



## Governance and management

National Quality Standard Education and Care Services National Law and National Regulations	Associated department policy, procedure or guideline	Reference document(s) and/or advice from a recognised authority
<p><b>NQS: 7.1, 7.2</b></p> <p><b>Regulations: 177, 181, 183</b></p>	<p>Leading and operating department preschool guidelines</p> <p><a href="#">School Leadership policy</a></p> <p><a href="#">Information Security policy</a></p>	<p>ACECQA information sheets:</p> <ul style="list-style-type: none"> <li>• <a href="#">The role of the educational leader [PDF 2.2 MB]</a></li> <li>• <a href="#">Educational leadership and team building [PDF 1,240 KB]</a></li> <li>• <a href="#">Nominated supervisors [PDF 127 KB]</a></li> <li>• <a href="#">Retention requirements for record keeping [PDF 391 KB]</a></li> </ul> <p>ACECQA's policy and procedures guidelines – <a href="#">Governance and management [PDF 269 KB]</a></p>

## Responsibilities

<p><b>School principal</b></p>	<p>The principal as nominated supervisor, educational leader and responsible person holds primary responsibility for the preschool.</p> <p>The principal is responsible for ensuring:</p> <ul style="list-style-type: none"> <li>• the preschool is compliant with legislative standards related to this procedure at all times</li> <li>• all staff involved in the preschool are familiar with and implement this procedure</li> <li>• all procedures are current and reviewed as part of a continuous cycle of self-assessment.</li> </ul> <p>These tasks may be delegated to other members of the preschool team, but the responsibility sits with the principal.</p>
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<p><b>Preschool supervisor</b></p>	<p>The preschool supervisor supports the principal in their role and is responsible for leading the review of this procedure through a process of self-assessment and critical reflection. This could include:</p> <ul style="list-style-type: none"> <li>• analysing complaints, incidents or issues and the implications for updates to this procedure</li> <li>• reflecting on how this procedure is informed by stakeholder feedback and relevant expert authorities</li> <li>• planning and discussing ways to engage with families and communities, including how changes are communicated</li> <li>• developing strategies to induct all staff when procedures are updated to ensure practice is embedded.</li> </ul>
<p><b>Preschool teacher(s) and educator(s)</b></p>	<p>Preschool teachers and educators are responsible for working with the preschool leadership team to ensure:</p> <ul style="list-style-type: none"> <li>• all staff in the preschool and daily practices comply with this procedure</li> <li>• this procedure is stored in a way that it is accessible to all staff, families, visitors and volunteers</li> <li>• they are actively involved in the review of this procedure, as required, or at least annually</li> <li>• details of this procedure's review are documented.</li> </ul>

## Procedure

<p><b>Governance</b></p>	<ul style="list-style-type: none"> <li>• The Approved Provider of all department preschools is the NSW Department of Education.</li> <li>• The school principal has overriding responsibility for the supervision of the preschool and holds 3 roles in relation to it: <ul style="list-style-type: none"> <li>○ Nominated supervisor</li> <li>○ Educational leader</li> <li>○ Responsible person</li> </ul> </li> <li>• This information is clearly displayed in the preschool entrance with the principal's name and photo.</li> <li>• If the principal is not on the school site, the staff member who is relieving for them assumes the 3 roles mentioned above.</li> <li>• While the principal maintains responsibility for the preschool, some of the tasks of the educational leader may be performed by a preschool supervisor.</li> </ul>
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	<ul style="list-style-type: none"> <li>• The preschool supervisor is delegated the role of Educational Leader, which entails leading the development and implementation of an effective educational program by: <ul style="list-style-type: none"> <li>○ building the capacity of the teachers and educators</li> <li>○ collaborating with teachers and educators to provide curriculum direction and guidance</li> <li>○ supporting teachers and educators to effectively implement the assessment and planning cycle</li> <li>○ ensuring that children’s learning and development are guided by the Early Years Learning Framework (EYLF).</li> <li>○ ensuring the educational program and documentation meet the requirements of the relevant regulations, the elements of National Quality Standards (NQS) Quality Area 1 and school expectations</li> <li>○ leading critical reflection discussions to examine program and practice and investigate alternative approaches and ways of thinking</li> <li>○ communicate in sensitive and meaningful ways with families when they need more information about the educational program and/or their child’s learning.</li> </ul> </li> </ul>
<p><b>Confidentiality and retention of records</b></p>	<ul style="list-style-type: none"> <li>• Detailed and current records are maintained for each child. Much of this information is obtained from the <i>Application to enrol in a NSW Government preschool</i>.</li> <li>• Any record which containing personal information about a child is considered confidential and kept secure in a locked strong room in the school’s front office. The SAM and SAO are responsible for storing these documents. The Director, Educational Leadership, Principal/NS, SAM, SAO and supervisor are the only personnel who can access these records.</li> <li>• Parent/carers are given access to records related to their child on request.</li> <li>• All records created relating to children are kept for 3 years from when they were made, for example: <ul style="list-style-type: none"> <li>○ assessments of learning</li> <li>○ enrolment and attendance information</li> <li>○ daily arrival and departure register</li> <li>○ information about any cultural or religious practices that need to be observed</li> <li>○ medication records</li> <li>○ health care plans</li> <li>○ parent authorisations for excursions, incursions or transportation</li> <li>○ individual learning plans.</li> </ul> </li> <li>• exceptions to the 3-year storage requirement are:</li> </ul>

	<ul style="list-style-type: none"> <li>○ completed incident, illness, injury or trauma records, which are kept until the child is aged 25 years of age</li> <li>○ records related to individual staff members, which are kept for 3 years from when the person last worked in the preschool</li> <li>○ any record relating to the death of a child while at preschool, or as a result of an incident while at preschool, is kept until 7 years after the child's death</li> <li>○ records relating to child sexual abuse that has, or is alleged to have, occurred in the preschool are kept for at least 45 years from the date the record was created.</li> </ul>
<p><b>Implementing the child safe standards</b></p>	<p>Management processes and systems that support the implementation of the child safe standards include:</p> <ul style="list-style-type: none"> <li>• The preschool makes a public commitment to child safety, for example, in the philosophy, family information booklet or newsletter.</li> <li>• The preschool culture is one of child safety, with children's health, safety and wellbeing prioritised.</li> <li>• Self-assessment and quality improvement processes examine and evaluate the implementation of the child safe standards.</li> <li>• Risk assessment plans are conducted and implemented to prevent and respond to possible risks to child safety.</li> <li>• Locally developed procedures describe processes that maintain child safety. The review of these procedures considers them from a child safety perspective.</li> <li>• Opportunities are provided for parents to share their feedback and have input into preschool decisions, particularly the review of local procedures and the philosophy.</li> <li>• Parents are informed of the actions the preschools take to ensure child safety.</li> <li>• parents are provided with information about child safety, including how they can report a child protection concern.</li> <li>• All staff are responsive to children, listening to what they say, believing them and acting on any concerns they have.</li> <li>• Staff provide opportunities for children to share their opinions and contribute to decisions that affect them, enabling them to then be able to confidently 'speak up' to raise a concern, if needed.</li> <li>• All staff are supported to fulfil their legal obligation as a mandatory reporter through annual training and opportunities to discuss concerns at team meetings.</li> <li>• Complaints are handled in a child-focussed manner and as outlined in the department's Complaint Handling policy.</li> </ul>

	<ul style="list-style-type: none"> <li>The preschool’s supervision plan describes how higher risk times of the day and activities are more closely supervised.</li> </ul>
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**Record of procedure’s review**

<b>Date of review</b>	<b>20 Aug 2024</b>
<b>Who was involved</b>	Early Learning, Jodie Field and Ian Tapuska
<b>Key changes made and reason why</b>	
<b>Record of communication of significant changes to relevant stakeholders</b>	<p>Principal: Ian Tapuska</p> <p>Staff: Catherine Bateup, Emma Vilarrubi</p> <p>Parents:</p> <p>Please note, parents must be notified at least 14 days prior to a change that may have a significant impact on their service’s provision of education and care or a family’s ability to use the service.</p>