular casuals into the preschool. To do this, it is suggested preschool staff and executive collaborate to deliver an annual, whole staff induction session addressing the matters noted above, plus preschool expectations related to adequate supervision and interactions with children.

# Leadership – Standard 7.2

Effective leadership builds and promotes a positive organisational culture and professional learning community.

## The Quality Improvement Plan (QIP)

All education and care services are required to have a QIP. The preschool QIP addresses the Department's third strategic goal of every student, every teacher, every leader and every school improving every year (2018-2022). Similar to the school plan, the QIP documents the outcomes of self-assessment processes and quality improvement planning.



Refer to ACECQA's [quality improvement plan](#) webpage and the [self-assessment tool](#).

Responsibility for the QIP lies with the principal, however leading the self-assessment and review process can be delegated to a member of the school executive. [Regulations 31, 55 and 56](#) relate to the preschool QIP, stating that the QIP must:

- be kept available on the preschool premises for families and inspection by the regulatory authority
- be submitted to the regulatory authority on request (such as for the assessment and rating process)
- include the preschool's philosophy
- include a self-assessment of practices against the National Law and Regulations and the NQS
- identify areas requiring improvement
- be reviewed and revised at least annually, or as directed by the regulatory authority.

The QIP outlines strategies for achieving a preschool's goals and helps staff focus on improvements that will lead to better outcomes for children and families. Where appropriate, strategic goals of the school plan can also be included as QIP improvement goals. The QIP should be a dynamic, evolving document developed collaboratively by preschool teams with input from children, families, school staff and other agencies.

To support the QIP process, the Department has developed guidelines for developing and implementing the QIP and a tailored QIP template, featuring the required sections, as specified in [regulation 55](#). Both documents are available on the Early Learning website.

The quality of a preschool QIP will be enhanced with the inclusion of specific examples of practice and procedures in the strengths section. It is important standards and elements not be rewritten word for word, or compliance with regulations be noted as strengths. The strength statements should provide evidence of elements being met and standards exceeded.

Some preschools choose to highlight which of their strength statements address the exceeding themes. In this case, considerations should be given to:

- ensuring statements are not repeated
- the overall readability of the strengths
- an in-depth understanding of each theme
- some statements may address more than one of the themes.

Information and guidance on the exceeding NQS themes can be found in the [Guide to the National Quality Framework](#), Section 3: National Quality Standard and Assessment and Rating.

## Assessment and rating

The assessment and rating process is conducted by the regulatory authority and ratings are published publicly on the ACECQA website. It is hard to predict when a preschool will be assessed, however the 'Guide to the National Quality Framework' notes:

- assessment and rating is responsive and risk based
- any previous breaches of regulations and the time since the last assessment will influence when a preschool is assessed
- preschools with a lower quality rating will be assessed more regularly.

## Notification of assessment and rating

Schools are notified by email of the commencement of the assessment and rating process. This notice will state the date the QIP and a service context detail form must be submitted by (at least two weeks' notice is given). It is important to note in the service context details form that the preschool is closed and staff are uncontactable during school holidays. The notification will also specify a period during which the assessment and rating visit will occur. The first date of this period being at least four weeks from the notice.

After notification, an Advisor from Early Learning will contact the school principal. Together with the school's P-2 Initiatives Officer, they will provide support and guide the school through the process as effectively and efficiently as possible. The authorised officer will also contact the principal by phone after the QIP has been submitted, giving at least five days' notice of the specific visit date. At this time the officer will discuss logistics of the visit. The visit will last an entire day, and possibly up to two.

## What to do after receiving an assessment and rating notice:

- liaise with Early Learning
- organise a visit from your P-2 Initiatives Officer to address any outstanding issues
- inform the Director, Educational Leadership (DEL)
- update QIP progress notes
- submit the QIP and service context detail form.

## What to expect during the assessment and rating visit:

The authorised officer will meet with the principal to discuss their roles of nominated supervisor and educational leader. The school's P-2 Initiatives officer or an Advisor from Early Learning, acting on behalf of the Approved Provider of department preschools, should be part of this discussion. In addition, the principal may invite the preschool supervisor and preschool teacher to join.

The authorised officer will also spend time in the preschool in discussion with educators, sighting documentation and observing operations and practice, to:

- confirm the preschool is compliant with the National Law and Regulations
- confirm evidence of the strengths noted in the QIP
- collect evidence of the service's practices against the NQS elements.

The officer will have access to the preschool's compliance history and seek to confirm any previously identified regulatory breaches have been addressed. They may also seek evidence that advice given in the previous assessment and rating report has been actioned.

## Minor adjustments

During the assessment and rating visit, an authorised officer has the discretion to offer minor adjustments. These are modifications which can quickly and easily rectify minor issues which don't pose an unacceptable risk to the safety, health or wellbeing of children. The officer will give a time frame for the adjustments to be made, and may require evidence they have been completed, for example, a photo of the modifications emailed within a week.

## After the visit

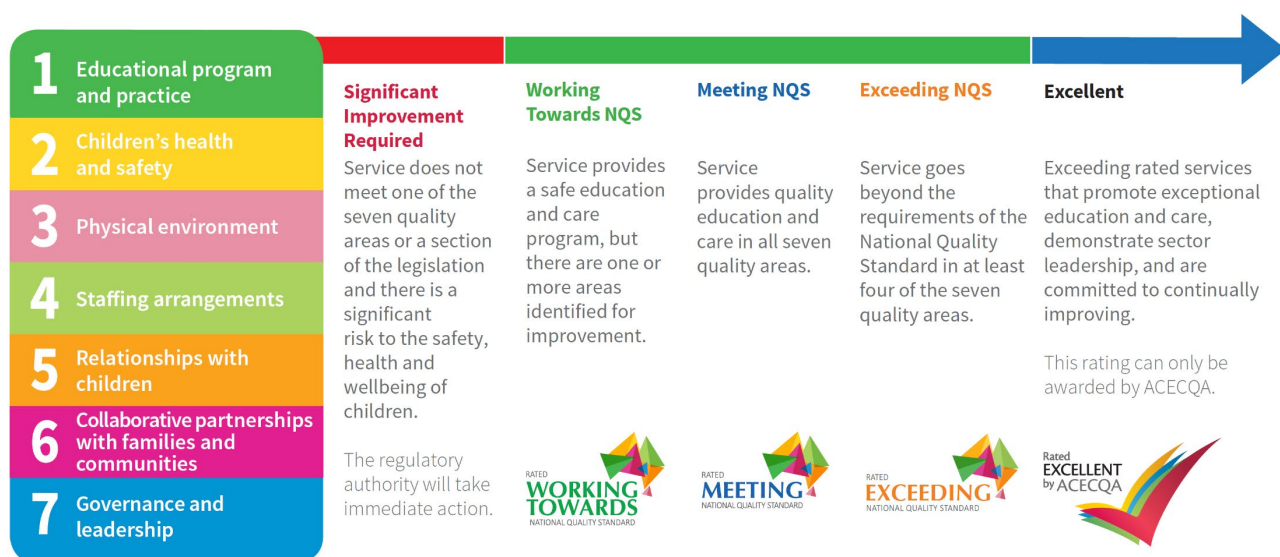
The school will be emailed the following documents after the assessment visit:

- draft evidence summary
- draft rating outcomes summary
- feedback form.

The feedback form provides an opportunity to respond if a preschool believes the evidence summary contains factual inaccuracies. The response must be supported with evidence of practice that was in place on the day of the assessment visit but has not been included in the evidence summary. The feedback provided, if accepted, may result in changes to the rating. After receiving the feedback form, consider:

- Does the evidence summary accurately include all evidence in place at the time of the assessment visit?
- Would it be advantageous to submit feedback?
- Does the team have the time and energy to collate evidence and prepare feedback by the due date?
- discussing the pros and cons of submitting the form with Early Learning
- seeking assistance from your P-2 Initiatives Officer to complete the form.

Please refer to the [ACECQA](https://www.acecqa.gov.au) website for additional information related to assessment and rating. The diagram below shows the seven quality areas of the NQS and the continuum of ratings.



### National Quality Standard ratings

Source: Australian Children's Education and Care Quality Authority (ACECQA)

## Monitoring visits

An authorised officer may visit the preschool at any time, with or without notice. These visits are a proactive way of influencing compliance with the National Law and Regulations and improving the quality of education and care provided. Preschools must always remain compliant and ensure documentation is current. A summary of required compliance items is provided in Appendix W. A visit may be prompted by:

- a complaint to the regulatory authority
- notification of a serious incident
- changes to a preschool's premises
- a targeted campaign (monitoring for a specific compliance matter).

Authorised officers always wear photo identification whilst on the school site and are subject to the same visitor protocols as all visitors to the preschool, such as signing in at the school office and within the preschool. After the officer has presented at the school office, it is important office staff contact the principal (or their replacement if off-site or absent) to notify them of the officer's arrival. It is then good practice for the officer to be accompanied to the preschool and introduced to the educators.

The length of time spent on each visit depends on the nature of the compliance issues or breaches that the officer may identify. After the officer's visit, please contact Early Learning to discuss the visit, and any required follow-up.

## External validation and the preschool

Schools should include the preschool in external validation, particularly if the preschool features in one or more of the school plan's strategic directions.

## Performance and development

Consistent with department policy, the NQS requires each educator (including SLSOs and AEOs) be part of a system of regular performance review and to have individual performance and development plans in place. The regulations do not specify any particular system or template, so principals should use the same performance and development plan templates as for the rest of the school.



## External providers of professional learning

- Be You - Supporting Early Childhood mental health – [beyou.edu.au](https://beyou.edu.au)
- Centre Support – [centresupport.com.au/](https://centresupport.com.au/)
- Community Early Learning Australia – [cela.org.au](https://cela.org.au)
- Early Childhood Australia Learning Hub – [learninghub.earlychildhoodaustralia.org.au/](https://learninghub.earlychildhoodaustralia.org.au/)
- Early Childhood Resource Hub professional learning – [learn.echr.edu.au/](https://learn.echr.edu.au/)
- Early Childhood Support Service – [rare.support/](https://rare.support/)
- Gowrie NSW – [gowriensw.com.au](https://gowriensw.com.au)
- KU Children's Services – [ku.com.au/professional-development](https://ku.com.au/professional-development)
- Munch and Move – [healthykids.nsw.gov.au/campaigns-programs.aspx](https://healthykids.nsw.gov.au/campaigns-programs.aspx)

## Online communities

- Yammer - NSW DoE Preschools and Early Intervention Classes (an open group administered by Early Learning)
- Microsoft Teams - Early Learning and Schools

## Electronic subscriptions for educators

- [ACECQA Newsletters](#)
- [Amplify! Newsletter](#)
- [Early Childhood Australia WebWatch](#)
- [Early Childhood Australia – The Spoke blog](#)
- [ECRH Newsletter](#)
- [KU Quarterly Newsletter](#)
- [NSW DoE Early Childhood Education Directorate:](#)
  - [EC Extra newsletter](#)
  - [Spotlight on quality](#)

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# Acronyms

A&R	Assessment and Rating
ACECQA	Australian Children's Education and Care Quality Authority
AEO	Aboriginal Education Officer
ECED	Early Childhood Education Directorate
ECT	Early Childhood Teacher
EL	Early Learning (within Teaching and Learning)
ERN	Electronic Record Number
EYLF	Belonging, Being & Becoming: The Early Years Learning Framework for Australia
FISH	Finance in Schools Handbook
NQF	National Quality Framework
NQS	National Quality Standard
QA	Quality Area
QIP	Quality Improvement Plan
RA	Regulatory Authority (in NSW this is NSW DoE ECED)
RFF	Release from face to face teaching
SEF	School Excellence Framework
SLSO	School Learning Support Officer

# List of department preschools

All preschools are a single class, unless followed by a bracket indicating the number of classes.

## Preschools designated specifically for Aboriginal children


- Alma (Alma Bugdlie Preschool)
- Casino (Djanenjam Preschool)
- Doonside (Wingarra Preschool)
- Enngonia (.6)
- Liverpool West (Coota Gulla Preschool)
- Moama (.6)
- Mungindi Central
- Nowra East (Wayeela Cooina Preschool)
- Toukley (Kooloorra Preschool)
- Walgett Community College (Birraleegal Goondi Preschool)
- Wilcannia Central (Barlu Kurli Preschool)

## Preschools established to service communities with high numbers of Aboriginal children

- Batemans Bay
- Boggabilla Central
- Briar Road
- Casino West (Little Jarjums Preschool)
- Coonamble
- Dubbo West
- Irrawang
- Lethbridge Park
- Manning Gardens (Baaya Yurrung Preschool)
- Red Hill (Bimbi Preschool)
- The Entrance (Garawa Preschool)
- Wellington
- Windale

## Other department preschools

- Annandale (2)
- Arncliffe West Infants
- Ashcroft
- Australia St Infants
- Banksmeadow (2)
- Bankstown South Infants
- Bass Hill
- Bidwill (3)
- Birchgrove (2)
- Bonnyrigg
- Broken Hill
- Broken Hill School of the Air
- Busby West (2)
- Cambridge Park (2)
- Camdenville (2)
- Canley Heights
- Canley Vale (2)
- Cardiff South
- Claymore
- Darlington
- Dawson (2)
- Dubbo Distance Education
- Eastern Creek
- Edgeworth
- Elmore Vale
- Fairy Meadow
- Five Dock
- Granville
- Harrington Street (2)
- Hume
- John Brothie Memorial Nursery School (2)
- John Warby (2)
- Kegworth
- Kemblawarra (2)
- Kingswood Park S
- Kingswood South
- Koonawarra
- Lalor Park
- Lansvale (2)
- Lismore South (Ngulliboo Jarjums Preschool)
- Lurnea
- Madang Ave (2)
- Marayong (2)
- Mascot (2)
- Matraville Soldiers Settlement
- Mayfield West
- Mount Druitt (2)
- Mount Warrigal (2)
- Narrabri West
- Oak Flats
- Old Guildford
- Orange Grove
- Oxley Park
- Pendle Hill
- Plunkett St
- Punchbowl (2)
- Riverstone (2)
- Riverwood
- Rosehill (2)
- Rozelle
- Rydalmere
- Rydalmere East
- Sadlier
- Sarah Redfern (2)
- Sefton Infants
- Seven Hills West
- Smithfield (2)
- St Johns Park
- St Marys
- Stockton
- Telarah (2)
- Tweed Heads South
- Villawood East
- Waratah (2)
- Whalan (2)
- Woy Woy (Guliyali Preschool)
- Yates Ave

NATIONAL QUALITY STANDARD			 Australian Children's Education & Care Quality Authority
Concept		Descriptor	
<b>QA1</b>		<b>Educational program and practice</b>	
1.1	Program	The educational program enhances each child's learning and development.	
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.	
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.	
1.2	Practice	Educators facilitate and extend each child's learning and development.	
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.	
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	
1.3	Assessment and planning	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	
1.3.1	Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.	
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	
1.3.3	Information for families	Families are informed about the program and their child's progress.	
<b>QA2</b>		<b>Children's health and safety</b>	
2.1	Health	Each child's health and physical activity is supported and promoted.	
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.	
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.	
2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.	
2.2	Safety	Each child is protected.	
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	
2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.	
<b>QA3</b>		<b>Physical environment</b>	
3.1	Design	The design of the facilities is appropriate for the operation of a service.	
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.	
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.	
3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.	
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.	
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.	

Concept		Descriptor
<b>QA4</b>		<b>Staffing arrangements</b>
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.
<b>QA5</b>		<b>Relationships with children</b>
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
<b>QA6</b>		<b>Collaborative partnerships with families and communities</b>
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.
6.2.3	Community engagement	The service builds relationships and engages with its community.
<b>QA7</b>		<b>Governance and Leadership</b>
7.1	Governance	Governance supports the operation of a quality service.
7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
7.2.3	Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

Source: Australian Children's Education and Care Quality Authority (ACECQA)

# Communication plan for a medical condition – example

Child's name: .....

Medical condition: .....

## Before child commences preschool

<b>Roles and responsibilities of preschool:</b>	<b>Completed? Yes or No</b>	<b>Signature</b>	<b>Completion Date</b>
Ensure preschool procedure in relation to medical conditions is current and in place.			
Meet with the child's family to collaboratively develop a risk management plan for the child (ensure the completed plan is signed as evidence of consultation).			
Ensure child's one-page emergency management plan (completed by a medical practitioner) is displayed in colour prominently in the preschool and in the casual folder.			
Collect parent or guardian authorisation to administer the child's emergency medication.			
If your school requires it, complete the 'Individual Health Care Plan Cover Sheet'.			
Give the child's family a copy of: <ul style="list-style-type: none"> <li>• this communication plan</li> <li>• 'Student Health in NSW Public Schools: A summary and consolidation of policy'</li> <li>• Preschool procedure relating to medical conditions.</li> </ul>			
Place copies of child's emergency management plan, risk management plan and this communication plan in their enrolment form.			
Receive the child's medication from the family. It must be: <ul style="list-style-type: none"> <li>• prescribed by a registered medical practitioner</li> <li>• in its original container</li> <li>• not expired</li> <li>• include the child's name on the original label.</li> </ul>			
Store child's emergency medication with a copy of their emergency management plan in a labelled location, accessible to all staff and visitors.			
Inform all staff members (including regular, relieving & RFF) of: <ul style="list-style-type: none"> <li>• the child's health condition</li> <li>• where the child's emergency management plan is displayed in the preschool</li> <li>• the location of the child's individual emergency medication</li> <li>• location of the preschool's emergency general-use medication.</li> </ul>			

<b>Roles and responsibilities of child's family:</b>	<b>Completed? Yes or No</b>	<b>Signature</b>	<b>Date</b>
Record any specific health care need, allergy or medical condition of their child in the preschool enrolment form.			
Meet with preschool teacher to discuss child's condition and contribute to the development of their risk management plan. This should include details of the child's triggers (if applicable) and potential risks in the preschool environment and strategies to reduce these.			
Provide preschool with a coloured copy of their child's one page emergency management plan (completed by a medical practitioner).			
Supply preschool with child's individually prescribed medication. This must be: <ul style="list-style-type: none"> <li>• prescribed by a registered medical practitioner</li> <li>• in its original container</li> <li>• not expired</li> <li>• include your child's name on the original label.</li> </ul>			

## Ongoing, while the child is enrolled and attending preschool

### **Roles and responsibilities of all staff working in the preschool:**

- implement the preschool's medical conditions procedure
- monitor the child's safety, health and wellbeing
- implement the child's risk management plan
- in an emergency situation, follow the child's emergency management plan
- if it is necessary to implement the child's emergency management plan, complete an incident, injury, trauma and illness record, as soon as practical afterwards and notify Early Learning
- preschool teacher- regularly ask the child's family about their child's health to determine if there have been any changes in their condition or treatment (if so, record the details in the table below)
- update the child's risk management plan, if required
- advise the child's family if their child's medication needs to be replenished
- raise and discuss at a staff meeting any issues or concerns relating to the child's medical condition or management
- confirm casual staff are aware of the child's medical condition and the location of their emergency medication.

**Roles and responsibilities of child's family:**

- inform the preschool of any relevant changes in the child's condition, medication or need to update the risk management plan (preschool staff to record any information shared in the table below)
- provide an updated medical management plan for the child, whenever it is updated or prior to expiry, as soon as possible after the change
- provide the preschool with adequate supplies of the child's medication
- inform preschool if the child has been administered medication in the previous 48 hours, and the cause of the symptoms if known.

**Parent or guardian to complete**

I/we agree to these arrangements, including the display of our child's emergency management plan in the preschool to alert all staff, volunteers and visitors.

Signature: .....

Date: .....

**Record of communication related to any changes in the child's condition, medication and/or risk management plan:**

<b>Details of communication</b>	<b>Educator Signature</b>	<b>Parent Signature</b>	<b>Date</b>

# Medication record

Child's name:.....Date of birth: .....

[illegible]

# Medication record - long term

This authorisation is to be completed by the parent or guardian of a child prescribed medication for an ongoing period, for example, seizure or asthma medication or an Epi-pen.

Childs name:	
Name of medication to be administered:	
Expiry date of medication:	
Time, frequency or circumstances under which the medication should be administered:	
Dosage to be administered:	
Method of administration:	

I authorise staff to administer medication to my child, as set out above during the period ..... (date) to..... (date).

I understand I can withdraw this authorisation at any time in writing, or verbally to the preschool teacher. This authorisation must be reviewed at the end of twelve months, or sooner if required.

Name:

Signature:

Date:

Medication record to be completed by staff member when medication is administered.

Medication administered	Date	Time	Dosage	Method	Educator administering	Signature	Name of witness	Signature of witness

[illegible]

# Changing a nappy without spreading germs

STAYING HEALTHY | 5TH EDITION | 2013

## nappy change procedure



### Preparation

- 1 Wash your hands
- 2 Place paper on the change table
- 3 Put disposable gloves on both hands



### Changing

- 4 Remove the child's nappy and put any disposable nappy in a hands-free lidded bin  
Place any soiled clothes (including any cloth nappy) in a plastic bag
- 5 Clean the child's bottom
- 6 Remove the paper and put it in a hands-free lidded bin
- 7 Remove your gloves and put them in the bin
- 8 Place a clean nappy on the child
- 9 Dress the child
- 10 Take the child away from the change table
- 11 Wash your hands and the child's hands



### Cleaning

- 12 After each nappy change, clean the change table with detergent and water, then rinse and dry
- 13 Wash your hands

NHMRC Ref. CH55h Printed June 2013



Australian Government  
National Health and Medical Research Council

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WORKING TO BUILD A HEALTHY AUSTRALIA

# Incident, injury, illness and trauma record

Appendix H

## Details of person completing this form

Name		Position/role	
Date		Time	
Signature			

## Child details

Child's full name		Date of birth	
Age		Gender	

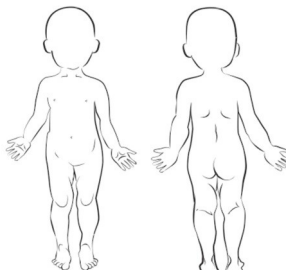
## Incident details

Incident date and time	
Location of incident	
Name of witness to incident, if any	
Witness signature (if an adult)	
General activity at the time of incident/injury/trauma/illness	

## Complete relevant details of:

<ul style="list-style-type: none"> <li>- Cause of injury/trauma,</li> <li>- Circumstances surrounding any illness, including apparent symptoms,</li> <li>- Circumstances if child appeared to be missing or otherwise unaccounted for (including duration, who found child etc.), or</li> <li>- Circumstance if child appeared to have been taken or removed from service or was locked in/out of service (include who took the child, duration)</li> </ul>	
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

## Nature of injury/trauma/illness:

Indicate part of body affected	Circle the most appropriate description		
	Abrasion / scrap Allergic reaction (not anaphylaxis) Amputation Anaphylaxis Asthma / respiratory Bite wound Bruise Broken bone / fracture / dislocation Burn / sunburn	Choking Concussion Crush / jam Cut / open wound Drowning (non-fatal) Electric shock Eye injury Infectious disease (including gastro) High temperature Ingestion / inhalation / insertion	Internal injury / Infection Poisoning Rash Respiratory Seizure / unconscious / convulsion Sprain / swelling Stabbing / piercing Tooth Venomous bite/sting Other (please specify)

## Action taken

Details of action taken (including first aid, administration of medication etc.)	
Did emergency services attend?	Yes    No
Was medical attention sought from a registered practitioner/hospital?	Yes    No
If yes to either above, provide details here (and make a notification to Early Learning):	
Have any steps been taken to prevent or minimise this type of incident in the future?	

## Notifications (including attempted notifications)

Parent/guardian		Time		Date	
Principal or preschool supervisor (if required)		Time		Date	
Early Learning (if required)		Time		Date	

## Parental acknowledgment

I .....(name of parent/guardian) have been notified of my child's incident, injury, trauma or illness.	
Phone number	
Signature	
Date	

## Additional notes

--

# Infectious disease notification - example

Date	
Reported infectious disease	
Number of cases reported	
Room or group in which the infectious disease was reported	
Steps we are taking to prevent the spread of the disease at our preschool	
What can families do to minimise the risk of infection?	

# When cleaning can take place

Keeping the preschool clean, safe and hygienic requires resources and equipment to be cleaned either on a daily, weekly or termly schedule. Preschool teams need to consider when cleaning will be completed, and by whom. Some options include:

- before children arrive in the morning, or after they have left in the afternoon
- during the day, with assistance from the children
- during breaks in whole school development days
- requesting families assist, on a roster or during working bees

Staying Healthy: Preventing infectious diseases in early childhood education and care services states that general cleaning of equipment and furniture is best achieved with warm water and detergent, however cold water and a little extra scrubbing can also be used to effectively clean a surface (section 3.4).

Basic steps for effective routine cleaning:

- use detergent and warm water, following the manufacturer's instructions on how much detergent to use
- vigorously rub the surface to physically remove germs
- rinse the surface with clean water
- dry the surface, if possible in the sun.

Disinfectants are only necessary if a surface is known to be contaminated with potentially infectious material (for example, blood spills and other body substances). Surfaces must be cleaned with warm water and soap prior to the use of disinfectant. To kill germs, disinfectant must:

- have enough time in contact with the surface (as per the manufacturer's instructions)
- be used at the right concentration
- be applied to a clean, dry surface.

# Daily safety check – example

## Record of daily safety check, required maintenance and additional cleaning

### Indoor area

- Remove or fix any dangerous items or hazards
- Check bathroom is clean and safe
- Check power points are covered by protective caps
- Remove any insects
- Return any chemicals to a locked cupboard or storeroom
- Lock or latch unsafe areas; storerooms, kitchen, laundry

### Outdoor area

- Remove or fix any dangerous items or hazards
- Check fence and gates are secure
- Empty any pooled water
- Check fixed equipment is dry and safe
- Remove sandpit cover and check sand

Date	Indoor check completed before 9:00	Outdoor check completed before 9:00	List hazards removed or fixed	Non-urgent hazards or maintenance recorded for General Assistant	Urgent hazards or maintenance reported to principal	Additional cleaning completed	Name	Signature
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

# Risk management plan template

Name of preschool:			Principal:			
Risk assessment focus:			Year:			
Location/activity	Hazard identification type/ Causes	Current Controls	<u>Risk Matrix Score</u>	Elimination or Control Measures	Who	When
Relevant additional information reviewed and attached:      Yes      No  Plan prepared by:                      Position:  Prepared in consultation with:  <i>Please note, if this plan is for an individual child, it must be developed in consultation with their parent or carer. They must then sign it as evidence of consultation.</i>				Date:  Communicated to:		
<b>Monitor and Review: Monitor the effectiveness of controls and change if necessary. Review the risk assessment if an incident or a significant change occurs.</b>						

Today's date:

[illegible]

*End of day verification that no child remains on the premises.*

Signature:

Time:

## Risk assessment for excursions

Regulation 101 states that a risk assessment for an excursion must:

- identify and assess risks that the excursion may pose to the safety, health or wellbeing of any child being taken on the excursion; and
- specify how the identified risks will be managed and minimised.

The risk assessment must consider:

- the proposed route and destination for the excursion
- any water hazards and any risks associated with water-based activities
- the transport to and from the proposed destination for the excursion
- the number of adults and children involved in the excursion
- given the risks posed by the excursion, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required (specialised skills could include life-saving skills.)
- the proposed activities
- the proposed duration of the excursion
- the items that should be taken on the excursion (for example, emergency contacts)

## Authorisation for excursions

Regulation 102 states that the nominated supervisor must ensure that a preschooler is not taken on an excursion unless written authorisation has been provided. It must state:

- the child's name
- the reason the child is to be taken outside the premises
- the date the child is to be taken on the excursion (unless for a regular outing)
- a description of the proposed destination and method of transport to be used for the excursion
- the proposed activities to be undertaken by the child during the excursion
- the period the child will be away from the premises
- the anticipated number of children likely to be attending the excursion
- the anticipated ratio of educators attending the excursion to the anticipated number of children attending the excursion
- the anticipated number of staff members and any other adults who will accompany and supervise the children on the excursion
- that a risk assessment has been prepared and is available at the service.

# Excursion information and authorisation- example 1

Dear Families

The preschool children and educators will be going to (destination) for an excursion on (date).

We will leave the preschool at (departure time) and arrive back at (return time).

We will travel by (mode of transport).

The purpose of the excursion is (reason or rationale for excursion).

Whilst on the excursion the children will (list the activities the group will engage in).

We anticipate (number) children will attend this excursion. (Number) staff members and (number) parent volunteers will attend the excursion. This means that throughout the excursion there will be a ratio of approximately (number) adult to (number) children.

A risk assessment has been prepared for this excursion. Please ask (name of preschool teacher) if you would like to read it.

.....

I give permission for .....(child's first and surname) to attend the preschool excursion to .....(destination).

The excursion will be on .....(date) from .....(time) to .....(time).

I understand the group will travel by .....(mode of transport).

Name:

Signature:

Date:

# Excursion information and authorisation- example 2

## Excursion Title

Excursion destination:	
Date:	
Time leaving preschool:	
Time returning to preschool:	
Method of transport:	
Reason for excursion:	
Activities the children will do during the excursion:	
Number of staff members attending excursion:	
Number of parents attending excursion:	
Approximate number of children who will attend:	
Ratio of adults to children:	

A risk assessment has been prepared for this excursion and is available in the preschool. Please ask (name of preschool teacher) if you would like to read it.

.....

### Parent or Guardian's Authorisation

I give permission for my child ..... (first and surname) to attend the preschool excursion to .....(destination).

The excursion is on .....(date), from.....(time) to .....(time).

Name:

Signature:

Date:

# Record of emergency procedure rehearsals - example

Term:                      Year:

## Group 1

Date and day:	Time:
Location/cause of proposed emergency:	
If evacuation was rehearsed, which exit route was used?	
Time taken to complete procedure:	
Adult/child ratio at the time of rehearsal:	
Number of volunteers and visitors on preschool premises at time of rehearsal:	
Names of children absent:	
Name and signature of person completing this record:	
Comments/results/follow-up:	

## Group 2

Date and day:	Time:
Location/cause of proposed emergency:	
If evacuation was rehearsed, which exit route was used?	
Time taken to complete procedure:	
Adult/child ratio at the time of rehearsal:	
Number of volunteers and visitors on preschool premises at time of rehearsal:	
Names of children absent:	
Name and signature of person completing this record:	
Comments/results/follow-up:	

# Preschool staff roster - example

Term:              Year:

	Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"> <li>- Nominated Supervisor</li> <li>- Educational Leader</li> <li>- Responsible person in charge</li> </ul>					
Teacher/s 9:00AM - 3:00PM					
Teacher's break/s (add time and duty teacher)					
Teacher's RFF (insert time and RFF teacher on relevant day)					
SLSO/s or AEO/s 9:00AM - 3:00PM					
SLSO or AEO's break/s					
Nominated first aider/s					

## Record of staff working directly with the children - example

## Appendix R

[illegible]

# Authorisation to share transition to school statement - example

## NSW Transition to School Statement

Starting school is a big milestone for children and their families, and high quality early education helps children be prepared.

The 'NSW Transition to School Statement' helps school teachers get to know a child before they enter kindergarten. It is well known that strong relationships and information sharing between families, early childhood services and schools helps support a child's successful transition to school.

The statement provides a snapshot of each child's strengths and personality, and gives them a voice in the process of meeting new people in the school environment. It helps link the Early Years Learning Framework to the Early Stage 1 Syllabus in kindergarten so that teachers can better understand each child's learning, development and background.

## Parent/Carer consent

I have sighted the completed transition to school statement for my child.

Child's name: \_\_\_\_\_

Parent/s name: \_\_\_\_\_

I give consent for this statement to be sent to \_\_\_\_\_ school.

Parent Comment (optional)

Parent/Carer  
signature \_\_\_\_\_

Date \_\_\_\_\_



Education

[Insert preschool name  
here]

---

## Approved Provider

NSW Department of Education

PR-00005345

The school principal is the:

- Nominated supervisor
- Educational leader and
- Responsible person in charge

In the principal's absence the person replacing the principal will become the nominated supervisor, educational leader and responsible person in charge (in accordance with the 'Agreements for departmental preschools under the Education and Care Services National Regulations')

A large, empty rectangular box with a dashed border, intended for a signature or stamp.

[Insert principals name here]



Education [Insert preschool name here]

---

Service approval number

[Insert number here]

Hours of operation

Monday	Tuesday	Wednesday	Thursday	Friday

The preschool phone number is

[insert number]

The NSW Regulatory Authority is  
NSW Early Childhood Education Directorate

Phone number is 1800 619 113

Under regulation 286 this preschool is taken to comply with regulations 107, 108 and 115

Any complaints are to be directed to the school principal

# Procedure scaffolds

## Procedure related to nutrition, food and beverages, dietary requirements

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
2.1	78 79	Nutrition in schools policy

Information to include in this procedure and questions to address:

- Describe how children access safe drinking water throughout the day
- Describe methods used to provide families with nutritional information, particularly in relation to packing a healthy lunch box.
- Describe how the education program promotes healthy eating and good food habits?
- What steps are taken if a child's packed lunch is continually unhealthy? What does the preschool and community consider 'unhealthy'?
- In addition to lunch, do families also pack morning tea and/or afternoon tea?
- Where is the children's food stored during the day?
- Describe how educators ensure children's perishable foods are stored below 5 degrees.
- If educators reheat children's food, describe the process.
- Describe how individual children's special dietary needs (cultural and health) are collected and communicated to all educators.
- Describe where and when the children eat during the preschool day.
- In relation to children at risk of anaphylaxis or a food allergy:
  - Where will the child be seated to eat?
  - How will other children be taught not to share food?
  - Will the lunches of other children be monitored for trigger foods?
  - Will the supervision plan be modified at meal times?
- Do special preschool or school events involve food sharing, such as birthday cakes? If so, what procedures are in place to ensure the safety of children at risk of anaphylaxis or with food intolerances or allergies?
- Confirm that a risk management plan is developed for children with anaphylaxis or food allergies to reduce exposure to known allergens.
- If cooking experiences are part of the educational program, describe procedures for these in relation to ingredients used and hygiene.
- Add any additional information relevant to this procedure in your preschool setting.

# Procedure related to sun protection

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
2.2	114	Student health in NSW schools: A summary and consolidation of policy

Information to include in this procedure and questions to address:

- Describe the amount and type of shade available. How and when are children encouraged to play in the shade?
- Describe any daily routine/timetable variations made depending on the UV rate and time of year
- Do children wear a hat outside all year round?
- Do educators wear a hat outside all year round?
- Who provides a hat for each child? Where are these stored? How are these kept clean?
- What happens if a child forgets their hat?
- Must hats be 'sun-safe'?
- Describe how educators model sun-safe behaviour.
- Do families or the preschool provide sunscreen?
- How and when is sunscreen applied to children?
- If educators apply sunscreen to children, how is family authorisation to do this collected?
- How are the expiry dates of sun screens monitored?
- How is sun safety addressed in the education program?
- Are any additional sun safety measures taken on excursions or sports days?
- Are families asked to dress their child in sun-safe clothing?
- Is sun safety information (such as produced by the Cancer Council) made available for families' information?
- Add any additional information relevant to this procedure in your preschool setting.

## Procedure related to water safety, including safety during any water-based activities

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
2.2	101	Excursions policy

Information to include in this procedure and questions to address:

- Describe how adequate supervision is maintained when children are playing with water.
- Describe any processes in place for using water troughs or other containers of water for water play.
- Confirm that any permanent preschool water feature (e.g. pond) is included in the preschool's general environment risk assessment.
- Confirm that any permanent water features are securely covered with wire mesh or a metal grid sitting slightly below the water's surface.
- Confirm that excursion risk management plans will clearly state if the transit or destination features a body of water.
- Describe any additional safety checks taken after rain, such as to empty pooled water.
- Are the children able to access outside taps? If so, describe any safety rules in place.
- Are children able to access hot water?
- Describe any procedure in place for adults drinking hot drinks when the children are present.
- Describe how the preschool ensures the children have access to clean drinking water throughout the day.
- Add any additional information relevant to this procedure in your preschool setting.

# Procedure related to the administration of first aid

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
2.1	89 94 136	Student health in NSW schools: A summary and consolidation of policy

Information to include in this procedure and questions to address:

- Which staff members hold the ACECQA approved first-aid, anaphylaxis and asthma qualifications (combined these qualifications are known as HLTAID004)?
- What mandatory Department first aid, CPR, anaphylaxis and asthma training do staff complete?
- Where are staff first aid qualification certificates stored?
- Who administers first aid within the preschool?
- Does the preschool implement the whole school first aid plan? If so, include it in this procedure.
- Where are the preschool first-aid kits located? What process is used to identify and dispose of expired items? Whose responsibility is it to restock the kit?
- Note that regulation 89 requires a suitably equipped, easily accessible first aid kit, but does not stipulate the contents.
- Who carries the first aid kit (including the general use EpiPen Junior and Ventolin) when the group leaves the premises for an excursion or to evacuate?
- Confirm that in an emergency situation, emergency medication (EpiPen or Ventolin) can be administered without parental authorisation.
- Add any additional information relevant to this procedure in your preschool setting.

# Procedure related to sleep and rest for children

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
2.1	81	Preschool sleep and rest guidelines

Information to include in this procedure and questions to address:

- Describe when and how families are consulted regarding their child's sleep and rest needs.
- Confirm there are cosy, quiet areas in the preschool a child can go to at any time of the day to rest (at least one inside and one outside).
- Is there a designated rest period noted on the daily routines/timetable? Does this vary over the course of the year? What happens if a child wants to rest or sleep at another time of the day?
- For children who do not want to lay down, what alternative restful activities are provided? Is there provision for a particularly tired or unwell child to sleep longer than the designated rest period?
- If a child sleeps during the day, is their family informed how long they slept for?
- Detail supervision procedures for periods for when some children are sleeping or resting, whilst others are engaged in activities.
- If the preschool maintain mattresses, stretchers, cushions or linen, describe their storage and how they are maintained hygienically.
- Add any additional information relevant to this procedure in your preschool setting.

# Procedure related to incident, injury, trauma and illness

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
2.1	85 86 87	Student health in NSW schools: A summary and consolidation of policy

Information to include in this procedure and questions to address:

- What steps or action will be taken if a child
  - becomes ill at preschool?
  - is suspected of having an infectious disease?
  - is injured at preschool?
  - suffers trauma (an emotional response to a traumatic experience) at preschool?
  - vomits, has diarrhoea or a fever?
- What action will be taken in a medical emergency?
- If required, whose role is it to call an ambulance?
- Who completes 'Incident, injury, trauma or illness' records?
- Where are these completed records stored?
- What is the method and timeframe for notifying families in the case of an incident, injury, trauma or illness?
- In which situations will a family be contacted immediately?
- Confirm that in the case of a serious incident the principal will make the required notification to Early Learning.
- Add any additional information relevant to this procedure in your preschool setting.

## Procedure related to dealing with infectious diseases, including immunisation

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
2.1	88	Student health in NSW schools: A summary and consolidation of policy

Information to include in this procedure and questions to address:

- What health and hygiene practices do staff implement?
- What health and hygiene practices are the children explicitly taught and supported to follow?
- How do educators support children with their toileting?
- How and where are children with wet or soiled clothing changed into clean clothing? Where is spare clothing stored? Where is the wet or soiled clothing stored?
- How are bodily fluid spills dealt with?
- How and when are table-tops, mouthed toys, dirty linen, cleaning cloths, loaned hats etc. cleaned?
- What is the procedure for a child arriving at preschool, obviously unwell?
- What process is followed if a child has head lice?
- How will a child be isolated if they are suspected of having an infectious disease, whilst waiting for their parent/carer to collect them?
- Describe how all families will be notified in the event of an outbreak of an infectious disease.
- How long will a child with an infectious disease be excluded from preschool (refer to exclusion periods in Staying Healthy in Childcare V. 5)?
- If this is a vaccine preventable disease, what is the process for requesting children not immunised for that disease (i.e. on a catch-up schedule) stay home?
- Confirm that a copy of each child's immunisation history statement is stored in their enrolment folder.
- How are the families of children turning four during the preschool year reminded to supply the preschool with their updated immunisation history statement?
- Who maintains the preschool immunisation register?
- Confirm that an outbreak of a serious illness poses a risk to the health of the preschool children and is considered a serious incident and as such a notification will be made to Early Learning.

# Procedure related to dealing with medical conditions in children

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
2.1	90 91 92 93 94 95	Student health in NSW schools: A summary and consolidation of policy

Information to include in this procedure and questions to address:

- *Note-* a medical condition is a condition that has been diagnosed by a medical practitioner. This may include, but is not exclusive to, the following conditions; anaphylaxis, asthma, epilepsy, diabetes, eczema, food or insect allergy.
- How are medical conditions managed in the preschool?
- How is medical information documented on the enrolment form by the family, shared with preschool staff? Who follows-up to consult with the family to develop an *Individual Health Care Plan* before they commence preschool? This meeting must include
  - the development of an individual risk management plan for the child
  - development of a communications plan
  - the family being given a copy of the Department's Student Health in NSW Schools policy
- *Note-* the family must supply an emergency care/response plan and current prescribed medication **before** the child commences preschool.
- How are all educators, including casual and relieving, made aware of children with health conditions?
- Which staff members hold the ACECQA approved first-aid, anaphylaxis and asthma qualifications (combined these qualifications are known as HLTAID004)?
- What mandatory Department first aid, anaphylaxis and asthma training do staff complete?
- Describe the process for the administration of medication.
- Does the school require staff complete the e-Administration of medication course?
- Where are completed medication records stored?
- Where in the preschool are children's personal emergency medications and a copy of their emergency response plans stored?
- Where are the 'general use' Ventolin and Epi-pen stored? *Note-* these should each be stored with a general emergency management plan.
- Who monitors medication expiry date/s (including children's individual medications)? When / how often is this monitored?
- Confirm that in an emergency situation, emergency medication (EpiPen or Ventolin) can be administered without parental authorisation.

# Procedure related to emergencies and evacuation

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
2.2	97 98	<u>Emergency Management Procedures</u>

Information to include in this procedure:

- Preschool educators must develop (and review annually) a risk assessment to identify potential emergencies that are relevant to their preschool (e.g. fire, flood, intruder, falling branch or tree etc.). This informs the development of preschool-specific instructions to be followed in an emergency situation; lock-down, evacuation and lock-out (only include this if whole school implements lock-outs).
- Displayed with these instructions must be a preschool floor plan, indicating
  - exit route/s
  - emergency assembly points
  - location of fire extinguishers
  - location of fire blanket
  - a 'you are here' indicator
- Detail where these instructions and the map are displayed within the preschool.
- It is helpful to store a copy of your whole school *Emergency Management Plan* with this procedure, as it details the emergency authorities consulted in its development.
- What emergency contact numbers are displayed with the preschool landline phone?
- Where and how is a record of these rehearsals maintained?
- In the preschool's risk management plan for visiting the school, include information related to evacuation to the emergency assembly point/s.
- A serious incident notification must be made to Early Learning within 24 hours when there has been an emergency at the preschool that posed a risk to the health, safety or wellbeing of the children.
- In the case of evacuation, which staff members carry
  - the first aid kit?
  - children's arrival and departure register?
  - individual children's emergency medication?
  - emergency contact details for the children?
- Note- It is important to ensure rehearsals take place at various times and days of the week, to ensure all staff and children have the opportunity to participate
- Note- All staff, visitors, volunteers, children and the responsible person in charge (principal) present at the time of a rehearsal, must take part in the rehearsal
- Add any additional information relevant to this procedure in your preschool setting.

## Procedure related to the delivery of children to, and collection of children from, the preschool premises

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
2.2	99	Preschool- Obtaining parent's authorisation and consent

Information to include in this procedure and questions to address:

- In what circumstances are the children able to leave the preschool (refer to regulation 99)?
- What information is included on the arrivals and departures register?
- What is the procedure for situations when families forget to sign their child in or out?
- Is a head count performed? If so, when and where is the total of children in attendance recorded?
- What is the procedure for a situation where a family leaves their child in the preschool unaccompanied before the preschool opens?
- Are adjustments made to the arrival procedure for children suffering separation anxiety?
- How are educators made aware of each child's *authorised collectors*?
- How is it recorded when a parent gives verbal advice that a new or *unauthorised* person is to collect their child on a particular day?
- What is the process for checking an unknown person's ID to confirm their identity?
- In what circumstances will a principal allow a person under 18 to collect a child?
- What is the procedure for when a family is late collecting their child?
- Who is responsible for checking the premises at the end of the day to ensure no child has been left, and how is this check documented?
- Add any additional information relevant to this procedure in your preschool setting.

## Procedure related to excursions

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
2.2	100 101 102	Excursions policy Preschool- Obtaining parent's authorisation and consent

Information to include in this procedure and questions to address:

- Who develops the excursion risk assessment?
- *Note*- there is no set educator to child ratio for excursions, this needs to be determined after the risk assessment has been completed and the hazards identified.
- What information is given in the excursion information and consent note?
- Visits to the school (if on the same site and no roads need to be crossed) are not regarded as excursions, however, families should be informed that the visit will be taking place and an annual risk management plan for visits into the school prepared.
- Does the preschool conduct 'regular outings'? If so, where to?
- *Note*- for regular outings, only one parent authorisation and one risk assessment is required in a 12 month period unless there is a change to the details.
- Does the preschool conduct incursions?
- Add any additional information relevant to this procedure in your preschool setting.

# Procedure related to providing a child safe environment

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
2.2	84	Child Protection Policy: Responding to and reporting students at risk of harm
3.1	103	
3.2	105	Working with Children Check policy
	109	Child Protection: Allegations against employees
	115	Work health and safety (WHS) policy
	S. 165	Student safety tools and procedures
	S. 166	
	S.167	

Information to include in this procedure and questions to address:

- How is adequate supervision maintained at all times of the day?
- How is a ratio of one educator for each ten children maintained at all times, particularly during planned educator breaks?
- How do educators become aware of potential hazards in the preschool? How are risks minimised? (i.e. daily safety checks, development of risk management plans)
- Where are potentially hazardous products (e.g. cleaning chemicals, aerosol cans, medications) stored securely?
- How are children protected when there are animals in the preschool?
- How are toxic plants identified and removed?
- What, how and when is cleaning carried out? What products/methods are used for cleaning?
- What is the process for reporting and maintenance of damaged or broken furniture, equipment or the building?
- Describe how particular features of the preschool are maintained hygienically (e.g. sandpit, mud-kitchen).
- What is the process for educators as 'mandatory reporters' to report child protection concerns?
- What mandatory child protection training do educators undertake?
- In what situations does the preschool make a notification to Early Learning?
- Add any additional precautions taken to keep children safe from harm or hazards.

# Procedure related to staffing

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
4.1	135 136 149 151	Working with Children Check policy Code of Conduct Policy Management of Conduct and Performance

Information to include in this procedure and questions to address:

- How and when do staff complete the Department's Code of Conduct training?
- What role does the 'Early Childhood Australia Code of Ethics' play in preschool operations?
- How is a record kept of which educators are responsible for the children, and when?
- How is the preschool staffed (i.e. by a teacher and an SLSO or AEO)?
- What is required for staff to work in the preschool (i.e. verified WWCC, approval to work in DoE, ACECQA approved qualification)?
- When the principal is off-site or absent, which executive member is responsible for the preschool?
- How are staff replaced in the event of illness or absence?
- What are the roles and responsibilities of educators?
- How are educators' planned breaks covered?
- How is the teacher's release covered?
- How is staff consistency maintained?
- How are families informed of the staff roster, plus any changes due to absence?
- How is the preschool administrative support allocation (0.2 FTE) used?
- What processes are in place for the induction of preschool, relieving and casual staff?
- What is the process for staff access to professional learning and the completion of *Performance and Development Plans*?
- What role do volunteers play in the preschool? Who collects the signed declarations that volunteers have no offences that would bar them from working with children and their 100-points of proof of identity?
- Does the preschool host education students completing practicums? If so, what are the details?
- *Note-* The staff record must include the full name, address and date of birth of each student or volunteer who participates in the preschool. Visitors and volunteers must sign the visitor's book to record the date and hours they were in the preschool.
- Add any additional information relevant to this procedure in your preschool setting.

# Procedure related to interactions with children

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
5.1	155	Interactions with children- preschool
5.2	156	Values in NSW public schools
	S.166	Student Welfare Policy
		Student Discipline in Government Schools Policy
		Bullying of Students- Prevention and Response Policy
		Anti - Racism Policy
		Aboriginal Education Policy

Information to include in this procedure and questions to address:

- How are the dignity and rights of each child maintained at all times?
- How do educators positively guide and encourage acceptable behaviour?
- How are children supported and encouraged to:
  - interact and develop respectful and positive relationships with each other?
  - interact and develop respectful and positive relationship with staff members?
  - express themselves and their opinions?
  - develop self-reliance and self-esteem?
  - develop self-regulation?
- Add any additional information relevant to this procedure in your preschool setting.

# Procedure related to enrolment and orientation

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
6.1	160	Enrolment of Students in NSW Government Schools: A Summary and Consolidation of Policy  Department preschool classes: Enrolment procedures
7.1	161	
	162	
	S. 175	

Information to include in this procedure and questions to address:

- Does the preschool have an enrolment package? If so, what is its' contents?
- Does the preschool have a family information/orientation booklet?
- How are children and families orientated into the preschool?
- Are families offered the translated version of the enrolment application form?
- Do families complete a waiting list application?
- If the number of applications for a place exceeds places available, how is the waiting list maintained?
- Who collects the completed enrolment applications and supporting documentation?
- How are families offered a place for their child (i.e. by letter or verbally)?
- How is critical information in the enrolment form communicated to all educators (i.e. authorised collectors, emergency contacts, any non-authorisations, children with health conditions)?
- What are the preschool's attendance patterns? How are children allocated to each group?
- If vacancies exist, are children offered a full-time place? If so, how are children prioritised?
- Is information additional to the enrolment form collected from families about their child (i.e. likes/dislikes, strengths, learning needs, toileting, rest requirements)?
- Who organises to meet with families before the child commences to gather additional information about a learning or health care need?
- Add any additional information relevant to this procedure in your preschool setting.

## Procedure related to governance and management of the service, including confidentiality of records

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
7.1	177 181 183	Leading and Managing the School Information Security Policy Code of Conduct Policy

Information to include in this procedure and questions to address:

- Make a statement re. the school principal holding the three preschool roles of
  - nominated supervisor
  - educational leader
  - responsible person in charge
- Confirm the above information is displayed in the preschool entrance, along with the principal's name and photo.
- Confirm that the principal has overriding responsibility for the supervision of the preschool, however if the principal is off the school site, the school executive member who is relieving for him/her assumes the three roles mentioned above.
- Note if the tasks of the educational leader are being performed by an executive staff member.
- What records are collected at the time of enrolment? How are these records stored securely and confidentially? Who has access to these records?
- What other records does the preschool maintain? How and where are they stored? Who has access to them (e.g. health care information, arrival and departure records, medication records, assessment information etc.)?
- Confirm Incident, injury, illness or trauma records are stored till the child reaches 25 years of age while all other records are stored for three years (the exception being in the case of the death of a child).
- Add any additional information relevant to this procedure in your preschool setting.

# Procedure related to the acceptance and refusal of authorisations

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
7.1	92 93 99 102 161	Preschool- Obtaining parent's authorisation and consent Excursions policy

Information to include in this procedure and questions to address:

- Detail which authorisations are collected in the enrolment form.
- Is authorisation for staff to administer sunscreen and/or insect repellent collected? If so, how is this done and where are the authorisations stored?
- What method is used to collate and then communicate any authorisation refusals to regular, relieving and casual staff?
- Where in the preschool are each child's authorised collectors listed? How are relieving or casual staff informed of the location of these? How is a family able to update their child's authorised collectors?
- What is the process for collecting authorisation to administer medication to a child?
- How is authorisation to take the children out of the premises on an excursion collected?
- Add any additional information relevant to this procedure in your preschool setting.

## Procedure related to the payment of fees and the provision of a statement of fees

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
7.1		Preschool Class Fees in Government Schools

Information to include in this procedure and questions to address:

- What is the daily rate?
- What are the reduced rates for the holder of a Commonwealth Health Care Card or an Aboriginal or Torres Strait Islander child?
- What is the process for a family seeking a further fee reduction or exemption?
- *Note*- if a health care card expires during the term, the new current card must be produced before the start of the new term, otherwise the full rate will be charged for the new term.
- *Note*- national child care rebates and subsidies are not available in Department preschools.
- What is the process for a family taking an overseas trip or holiday? Will their position be held? Will they be required to pay fees for the period they are absent in advance?
- In the situation that fees are unpaid, what steps will be taken (refer to 13.2.4 of the Finance in Schools Handbook)?
- How and when do families receive their fee invoice?
- How and when are families able to pay their fees?
- *Note*- There is no requirement to reduce or refund fees in the case of absence.
- Add any additional information relevant to this procedure in your preschool setting.

# Procedure related to dealing with complaints

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
7.1	176	Complaints Handling Policy

Information to include in this procedure and questions to address:

- Describe how a family is able to make a complaint.
- Does this process differ for a minor, serious, or complaints of a child protection nature?
- How are families informed of these processes?
- *Note-* the preschool's service approval displayed in the preschool entrance states that complaints can be made to the school principal.
- If a family makes a complaint to an SLSO or AEO, is it referred to the teacher?
- How are families informed that they are able to make a complaint to *Early Childhood Education Directorate* (the regulatory authority)?
- What is the process if a staff member has concerns related to the behaviour or actions of another employee, contractor or volunteer?
- What is the process for recording complaints?
- *Note-* Early Learning needs to be notified if a complaint is made of a serious incident or a law being contravened within 24 hours of the complaint being received.
- Add any additional information relevant to this procedure in your preschool setting.

## Record of preschool visitors and volunteers - example

[illegible]

# Summary of required preschool items

## Quality Area 1 - Educational program

- Program and planning documents which demonstrate the implementation of teaching learning cycles, aligned to the Early Years Learning Framework
- Records about each child's learning, development and participation in the program
- Individual support plans for children with a disability
- A group analysis which records individual children's
  - home language and culture
  - needs, strengths and interests
  - confirmed disabilities
  - medical conditions

## Quality Area 2 - Health and safety

- Completed administration of medication records
- Completed incident, injury, trauma and illness records
- Record of children's daily arrival and departure
- First aid kit and evidence of a system for restocking and checking expiry dates
- Safety Data Sheet (SDS)
- General use emergency medication (EpiPen Junior and asthma reliever medication) stored with generic emergency management plans
- For children who are at risk of anaphylaxis, asthma and other serious medical conditions or who have specific dietary requirements
  - emergency management plan (developed by a medical practitioner)
  - risk management plan (developed in consultation with the child's family)
  - communications plan
  - individual prescribed emergency medication stored with a copy of the child's emergency management plan
- Record of risk assessments and authorisations for any excursions or regular outings
- Risk management plans
  - general preschool environment
  - visits into the school
  - evacuations
  - potential emergencies
- At each external exit, displayed emergency instructions and preschool floor plan indicating
  - evacuation routes
  - a 'you are here' symbol
  - location of fire extinguishers

- location of the fire blanket
- Record of the rehearsal of emergency procedures with evaluative comments
- Regular electrical appliances, fire extinguisher and fire blanket inspections (as per whole school) and tagging
- Emergency contact numbers displayed next to phone handset/s
- Details of each child's authorised collectors, family and emergency contact details

## Quality Area 3 - Physical environment

- Evidence of a child safe environment maintained through
  - daily safety checks of the indoor and outdoor learning environments
  - systems for the cleaning and maintenance of equipment and furniture

## Quality Area 4 - Staffing arrangements

- Staff sign in/out book recording when specific staff work directly with the children
- Staff folder containing each preschool educator's:
  - ACECQA approved Early Childhood teaching qualification (for teachers)
  - ACECQA approved Certificate 3 (for SLSOs or AEOs)
  - child protection training certificate for current year
  - Working with Children Check number and proof of department verification of this
  - NESA registered teacher number and expiry date
  - any first aid, asthma management or anaphylaxis qualifications held
- Staff folder containing the full name, address and date of birth of any volunteers or education students
- Evidence of any professional learning completed by regular staff
- Performance and development plan for regular staff members
- Casual folder
- Evidence of completed induction processes

## Quality Area 5 - Relationships with children

## Quality Area 6 - Collaborative partnerships with families and communities

- In the preschool entrance or foyer, accessible to staff, families and visitors
  - Education and Care Services National Law
  - Education and Care Services National Regulations
  - Guide to the NQF
  - Information about the Early Years Learning Framework
  - Quality Improvement Plan

- Philosophy
- General information about the preschool (may be the preschool's orientation booklet)
- Information about the current educational program
- Notice informing the occurrence of an infectious disease, when applicable
- Notice stating a child enrolled is at risk of anaphylaxis, when applicable
- Information about community services and parenting resources, e.g. pamphlets, posters

## Quality Area 7 - Governance and Leadership

- Staff roster (should also note who holds the ACECQA approved first aid, anaphylaxis and/or asthma qualifications)
- Visitor and volunteer's sign in/out book
- Clearly displayed and visible in the preschool entrance
  - Approved Provider notice (includes principal's photo, use the DoE template)
  - Service Approval notice (includes preschool details, use the DoE template)
  - Service Approval (issued by the Early Childhood Education Directorate)
  - Notice of final ratings (issued by the Early Childhood Education Directorate)
- Preschool policies and procedures (as required under regulation 168)
- Staff meeting minutes
- Evidence of review of philosophy and procedures- noting when these occurred and who took part
- Method for recording family complaints and action taken
- In the principal's office for their reference
  - Guide to the National Quality Framework
  - Early Years Learning Framework
  - Education and Care Services National Law and Regulations
  - Leading and operating department preschool guidelines
- In the school office or preschool (depending on local procedure)
  - enrolment records
  - immunisation records for each child and a summary immunisation register



# Leading and operating department preschool guidelines