

Mayfield West Demonstration School
Preschool

Local Procedures



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Contents

Nutrition, food and beverages and dietary requirements procedure	3
Sun protection procedure	7
Water safety procedure	10
Administration of first aid procedure	13
Sleep and Rest procedure	17
Incident, injury, trauma and illness procedure	20
Dealing with infectious diseases procedure	24
Dealing with medical conditions in children procedure.....	29
Emergency and evacuation procedure	34
Delivery of Children to, and Collection of Children from, Education and Care Service Premises.....	38
Excursions	42
Providing a child safe environment procedure	46
Staffing procedure	50
Interactions with children procedure.....	54
Enrolment and orientation procedure.....	57
Governance and management procedure.....	60
The acceptance and refusal of authorisations procedure.....	64
Payment of Fees and Provision of a Statement of Fees.....	67
Dealing with Complaints Procedure	70
Additional Procedure: Supervision Plan	74
Additional Procedure: Collection of Children by YMCA OSCH.....	76
Additional Procedure: Using the Worm Farm	78
Additional Procedure: The Planning Cycle.....	79
Additional Procedure: Leading continuous improvement in the preschool	84



Nutrition, food and beverages and dietary requirements procedure

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
2.1	Regulation 78 Regulation 79 Regulation 80	Leading and Operating Department Preschool Guidelines Nutrition in Schools Policy Allergy and Anaphylaxis Management Within the P-12 Curriculum
Pre-reading and reference documents		
ASCIA Guidelines for the prevention of anaphylaxis in schools		
NSW Food Authority: Children's Services Voluntary Food Safety Template		
Munch and Move Healthy Eating Resources		
Australian Dietary Guidelines		
Eat for Health Website		
Related procedure		
Dealing with medical conditions in children		
Staff roles and responsibilities		
School principal (These tasks may be delegated to other members of the preschool team, but responsibility sits with the principal.)	The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool. The principal is responsible for ensuring: <ul style="list-style-type: none"> • the preschool is compliant with legislative standards related to this procedure at all times • all staff involved in the preschool are familiar with and implement this procedure • all procedures are current and reviewed as part of a continuous cycle of self-assessment. 	
Preschool supervisor	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 includes: <ul style="list-style-type: none"> • analysing complaints, incidents or issues and what the implications are for the updates to this procedure • reflecting on how this procedure is informed by relevant recognised authorities • planning and discussing ways to engage with families and communities, including how changes are communicated • developing strategies to induct all staff when procedures are updated to ensure practice is embedded. 	

<p>Preschool educators</p> <p>(This includes all staff; casuals, lunch cover, volunteers and anyone else who works in the preschool)</p>	<p>The preschool educators are responsible for working with leadership to ensure:</p> <ul style="list-style-type: none"> • all staff in the preschool and daily practices comply with this procedure • storing this procedure in the preschool, and making it accessible to all staff, families, visitors and volunteers • being actively involved in the review of this procedure, as required, or at least annually • ensuring the details of this procedure's review are documented.
<p>Procedure</p>	
<p>Supporting breastfeeding</p>	<ul style="list-style-type: none"> • The preschool is a breastfeeding-friendly place. • The preschool and all staff support those who choose to breastfeed. If a parent or carer needs to breastfeed whilst on site, they negotiate an appropriate and comfortable place with the educators. This is generally the preschool office. • Families are reminded of this with signage and communication through Seesaw.
<p>Access to safe drinking water</p>	<ul style="list-style-type: none"> • Families are expected to provide their child with a full bottle of water each day. These are stored in a way that supports each child to access their bottle themselves, throughout the day. • Water bottles are kept in carriers throughout the day so that children can access them easily. They may also be stored in the children's bags. • Spare bottles are stored in the kitchen if needed. • Water is available in a large refill station to ensure that water bottles can be topped up. This can be done by children or adults as needed. • The educational program explicitly teaches and promotes water as the drink of choice for good health. Children are discouraged from bringing sweet drinks to preschool. • Water is promoted through regular discussion and signage in the preschool.
<p>Nutritious food</p>	<ul style="list-style-type: none"> • The preschool does not regularly provide food for children. Families supply their child with lunch and snacks for morning and / or afternoon tea. Families are encouraged to provide nutritious foods for their children at preschool. • Families receive brochures about healthy eating and see signage in the preschool. Children engage in discussions about healthy choices at meal times and Munch and Move. • Parents are informed that the preschool is nut aware and foods that contain nuts are discouraged. • To minimise the risk of exposure to a high-risk allergen, the preschool does not use peanuts, tree nuts or any nut products in curriculum or extracurricular activities. • If a child enrolls who is allergic to another food, such as sesame seeds or eggs, these foods are discouraged also. • The educational program and daily routines explicitly teach and promote healthy food choices. Programs encourage and discuss healthy choices which reinforce discussions at meal times. • When educators role model healthy food and drink choices they may sit to eat with children, engaging them in discussions about healthy food choices.

Storing and reheating food	<ul style="list-style-type: none"> Families are encouraged through information packs, the preschool website, and discussions to pack all foods in a way that can be managed independently by children. The preschool does not heat or reheat food provided by families. Children are encouraged to pack an icepack with their food (if required). If an icepack is not sent then one will be provided by staff.
Consuming food at preschool	<ul style="list-style-type: none"> Consideration is given to where children with food allergies and at risk of anaphylaxis are seated when eating with the group. The children's food is monitored by the educators to ensure none contains a trigger food for another child. The children are asked not to share food with other children. Food handling spaces are kept clean and hygienic. There are different coloured cleaning cloths available and charts displayed about their uses. If children eat at tables, they are clean and clear. When children have finished eating, tables are wiped and the floor is swept as needed. Food is not used as an incentive or reward throughout the day.
Cooking with children	<ul style="list-style-type: none"> Before cooking activities, all children and adults wash and dry their hands thoroughly. As directed by department policy, peanuts, tree nuts or any nut produce are not used in any cooking activity (this does not include foods labelled as 'may contain traces of nuts'). Additionally, any ingredient for which a currently enrolled child has a known allergy, intolerance or is at risk of anaphylaxis for, is not used. Children who have had vomiting or diarrhea do not participate until they have been symptom - free for 48 hours. If the preschool has recently had, or is currently experiencing, an outbreak of gastrointestinal disease, no cooking activities are held.

Record of procedure's review
Date of review and who was involved
24/1/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Confirmation of continuance of practice
Record of communication of significant changes to relevant stakeholders
Whole-school induction sessions

Record of procedure's review
Date of review and who was involved
10/3/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Reinforcement of breastfeeding friendly facilities, in response to new enrolment needs and clarification of cooking procedures as COVID restrictions ease.
Record of communication of significant changes to relevant stakeholders
Whole-school staff meeting

Record of procedure's review
Date of review and who was involved
10/3/23 Patrick Creasey and Tash Hill-Minett
Key changes made and reason/s why
Confirmation of continuance of practice, staffing changes and changes to storage processes
Record of communication of significant changes to relevant stakeholders
Whole-school staff meeting

Copy and paste a new table to record each occasion the procedure is reviewed.



Sun protection procedure

Associated National Quality Standards	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
2.1	Regulation 114	Leading and Operating Department Preschool Guidelines
2.2		Student health in NSW schools: A summary and consolidation of policy
Pre-reading and reference documents		
ACECQA Information sheet: Sun safety		
Sun Smart Recommendations for Childcare Services		
Sun Smart program		
Staff roles and responsibilities		
School principal (These tasks may be delegated to other members of the preschool team, but responsibility sits with the principal.)	<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"> the preschool is compliant with legislative standards related to this procedure at all times all staff involved in the preschool are familiar with and implement this procedure all procedures are current and reviewed as part of a continuous cycle of self-assessment. 	
Preschool supervisor	<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 includes:</p> <ul style="list-style-type: none"> analysing complaints, incidents or issues and what the implications are for the updates to this procedure reflecting on how this procedure is informed by relevant recognised authorities planning and discussing ways to engage with families and communities, including how changes are communicated developing strategies to induct all staff when procedures are updated to ensure practice is embedded. 	
Preschool educators (This includes all staff; casuals, lunch cover, volunteers and anyone else who works in the preschool)	<p>The preschool educators are responsible for working with leadership to ensure:</p> <ul style="list-style-type: none"> all staff in the preschool and daily practices comply with this procedure storing this procedure in the preschool, and making it accessible to all staff, families, visitors and volunteers being actively involved in the review of this procedure, as required, or at least annually ensuring the details of this procedure's review are documented. 	
Procedure		
Hats and clothing	<ul style="list-style-type: none"> Children and educators are required to wear a <i>sun safe/smart</i> hat to protect their face, neck and ears, whenever they are in the sun. Broad brimmed hats are provided by the preschool for children to wear for the day. They are laundered at the end of each day. 	

	<ul style="list-style-type: none"> Parents and carers are encouraged through discussion, information packs, and on the preschool website to dress their children in clothing that provides appropriate protection from the sun.
Shade	<ul style="list-style-type: none"> The availability and quality of shade is considered (a shade audit through conversation) when planning all outdoor activities and flexible outdoor play experiences are set up in the shade, as far as possible. The daily timetable varies depending on the time of year, to reduce the amount of time children are exposed to the sun when it is most damaging. Children who do not have appropriate hats or outdoor clothing are asked to choose a shaded play area.
Sunscreen	<ul style="list-style-type: none"> SPF 50+ sunscreen is supplied by the preschool at drop-off times. If parents choose to apply it to their own child, they may do so then. Sunscreen is available, should child wish to apply it themselves, under the supervision of educators. Sunscreen is checked regularly by educators and replaced if it should expire.
The educational program	<ul style="list-style-type: none"> Educators model sun safe behaviours by wearing hats in the sun or playing in the shade. Educators provide intentional teaching experiences that promote discussion around sun protection and demonstrate a positive approach to the management of sun protection. Educators reinforce sun safe messages informally throughout the preschool day through conversation, the wearing of hats, and incidental discussion. If children do not wish to wear hats, they are encouraged/redirectioned to an activity out of the sun. Information is provided to families about sun protection. They understand through information packs and visits to the preschool that the preschool provides hats, sunscreen, and shady play spaces. When excursions occur, the same risk management principles of hats, safe clothing, heat management and shade are applied to reduce the risk of sun exposure.

Record of procedure's review

Date of review and who was involved

24/1/22 Flossy Chisholm-Ray and Patrick Creasey

Key changes made and reason/s why

Confirmation of continuance of practice

Record of communication of significant changes to relevant stakeholders

Whole-school induction sessions

Record of procedure's review

Date of review and who was involved

10/3/22 Flossy Chisholm-Ray and Patrick Creasey

Key changes made and reason/s why

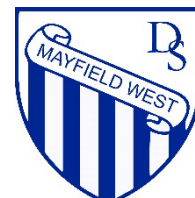
Confirmation of continuance of practice and language changed to reflect reflections around children's willingness to wear hats.

Record of communication of significant changes to relevant stakeholders

Staff meeting

Record of procedure's review
Date of review and who was involved
10/3/23 Patrick Creasey and Tash Hill-Minett
Key changes made and reason/s why
Confirmation of continuance of practice & staffing changes.
Record of communication of significant changes to relevant stakeholders
Whole-school staff meeting

Copy and paste a new table to record each occasion the procedure is reviewed.



Water safety procedure (including supervision 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	Regulation 101	Leading and Operating Department Preschool Guidelines Excursions policy
Pre-reading and reference documents		
ACECQA Template – Excursion risk assessment		
Related procedures		
Preschool nutrition, food and beverages and dietary requirements		
Excursions		
Staff roles and responsibilities		
School principal	<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"> • the preschool is compliant with legislative standards related to this procedure at all times • all staff involved in the preschool are familiar with and implement this procedure • all procedures are current and reviewed as part of a continuous cycle of self-assessment. 	
Preschool supervisor	<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.</p> <ul style="list-style-type: none"> • analysing complaints, incidents or issues and what the implications are for the updates to this procedure • reflecting on how this procedure is informed by relevant recognised authorities • planning and discussing ways to engage with families and communities, including how changes are communicated • collaborate with preschool educators to review and update localised procedures • developing strategies to induct all staff when procedures are updated to ensure practice is embedded. 	
Preschool educators (This includes all staff; casuals, lunch cover, volunteers and anyone else who works in the preschool)	<p>The preschool educators are responsible for working with leadership to ensure:</p> <ul style="list-style-type: none"> • all staff in the preschool and daily practices comply with this procedure • storing this procedure in the preschool, and making it accessible to all staff, families, visitors and volunteers • being actively involved in the review of this procedure, as required, or at least annually • ensuring the details of this procedure’s review are documented. 	

Procedure	
Drinking water	<ul style="list-style-type: none"> Each child accesses their own bottle of water throughout the day, as required. If they do not have one, an educator provides them with clean drinking water in a bottle. Children's bottles are refilled if needed using the filling station and or the kitchen facilities.
Risk management plan	<ul style="list-style-type: none"> The preschool's environmental risk management plan records the risks of the use of water in learning experiences (e.g. water troughs, watering the garden) and notes minimisation strategies (refer to risk assessment) The daily safety check conducted before children arrive at the preschool includes a check for any pooled rain water. Excursions to a location or venue with a body of water are carefully planned for and considered in the excursion risk management plan. Blow up swimming pools are not used in the preschool.
Supervision	<ul style="list-style-type: none"> The preschool supervision plan notes that children are supervised more closely around any activities which use water. Water troughs are emptied when the group leaves the area. The mud kitchen is filled-in as necessary by child or educator with a shovel.
Hot water	<ul style="list-style-type: none"> Water sources that children access do not have hot water facilities. If adults are drinking a hot drink in the preschool, they are to be made and consumed in the kitchen area or office, with the doors locked.

Record of procedure's review
Date of review and who was involved
24/1/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Confirmation of continuance of practice
Record of communication of significant changes to relevant stakeholders
Whole-school induction sessions

Record of procedure's review
Date of review and who was involved
10/3/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Confirmation of continuance of practice and updated after reflection on the changing weather and need for caution with hot drinks
Record of communication of significant changes to relevant stakeholders
Staff meeting

Record of procedure's review
Date of review and who was involved
18/5/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Confirmation of continuance of practice and update since the addition of mud-kitchen shovel.
Record of communication of significant changes to relevant stakeholders
Staff meeting

Record of procedure's review
Date of review and who was involved
10/3/23 Patrick Creasey and Tash Hill-Minett
Key changes made and reason/s why
Confirmation of continuance of practice & staffing changes.
Record of communication of significant changes to relevant stakeholders
Whole-school staff meeting



Administration of first aid procedure

Associated National Quality Standards	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
2.1	Regulation 89	Leading and operating department preschool guidelines
2.2	Regulation 94 Regulation 136	Student health in NSW schools: A summary and consolidation of policy
Pre-reading and reference documents		
First Aid Procedures		
Staff roles and responsibilities		
School principal (These tasks may be delegated to other members of the preschool team, but responsibility sits with the principal.)	<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"> the preschool is compliant with legislative standards related to this procedure at all times all staff involved in the preschool are familiar with and implement this procedure all procedures are current and reviewed as part of a continuous cycle of self-assessment 	
Preschool supervisor	<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 includes:</p> <ul style="list-style-type: none"> analysing complaints, incidents or issues and what the implications are for the updates to this procedure reflecting on how this procedure is informed by relevant recognised authorities planning and discussing ways to engage with families and communities, including how changes are communicated developing strategies to induct all staff when procedures are updated to ensure practice is embedded. 	
Preschool educators (This includes all staff; casuals, lunch cover, volunteers and anyone else who works in the preschool)	<p>The preschool educators are responsible for working with leadership to ensure:</p> <ul style="list-style-type: none"> all staff in the preschool and daily practices comply with this procedure storing this procedure in the preschool, and making it accessible to all staff, families, visitors and volunteers being actively involved in the review of this procedure, at least annually, or as required ensuring the details of this procedure's review are documented. 	
Procedure		
First aid qualifications	<ul style="list-style-type: none"> All department staff (ongoing, temporary and casual) complete the department's mandatory first aid training: <ul style="list-style-type: none"> Australian Society of Clinical Immunology and Allergy (ASCIA) anaphylaxis e-training 	

	<ul style="list-style-type: none"> ○ anaphylaxis face-to-face training (mandatory if a child with anaphylaxis is enrolled in the preschool) ○ e-Emergency care ○ CPR face to face training (HLTAID001) <ul style="list-style-type: none"> ● There is at least one staff member available on the MWDS site, readily available at all times who holds current ACECQA approved first-aid, anaphylaxis and asthma qualifications (HLTAID004 or HLTAID012). HLTAID012 qualifications are held by Tash Hill-Minett (educator), Bernadette Baker (educator) and Lynette Cooksley (School Administration Manager contactable on phone extension 101). Matthew Bradley (Educational leader/principal) and Patrick Creasey (AP Preschool support) also hold the HLTAID012 qualification ● The names of the preschool educators who hold the ACECQA first aid qualifications are clearly displayed in the preschool. They are noted as <i>nominated first aider / s</i> alongside the days they are on duty in the preschool. ● Educators' current first aid certificate/s are stored in hard copy in the staff folder. ● Each educator takes responsibility for ensuring their first aid qualification/s remain current by monitoring the expiry date/s and alerting the preschool supervisor or principal prior to requiring retraining.
First aid kit	<ul style="list-style-type: none"> ● First aid kits are stored on the preschool site. First aid kits are kept on the wall in the children's bathroom area, and in the emergency evacuation bag in the preschool office. ● The kits are inaccessible to children, but easily recognisable and accessible to adults. ● A written record of the contents of the kits is maintained, including the contents' expiry dates. The preschool educators maintain the kits and checks regularly for restocking purposes. ● For use in an emergency situation, the first aid kit contains a general-use EpiPen Junior and asthma reliever medication (Ventolin) and instructions for their use - the ASCIA First Aid Plan for Anaphylaxis (ORANGE) 2023 EpiPen and the Asthma First Aid 2022. ● The location of these emergency medications are clearly noted on the outside of the kit for the information of all staff, visitors and volunteers. ● When the group leaves the preschool to evacuate, for an excursion or to go into the school site, the following is taken and carried by educators: <ul style="list-style-type: none"> ○ emergency evacuation kit (emergencies only) ○ a first aid kit ○ the general-use emergency medication and instructions for use ○ individual children's emergency medication and medical management plans.
Administration of first aid	<ul style="list-style-type: none"> ● In any medical emergency an ambulance will be called immediately. Nominated first aid officer will liaise with preschool educator to co-ordinate with administration and make relevant arrangements. ● In an anaphylaxis or asthma emergency situation, preschool educators will administer emergency medication (EpiPen Jr or Ventolin) to a child who requires it. Parent/carer authorisation is not required for this. ● If emergency medication is administered:

	<ul style="list-style-type: none"> ○ an ambulance will be called ○ the principal and child's parent or carer will be notified ○ a notification will be made to Early Learning (phone 1300 083 698) within 24 hours. <ul style="list-style-type: none"> ● If a child requires it, they will be administered first aid by a qualified educator. ● After first aid has been administered, the details will be recorded in an <i>Incident, injury, trauma and illness record</i> by an educator who was present at the time of the incident. The original is filed in the preschool office. ● On collecting their child from preschool, the parent or carer will be notified of the circumstances surrounding the administration of first aid to their child and they will be asked to sign the completed <i>Incident, injury, trauma and illness record</i> as confirmation of this. ● If the child then sees a medical practitioner in relation to their injury, a notification will be made to Early Learning (phone 1300 083 698) within 24 hours of the preschool staff becoming aware the child was taken for medical attention. ● If a child suffers a significant injury that does not require an ambulance, including a head or bite injury, their parent/carer will be contacted as soon as practical by the preschool educator. ● COVID amendment: Children who have symptoms of an infectious illness will not be signed into the preschool. <p>Personal Protective Equipment is available for staff when providing treatment to a sick or injured child. This includes aprons, gloves, and protective eyewear. Educators will ensure that they wash hands before and after any contact with a sick child or their belongings.</p> <p>If children exhibit any symptoms of cold or flu or present with a fever (including if they are temperature checked throughout the day), they will be separated from the other children as much as is possible whilst maintaining the safety of the child and supervision ratio of 1:10. A staff member will call a parent, carer or emergency contact to pick the child up.</p> <p>Children who wish to wear masks from home may do so and there are masks available if they would like one.</p>
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Record of procedure's review
Date of review and who was involved
24/1/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Confirmation of continuance of practice
Record of communication of significant changes to relevant stakeholders
Whole-school induction sessions

Record of procedure's review
Date of review and who was involved
10/3/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Confirmation of continuance of practice
Record of communication of significant changes to relevant stakeholders
Whole-school staff meeting

Record of procedure's review
Date of review and who was involved
10/3/23 Patrick Creasey and Tash Hill-Minett
Key changes made and reason/s why
Confirmation of continuance of practice & staffing changes. Consolidate bum bag into bathroom kit. Links to updated documents edited.
Record of communication of significant changes to relevant stakeholders
Whole-school staff meeting



Sleep and Rest procedure

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
2.1	Regulation 81	Leading and Operating Department Preschool Guidelines Preschool sleep and rest guidelines
Pre-reading and reference documents		
ACECQA sleep and rest practices		
Staff roles and responsibilities		
School principal (These tasks may be delegated to other members of the preschool team, but responsibility sits with the principal.)	The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool. The principal is responsible for ensuring: <ul style="list-style-type: none"> • the preschool is compliant with legislative standards related to this procedure at all times • all staff involved in the preschool are familiar with and implement this procedure • all procedures are current and reviewed as part of a continuous cycle of self-assessment. 	
Preschool supervisor	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 includes: <ul style="list-style-type: none"> • analysing complaints, incidents or issues and what the implications are for the updates to this procedure • reflecting on how this procedure is informed by relevant recognised authorities • planning and discussing ways to engage with families and communities, including how changes are communicated • developing strategies to induct all staff when procedures are updated to ensure practice is embedded. 	
Preschool educators (This includes all staff; casuals, lunch cover, volunteers and anyone else who works in the preschool)	The preschool educators are responsible for working with leadership to ensure: <ul style="list-style-type: none"> • all staff in the preschool and daily practices comply with this procedure • storing this procedure in the preschool, and making it accessible to all staff, families, visitors and volunteers • being actively involved in the review of this procedure, as required, or at least annually • ensuring the details of this procedure's review are documented. 	

Procedure	
Meeting the needs for sleep and rest	<ul style="list-style-type: none"> • The preschool educators ensure the individual sleep and rest requirements of each child are met, as advised by their family. • Educators will respect the preferences of families and remind them when necessary that children will neither be prevented from nor forced to sleep but that there is quiet time each day at Preschool. • Children are not forced to lie down or sleep. • A space is available at all times both inside and outside, that a child can retreat to at any time of the day to rest. Those spaces will have natural light, minimal noise, and good ventilation to ensure safety and effective supervision e.g. on the rug, by the windows that look onto the outdoor play space. • There is a designated rest/quiet period included in the daily routine. This may be linked to meditations or other mindfulness activities, in which children may choose to participate. At this time, lights are turned off to create a naturally lit environment conducive to rest. • If a child doesn't want to rest during the designated rest/quiet period, they are able to engage with a quiet activity, such as books, drawing, puzzles, or listening to guided meditation. • Adequate supervision is maintained while some children rest and others engage in activities. Preschool educators move through the space/s to maintain the 1:10 ratio at all times. Quiet alternatives to rest are easily seen and heard by educators but not so close to resting children that it is distracting. Educators observe resting and sleeping children to ensure that their heads and faces are not obstructed, that their bodies are not caught up in restrictive clothing, and that they are calm and comfortable. Before they rest, children are asked to remove clothing that may be caught around their necks such as jumpers with hoods or cords, and scarves. Educators regularly check on children to check their breathing and the colour of their skin. Rest occurs in spaces with adequate natural light and low enough sound to facilitate effective supervision and checks. • Children are encouraged to sleep on their backs before they fall asleep and then turn to a comfortable position once asleep. • If a child sleeps during the preschool day, their family is informed of the length of time they slept. The child's name is highlighted on the sign in sheet to signal the parent or carer that educators need to speak with them. The length of the sleep that was recorded in the program/observation sheet by educators is passed on to them at that time. • If children wish to, they are able to lie down with a pillow and sheet and / or blanket. These items are provided by the preschool educators if they are requested by children and then they are placed in the laundry and washed. Pillows, blankets, or soft mats may be placed outside for children who would like to rest during outdoor play. • All pillows and cushions in the preschool have removable covers so that they may be washed when necessary.

Copy and paste a new table to record each occasion the procedure is reviewed.

Record of procedure's review
Date of review and who was involved
24/1/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Confirmation of continuance of practice
Record of communication of significant changes to relevant stakeholders
Whole-school induction sessions

Record of procedure's review
Date of review and who was involved
24/1/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Confirmation of continuance of practice with new outdoor pillows, purchased after staff feedback.
Record of communication of significant changes to relevant stakeholders
Whole-school induction sessions

Record of procedure's review
Date of review and who was involved
10/3/23 Patrick Creasey and Tash Hill-Minett
Key changes made and reason/s why
Confirmation of continuance of practice & staffing changes.
Record of communication of significant changes to relevant stakeholders
Whole-school staff meeting



Incident, injury, trauma and illness procedure

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
2.2	Regulation 85 Regulation 86 Regulation 87	Leading and Operating Department Preschool Guidelines Student health in NSW schools: A summary and consolidation of policy
Pre-reading and reference documents		
Staying Healthy (5th Ed.): Preventing infectious diseases in early childhood education and care services		
Incident Notification and Response Policy		
Related procedure		
Administration of first aid		
Staff roles and responsibilities		
School principal (These tasks may be delegated to other members of the preschool team, but responsibility sits with the principal.)	The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool. The principal is responsible for ensuring: <ul style="list-style-type: none"> • the preschool is compliant with legislative standards related to this procedure at all times • all staff involved in the preschool are familiar with and implement this procedure • all procedures are current and reviewed as part of a continuous cycle of self-assessment. 	
Preschool supervisor	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 includes: <ul style="list-style-type: none"> • analysing complaints, incidents or issues and what the implications are for the updates to this procedure • reflecting on how this procedure is informed by relevant recognised authorities • planning and discussing ways to engage with families and communities, including how changes are communicated • developing strategies to induct all staff when procedures are updated to ensure practice is embedded. 	
Preschool educators (This includes all staff; casuals,	The preschool educators are responsible for working with leadership to ensure: <ul style="list-style-type: none"> • all staff in the preschool and daily practices comply with this procedure • storing this procedure in the preschool, and making it accessible to all staff, families, visitors and volunteers 	

lunch cover, volunteers and anyone else who works in the preschool)	<ul style="list-style-type: none"> • being actively involved in the review of this procedure, as required, or at least annually • ensuring the details of this procedure's review are documented.
Procedure	
Documentation	<ul style="list-style-type: none"> • If a child suffers an incident, injury, trauma or illness whilst in the care of the preschool, the details are documented on an <i>Incident, injury, trauma and illness record</i>. These documents are stored in a labelled folder in the preschool office. • As soon as practical, the record is shown to the child's parent or carer and the circumstances explained to them. They are then asked to sign the form as confirmation they are aware of the incident, injury, trauma or illness their child suffered. • In some circumstances, if the child requires the support of a parent, the preschool will contact the parent or carer immediately to notify them of the incident, injury, trauma or illness. This includes times when a child's behaviour creates an incident that is not safe for themselves or others.
Serious incidents requiring notifications	<ul style="list-style-type: none"> • Early Learning (phone 1300 083 698) will be notified within 24 hours of any serious incident, or a preschool closure due to an incident. • Serious incidents requiring notification include: <ul style="list-style-type: none"> ○ 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 for which the child 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 by a person other than their parent or authorised collector ○ a circumstance where a child is mistakenly locked in or locked out of the preschool premises ○ the death of a child ○ an emergency for which emergency services attended ○ 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 ○ 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). • To decide if an injury, trauma or illness is a <i>serious incident</i> when the child did not attend a medical practitioner or hospital, the following issues will be considered: <ul style="list-style-type: none"> ○ Was more than basic first aid needed to manage the injury, trauma or illness? ○ Should medical attention have been sought for the child?

	<ul style="list-style-type: none"> ○ Should the child have attended a hospital?
Injury	<ul style="list-style-type: none"> ● If a child is injured at preschool, they will be administered the appropriate first aid, if possible. The nominated on-site first-aid officers are Tash Hill-Minett and Bernadette Baker and the school site first-aiders are Matthew Bradley and Lynette Cooksley. Advice may be sought from more than one first aider. ● An ambulance will be called immediately, if required.
Trauma	<ul style="list-style-type: none"> ● A child may suffer trauma if they witness or experience something distressing or frightening. ● Children may react by becoming withdrawn, preoccupied, anxious or exhibit physical symptoms such as a headache or sore tummy. ● If a child is involved in or has been affected by a traumatic event, they will immediately be comforted and reassured by an educator. They will be given the opportunity to talk about what they experienced or witnessed. If required, they will be referred to the school counsellor or external support services.
Illness	<ul style="list-style-type: none"> ● If a child becomes ill or is displaying symptoms of a potentially infectious disease, they will be separated from the other children, whilst kept under close supervision and made comfortable. This includes use of rest spaces indoors and outdoors to maintain safe supervision. ● If the child appears to not be well enough to participate in activities, or is suspected of having an infectious disease, their family will be contacted and asked to collect them, or arrangements made for an authorised collector. They will made comfortable while supervision is maintained. ● If required, an ambulance will be called by staff. ● After the child departs from the preschool, all items they came into contact with will be removed and washed or cleaned so no other child comes into contact with them (e.g. equipment used, pillows, sheets). ● COVID-19 - Personal Protective Equipment (PPE) will be available and will be used by staff as necessary, to mitigate the risk presented by dealing with any incidents, injury, trauma or illnesses in the preschool. This includes aprons, gloves, and protective eyewear. PPE is also available to the school first-aid officer. If a child presents with an illness that is suspected to be an infectious disease or they develop symptoms throughout the day, please refer to the “Dealing with Infectious Diseases” procedure.

Record of procedure’s review
Date of review and who was involved
24/1/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Confirmation of continuance of practice
Record of communication of significant changes to relevant stakeholders
Whole-school induction sessions

Record of procedure’s review
Date of review and who was involved
10/3/22 Flossy Chisholm-Ray and Patrick Creasey
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Whole-school staff meeting

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Dealing with infectious diseases procedure

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
2.1	Regulation 88	Leading and operating department preschool guidelines Student health in NSW schools: A summary and consolidation of policy
Pre-reading and reference documents		
NSW Immunisation Enrolment Toolkit		
Staying Healthy (5th Ed.): Preventing infectious diseases in early childhood education and care services		
NSW Government Food Authority: Children's Services		
Related procedure		
Nutrition, food and beverages and dietary requirements		
Staff roles and responsibilities		
School principal (These tasks may be delegated to other members of the preschool team, but responsibility sits with the principal.)	The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool. The principal is responsible for ensuring: <ul style="list-style-type: none"> • the preschool is compliant with legislative standards related to this procedure at all times • all staff involved in the preschool are familiar with and implement this procedure • all procedures are current and reviewed as part of a continuous cycle of self-assessment. 	
Preschool supervisor	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 includes: <ul style="list-style-type: none"> • analysing complaints, incidents or issues and what the implications are for the updates to this procedure • reflecting on how this procedure is informed by relevant recognised authorities • planning and discussing ways to engage with families and communities, including how changes are communicated • developing strategies to induct all staff when procedures are updated to ensure practice is embedded.) 	
Preschool educators (This includes all staff; casuals, lunch cover, volunteers and	The preschool educators are responsible for working with leadership to ensure: <ul style="list-style-type: none"> • all staff in the preschool and daily practices comply with this procedure • storing this procedure in the preschool, and making it accessible to all staff, families, visitors and volunteers • being actively involved in the review of this procedure, as required, or at 	

anyone else who works in the preschool)	<p>least annually</p> <ul style="list-style-type: none"> ensuring the details of this procedure's review are documented.
Procedure	
Immunisation	<ul style="list-style-type: none"> Children cannot commence preschool unless their parent / carer has provided an <i>Australian Immunisation Register (AIR)</i> history form or history record that shows the child: <ul style="list-style-type: none"> is fully immunised for their age, or; has a medical reason not to be vaccinated, or; is on a recognised catch-up schedule. There is a 12 - week temporary exemption for children evacuated during a state of emergency, in emergency out of home care or Aboriginal and Torres Strait Islander children. If a parent or carer produces a letter from a doctor or international immunisation information, they will be asked to take their documentation to a doctor to obtain the correct AIR history form or record (catch –up schedule) before the child can commence preschool. A copy of each child's immunisation history statement or record (catch – up schedule) is stored in their enrolment folder. An immunisation register is maintained and stored in the school administration building. Families of children turning four during the preschool year are reminded to supply the school office with their child's updated immunisation history statement or record. Outstanding updates are collected by the school administration officer (Note – the child's enrolment cannot be terminated if the family do not provide the updated record). Calls made to families are logged on Sentral.
Health and Hygiene practices	<ul style="list-style-type: none"> Preschool educators model, explicitly teach and support the implementation of health and hygiene practices during play experiences and daily routines to reduce the spread of infection. The correct process for handwashing is taught and reinforced. Signage is displayed in the handwashing areas and educators model appropriate behaviour with picture cues and prompts. Handwashing occurs at transition times and before and after eating. Independent nose blowing is taught and reinforced. The breath, blow, cough, wash, chew program is used to support this procedure. Children will be taught to cover their mouths and noses with a tissue, or to use their elbow to sneeze and cough into, then to wash their hands to avoid the spread of germs.
Maintaining a clean, hygienic environment	<p>Educators maintain a clean and hygienic environment by following the guidelines in <i>Staying Healthy (5th Ed.): Preventing infectious diseases in early childhood education and care services</i>. This includes:</p> <ul style="list-style-type: none"> All adults wash and dry their hands thoroughly. The preschool, furniture, equipment and toys are regularly cleaned/washed and well maintained. The educators, particularly the SLSO maintain the cleaning register in the back of the Environmental Check folder to indicate when deeper cleaning is performed.

	<ul style="list-style-type: none"> • A contracted cleaner cleans the preschool once a day. They remove rubbish, clean the floors, bathrooms and table tops. • Mouthed toys are removed to be washed that afternoon and children are asked at all times to keep toys out of their mouths. Dirty linen, cleaning cloths and loaned hats are washed at the end of each day and table-tops are cleaned before and after mealtimes. • Food handling, preparation and storage practices implement the recommendations of the NSW Health Food Authority. • Bodily fluids, such as blood, vomit, any contaminated items used in first aid and nappies are handled and disposed of safely. • If used, nappies will be placed in a plastic bag that is tied off, for disposal in the bin. The Principal will be contacted if forensic cleaning is required. Children will be provided with clean clothing when necessary or helped to access a packed change of clothes. • Any soiled children's clothing is placed in a plastic bag to be taken home and washed by the child's family. Soiled clothing is placed in a designated box in the toilet area. Children's names will be highlighted on the sign-on sheet and then details of accidents will be communicated discretely to families and their bagged clothing returned at pick up. The soiled clothing box will be disinfected following use.
Sick children	<ul style="list-style-type: none"> • If a child arrives at preschool obviously unwell, an educator will discuss the child's condition with their parent or carer to determine if they will be requested to take the child home. When necessary, the preschool educator will contact the First Aid Officer to come and give a second opinion on the child's condition. The child will be asked to return to the preschool once their symptoms have ceased for a period specific to the condition, as outlined by the preschool handbook. When necessary, educators will speak with families about COVID. • If a child becomes ill whilst at preschool, or is displaying symptoms of a potentially infectious disease, they will be isolated from the other children. They will be kept under close supervision and made comfortable. The child's temperature may be checked if they are unwell. • All items the child comes into contact with while resting will be removed and washed so no other child comes into contact with them (e.g. pillows, sheets). • The child's parent or career will be contacted by an educator and asked to collect their child in certain circumstances. Parents will be called to pick up their child if they are presenting with an infectious disease during the day, such as diarrhoea or a fever. • If a child contracts a vaccine-preventable disease, preschool staff will inform the principal who will contact parents and the nearest public health unit if necessary. The child must then get a medical clearance from a doctor before they return to preschool. • If a child appears very unwell and needs urgent medical attention an ambulance will be called by staff.
Children with an infectious disease and exclusion	<ul style="list-style-type: none"> • Children with a diagnosed infectious disease will be excluded from attending preschool for the minimum exclusion period recommended in table 1.1 of <i>Staying Healthy (5th Ed.): Preventing infectious diseases in early childhood education and care services</i>. This

	<p>information is displayed in the preschool foyer.</p> <ul style="list-style-type: none"> If the outbreak is for a vaccine preventable disease, any child not immunised for that disease (i.e. on a catch - up schedule), will also be excluded from preschool. Advice regarding the length of exclusion will be sought from the public health unit (phone 1300 066 055).
Notification of an infectious disease	<ul style="list-style-type: none"> If an enrolled preschool child is diagnosed with an infectious disease, parents and carers will be notified. Any communications with families will maintain the privacy of the infected child. When possible, parents and carers will be supplied with a factsheet about the disease which lists its symptoms. This information will be sourced from the “staying healthy” manual provided by the National Health and Medical Research Council. Early Learning will be notified (phone 1300 083 698) as soon as practical. The local public health unit will be contacted (phone 1300 066 055) if the outbreak is of a vaccine preventable disease, as soon as practical. Their directions relating to the provision of information to families and / or the exclusion of children will be followed. COVID-19 - Personal Protective Equipment (PPE) will be available and will be used as necessary, to mitigate the risk presented by treating any injury or illness in the preschool. This includes aprons, gloves, and protective eyewear. PPE is also available to the school first-aid officer. Children presenting with symptoms of illness upon arrival will not be allowed to be signed into the preschool. Students may have their temperature checked throughout the day and their parents will be contacted to collect the child if they have a fever or show any symptoms of illness. Additional cleaning will be performed by the cleaners supplied through the NSW Department of Education. For additional information about the hygiene of the learning environment, please refer to “Providing a Child Safe Environment” procedure

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Copy and paste a new table to record each occasion the procedure is reviewed.

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Dealing with medical conditions in children procedure

COVID-19 and related symptoms are not “medical conditions” for the purposes of this procedure. Please see procedures for “Dealing with Infectious Diseases” and or “Incident, Injury, Trauma and Illness” if a child is displaying symptoms of being unwell. Staff will continue to follow action and healthcare plans for other medical conditions. Staff will utilise PPE where and when it is required to mitigate risks when administering medications or providing first aid.

Associated National Quality Standards	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
2.1 2.2	Regulation 90 Regulation 91 Regulation 92 Regulation 93 Regulation 94 Regulation 95	Leading and operating department preschool guidelines Student health in NSW schools: A summary and consolidation of policy Allergy and Anaphylaxis Management within the Curriculum P-12
Pre-reading and reference documents		
Australasian Society of Clinical Immunology and Allergy (ASCIA) ASCIA Guidelines for the prevention of anaphylaxis in schools ASCIA Risk management strategies for schools, preschools and childcare services National Asthma Council Australia Epilepsy Australia Diabetes Australia		
Staff roles and responsibilities		
School principal (These tasks may be delegated to other members of the preschool team, but responsibility sits with the principal.)	The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool. The principal is responsible for ensuring: <ul style="list-style-type: none"> • the preschool is compliant with legislative standards related to this procedure at all times • all staff involved in the preschool are familiar with and implement this procedure • all procedures are current and reviewed as part of a continuous cycle of self-assessment. 	
Preschool supervisor	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 includes: <ul style="list-style-type: none"> • analysing complaints, incidents or issues and what the implications are for the updates to this procedure • reflecting on how this procedure is informed by relevant recognised authorities 	

	<ul style="list-style-type: none"> planning and discussing ways to engage with families and communities, including how changes are communicated developing strategies to induct all staff when procedures are updated to ensure practice is embedded.
<p>Preschool educators</p> <p>(This includes all staff; casuals, lunch cover, volunteers and anyone else who works in the preschool)</p>	<p>The preschool educators are responsible for working with leadership to ensure:</p> <ul style="list-style-type: none"> all staff in the preschool and daily practices comply with this procedure storing this procedure in the preschool, and making it accessible to all staff, families, visitors and volunteers being actively involved in the review of this procedure, as required, or at least annually ensuring the details of this procedure's review are documented.
<p>Procedure</p>	
<p>Individual health care plans</p>	<ul style="list-style-type: none"> The preschool enrolment form requires the parent or carer to document relevant medical information. The educator or principal will meet with parents to request an official medical action plan when necessary. Medical plans will be placed on the medical information board. An individual health care plan will be developed for any child with a medical condition diagnosed by a registered medical practitioner. This may include, but is not exclusive to: <ul style="list-style-type: none"> a child diagnosed with asthma, diabetes, epilepsy or a food or insect allergy a child at risk of anaphylaxis a child who requires the administration of health care procedures. The NSW Department of Education individual health care plan will be used. The preschool educator, principal or school administration staff coordinates the preparation of the health care plan (Note – the health care plan and attachments must be completed and in place before the child commences preschool). In addition, the following documentation will be developed and collated as an attachment to the health care plan: <ul style="list-style-type: none"> The family must provide an emergency medical management or action plan for their child. This must be developed, dated and signed or stamped by a medical practitioner. If the child is at risk of anaphylaxis, this will generally be the <i>ASCIA Action Plan for Anaphylaxis (Red) 2020</i>. A risk minimisation plan for the child must be developed in consultation with their family. This should include information related to potential triggers for the child and how risks will be minimised in the preschool environment. The parent or carer's signature must be included on the plan as verification that they were consulted. A communication plan must be developed to document: <ul style="list-style-type: none"> how all staff and volunteers will be made aware of the child's needs

	<ul style="list-style-type: none"> - that all staff are able to identify the child - that all staff are able to locate the child's management plan and medication - how the family will inform the preschool of any changes in the child's management, medication, or the risks identified on their risk minimisation plan - record any communication between the family and preschool around the child's condition. <ul style="list-style-type: none"> o The family must be given a copy of this procedure and the <i>Student Health in NSW Public Schools: A summary and consolidation of policy</i> <ul style="list-style-type: none"> • The child cannot commence preschool until the family supplies their emergency medication.
Asthma	<ul style="list-style-type: none"> • Asthma is a medical condition that affects the airways. From time to time, people with asthma find it harder to breathe in and out, because the airways in their lungs become narrower. • In developing the risk management plan for children with asthma, triggers that will be considered are smoke, colds and flu, exercise and allergens in the air. The plan will note how the child's relevant triggers will be minimised in the preschool environment. • The most common symptoms of asthma are: <ul style="list-style-type: none"> o wheezing – a high-pitched sound coming from the chest while breathing o a feeling of not being able to get enough air or being short of breath o a feeling of tightness in the chest o coughing. • If a child known to suffer asthma has a flare – up, their emergency action plan will be applied. • If a child not known to have asthma has a flare – up, the preschool's general use reliever medication will be administered, following The Asthma Care Plan for Education and Care Services. Parent/carer authorisation is not required for this.
Diabetes	<ul style="list-style-type: none"> • Diabetes is a serious complex condition which can affect the entire body, requiring daily self - care. When someone has diabetes, their body can't maintain healthy levels of glucose in the blood. • The signs and symptoms of low blood sugar include the child presenting pale, hungry, sweating, weak, confused and/or aggressive. • The signs and symptoms of high blood sugar include thirst, need to urinate, hot dry skin, smell of acetone on breath. • How a child's diabetes will be managed and supported at preschool will depend on the type of diabetes they have. An extensive health care plan, including an emergency action plan, will be in place before they commence preschool.
Epilepsy	<ul style="list-style-type: none"> • Epilepsy is a disorder of brain function that takes the form of recurring convulsive or non-convulsive seizures. • Seizures can be subtle, causing momentary lapses of consciousness, or

	<p>more obvious, causing sudden loss of body control.</p> <ul style="list-style-type: none"> • If a child known to suffer epilepsy has a seizure, apply their individual emergency management plan. • If a child not know to suffer epilepsy suffers a seizure, follow the instructions on the Epilepsy Australia seizure first aid poster
Anaphylaxis	<ul style="list-style-type: none"> • Anaphylaxis is a severe, life-threatening allergic reaction and is a medical emergency. If a child is considered as suffering from anaphylaxis, an ambulance will be called immediately. • Anaphylaxis occurs after exposure to an allergen (usually to foods, insects or medicines), to which a person is allergic. Not all people with allergies are at risk of anaphylaxis. • Signs of mild or moderate allergic reaction are swelling of the lips, face, eyes, a tingling mouth, hives or welts, abdominal pain or vomiting. • Signs of a severe allergic reaction (anaphylaxis) are difficult/noisy breathing, swelling of tongue, swelling / tightness in throat, wheeze or persistent cough, difficulty talking and/or hoarse voice, persistent dizziness or collapse, pale and floppy. • If a preschool child known to be at risk of anaphylaxis suffers anaphylaxis, their emergency action plan will be applied and their emergency medication administered. • If a child not known to be at risk of anaphylaxis, is suffering anaphylaxis, the preschool's general - use EpiPen Junior will be administered, following the instructions on the ASCIA First Aid Plan for Anaphylaxis (ORANGE) 2020 EpiPen. Parent/carer authorisation is not required for this.
Administration of medication	<ul style="list-style-type: none"> • Before administering medication to a child, a staff member will have completed the department's <i>Administration of Medication in Schools e-Safety e-Learning course</i>. • On arrival at preschool, the parent or carer hands the child's medication to a staff member for safe storage. • All non-emergency medication is stored in a locked cupboard, or locked container in the refrigerator, out of reach of children. • Medication will only be given to a child if it is in its original packaging or container with a pharmacy label stating the child's name, dosage instructions and a non-expired use-by date. • The parent or carer completes the first section of the medication record, documenting dosage and administration details and authorising the medication to be administered to their child. • When a staff member administers medication to a child, they 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. Medication records are stored in the foyer so that they are accessible to the family. Old records are filed in the preschool office. • The expiry dates of children's individual medication kept in the preschool will be monitored regularly and families asked to replace them before they

	expire. Staff monitor medication expiry dates regularly.
Emergency medication	<ul style="list-style-type: none"> • Emergency medications (EpiPen Jnr., Ventolin) are inaccessible to children, but not locked away so they are readily available if needed. They are stored in the emergency evacuation bag and an additional EpiPen Jnr is attached to the office door. • Individual emergency medication will be stored with a copy of the child's emergency management plan. • In any medical emergency an ambulance will be called immediately by staff. • In an anaphylaxis or asthma emergency situation, preschool educators will administer emergency medication (EpiPen Jr or Ventolin) to a child who requires it. Parent / carer authorisation is not required for this. • If emergency medication is administered: <ul style="list-style-type: none"> ○ an ambulance will be called ○ the principal will be notified ○ the child's parent or carer will be notified ○ a notification will be made to Early Learning (phone 1300 083 698) within 24 hours.

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Emergency and evacuation procedure

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
2.2	Regulation 97 Regulation 98	Leading and operating department preschool guidelines Emergency Management Procedures
Pre-reading and reference documents		
Emergency and incident management resources Relevant emergency authorities Incident response plan (crash card) Sample communications plan Emergency Response Exercise Debrief and Report Template Emergency evacuation procedure rehearsals		
Staff roles and responsibilities		
School principal and relieving principal executive team	<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"> • the preschool is compliant with legislative standards related to this procedure at all times • all staff involved in the preschool are familiar with and implement this procedure • all procedures are current and reviewed as part of a continuous cycle of self-assessment. <p>The principal ensures that a serious incident notification is 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.</p>	
Preschool supervisor	<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 includes:</p> <ul style="list-style-type: none"> • collaborate with the principal and preschool educators • analysing complaints, incidents or issues and what the implications are for the updates to this procedure • reflecting on how this procedure is informed by relevant recognised authorities 	

	<ul style="list-style-type: none"> planning and discussing ways to engage with families and communities, including how changes are communicated developing strategies to induct all staff when procedures are updated to ensure practice is embedded.)
Preschool educators (This includes all staff; casuals, lunch cover, volunteers and anyone else who works in the preschool)	The preschool educators are responsible for working with leadership to ensure: <ul style="list-style-type: none"> all staff in the preschool and daily practices comply with this procedure storing this procedure in the preschool, and making it accessible to all staff, families, visitors and volunteers being actively involved in the review of this procedure, as required, or at least annually ensuring the details of this procedure's review are documented.
Procedure	
Planning and displayed information	<ul style="list-style-type: none"> This procedure is informed by the whole school <i>Emergency Management Plan</i>, which details emergency authorities consulted in its development. This plan is pointed out in the preschool induction as it is located in the purple emergency folder. Instructions for emergency procedures and evacuation maps are clearly displayed at each preschool exit. Emergency contact phone numbers are displayed with the preschool landline phone. This includes local stations for emergency services and 000. Parent phone numbers are also located by the phone in the office. Information related to evacuation to the emergency assembly point / s is included in the risk management plan for visiting the school. A risk management plan is integrated into the Emergency Management Plan for Mayfield West Demonstration School. It is prepared annually related to potential emergencies related to the preschool. This plan is reviewed by the Mayfield West Demonstration School Work Health and Safety Team and it is located in the purple WHS folder in the preschool and in each classroom on the school. A serious incident notification will be made to Early Learning (phone 1300 083 698) 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 or if emergency services attended the preschool.
Evacuation and emergency procedures rehearsals	<ul style="list-style-type: none"> Rehearsals for all emergency procedures and evacuations take place at least every 12 weeks (which is double the number required in the school). These take place at various times and days of the week and utilise different exit routes. All staff, visitors, volunteers, children and the responsible person in charge (principal) present at the time of a rehearsal, take part in the rehearsal. Following a rehearsal an evaluation of it is made and documented. This documentation includes a list of the children and staff present and suggests any required modifications to the emergency procedures or evacuation. This is completed by an observer, such as a member of the Work Health and Safety Team for Mayfield West Demonstration School. It is uploaded to ICE once the rehearsal has been completed by both preschool groups.

<p>During an evacuation</p>	<ul style="list-style-type: none"> • The preschool follows the evacuation procedure noted in the whole school <i>Emergency Management Plan</i>. • On evacuating, the following items are taken with the group by the preschool educators: <ul style="list-style-type: none"> ○ arrivals and departures register ○ first aid kit ○ individual emergency medication and medical plans ○ children’s emergency contacts • On hearing the signal to <i>evacuate</i>, the preschool educators instruct the children to assemble. The signal is three long blasts of a siren and or the hand klaxton being rung continuously. The children then assemble at the appropriate exit, in two lines, with an educator at each end. The hoop-rope may be used, if practical. • A head count is made on leaving the preschool premises and repeated periodically while away from the preschool site. If individual assistance is required, educators will help children leave the premises e.g. by holding hands. • The group follows the evacuation route to the designated assembly point. A wellbeing check of students and headcount is completed and reported to the principal or incident response coordinator. The group waits there until instructed to do otherwise by the principal. • Depending on the incident, the preschool may close until a clearance certificate has been issued to the principal by the Asset Management Unit.
<p>During a localised evacuation</p>	<ul style="list-style-type: none"> • Preschool educators liaise with the principal/emergency warden to ensure that a localised evacuation is the safest option for the preschool. This may be done via phone. • On evacuating, the following items are taken with the group by the preschool educators: <ul style="list-style-type: none"> ○ arrivals and departures register ○ first aid kit ○ individual emergency medication and medical plans ○ children’s emergency contacts • The localised evacuation begins with preschool educators instructing the children to assemble at the appropriate exit, in two lines, with an educator at each end. The hoop-rope may be used, if practical. • A head count is made on leaving the preschool premises and repeated periodically while away from the preschool site. If individual assistance is required, educators will help children leave the premises e.g. by hold hands. • The group follows the evacuation route to the designated assembly point of the library. The group waits there until instructed to do otherwise by the principal.
<p>During an emergency lock-out</p>	<ul style="list-style-type: none"> • On hearing the signal to <i>lockout</i>, educators take the necessary steps to lock all external gates and doors. • Information about lock-outs is displayed next to the exits of the building.
<p>During an emergency lock-down</p>	<ul style="list-style-type: none"> • On hearing the signal to <i>lockdown</i>, the educators direct the children and anyone else present in the preschool to the identified shelter location in the home corner, with the blinds drawn and the curtain pulled. All doors are locked.

	<ul style="list-style-type: none"> Information about lock-downs is displayed next to the exits of the building.
During a lock-in	<ul style="list-style-type: none"> When directed to lock-in, preschool educators and children move into the building with doors locked. Learning can continue as normal once they are inside. Information about lock-ins is displayed next to the exits of the building.

Record of procedure's review
Date of review and who was involved
24/1/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Confirmation of continuance of practice
Record of communication of significant changes to relevant stakeholders
Whole-school induction sessions

Record of procedure's review
Date of review and who was involved
10/3/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Confirmation of continuance of practice
Record of communication of significant changes to relevant stakeholders
Whole-school induction sessions

Record of procedure's review
Date of review and who was involved
10/3/23 Patrick Creasey and Tash Hill-Minett
Key changes made and reason/s why
Confirmation of continuance of practice & staffing changes.
Record of communication of significant changes to relevant stakeholders
Whole-school staff meeting

Copy and paste a new table to record each occasion the procedure is reviewed.



Delivery of Children to, and Collection of Children from, Education and Care Service Premises

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
2.2	Regulation 99 Regulation 158	Leading and operating department preschool guidelines Preschool- Obtaining parent's authorisation and consent
Pre-reading and reference documents		
Staff roles and responsibilities		
School principal	The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool. The principal is responsible for ensuring: <ul style="list-style-type: none"> • the preschool is compliant with legislative standards related to this procedure at all times • all staff involved in the preschool are familiar with and implement this procedure • all procedures are current and reviewed as part of a continuous cycle of self-assessment. 	
Preschool supervisor	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 includes: <ul style="list-style-type: none"> • analysing complaints, incidents or issues and what the implications are for the updates to this procedure • reflecting on how this procedure is informed by relevant recognised authorities • planning and discussing ways to engage with families and communities, including how changes are communicated • developing strategies to induct all staff when procedures are updated to ensure practice is embedded.) 	
Preschool educators	The preschool educators are responsible for working with leadership to ensure: <ul style="list-style-type: none"> • all staff in the preschool and daily practices comply with this procedure • storing this procedure in the preschool, and making it accessible to all staff, families, visitors and volunteers • being actively involved in the review of this procedure, as required, or at least annually • ensuring the details of this procedure's review are documented. 	
Procedure		

Arrival at preschool	<ul style="list-style-type: none"> • Children remain in the care and under the supervision of a parent or carer until the preschool opens. The signposted “Entry Only” and “Exit Only” security gates are unlocked before 9am to allow families to line up. They wait with their children until they are signed in at 9am and they enter the preschool. • On entering the preschool premises, each parent or carer must sign the arrivals and departures register, noting their time of arrival. They sign on the line of their child’s name. • If families know that the collection of the child will be different to usual, this is noted on the sign in/out register at drop off. • If a child is suffering separation anxiety, the teacher will collaborate with their parent or carer to support them. Parents are encouraged to leave quickly to ensure that the child is able to join the group and settle into morning routines with their peers. Children are comforted by educators and their attention is redirected to familiar and enjoyable activities. • If a parent or carer has forgotten to sign their child in, an educator signs the child in or the register is marked to indicate the child is in attendance. If this occurs, it is discussed at pick up time that day. • An educator performs a head count and checks that the total number of children in attendance correlates with the number of children signed in. • The roll is marked on Sentral. Educators may wish to sing the <i>hello song</i> and or have students use the photo roll function at this time. • The number of children in attendance is written in clear view. • Regular head counts are performed throughout the day. • The arrivals register is monitored throughout the day to ensure it accurately reflects the number of children in attendance and that all children are accounted for. • If a child is collected before the usual pick up time, the number of children written up as being in attendance is altered. • COVID-19: if a child presents with symptoms that may be COVID-19, the child’s health will be discussed with the family and they may be asked to return home until they are well. <p>Outside Of School Hours Care</p> <p>If students are being dropped at preschool by an OOSH e.g. YMCA OSHC service located on MWDS school grounds, staff from that service will be responsible for bringing children to the preschool and signing them in. See additional procedure for additional information.</p>
Collection from preschool	<ul style="list-style-type: none"> • Children are only able to leave the preschool premises in the care of an <i>authorised nominee</i> or <i>authorised collector</i>. • Families record their child’s authorised collectors in the preschool enrolment form. This information is collated and communicated to the preschool staff. There is a list of these individuals in the Casual Folder and another copy in the office. • Documentation regarding each child’s authorised collectors is kept current. Families are reminded in conversation to update their contact details if they change. Labels will be completed by families and affixed to the enrolment form to indicate additional emergency contacts and persons under 18 who are authorised to collect children. • If a parent or carer wants to make a change to the people they authorise to

collect their child, the preschool enrolment form is updated using a label, as well as any record of authorised collectors stored in the preschool.

- When a parent or carer arrives to collect their child from preschool, they sign the arrivals and departures register to confirm the time they are taking the child from the premises.
- If something needs to be discussed with the authorised collector at pick up, the child's name will have been highlighted on the register as a prompt.

- After the preschool closes, the premises are checked to ensure no child remains. The educator who completes this check verifies they have done so and that no child remains on the premises by signing and noting the time on the arrivals and departures register. The other educator present also signs the register.
- If an educator witnesses a parent or carer taking their child from the premises, but they did not sign the arrivals and departures register, the educator signs the child out. They are reminded at their next drop off about the procedure.
- If a child is not on the premises, has not been signed out and the educators did not see them leave with their parent or carer, the parent must be phoned immediately to confirm the child's whereabouts.
- If a parent or carer is late to collect their child, they must phone in advance to inform the preschool educators. Educators supervise the child at the preschool if it is a negligible period of time. For any significant period of time, preschool children will be taken to the Mayfield West Demonstration School office and supervised by the educators and or school staff until they are collected.
- If a parent or carer is late and has not contacted the preschool, they will be contacted to enquire who is collecting their child. Emergency contacts and authorised contacts will be contacted until an arrangement is confirmed.
- Any authorised collector, not already known to the preschool staff, is asked to verify their identity with photo identification.
- A parent or carer may give verbal advice in person, via email, Seesaw or over the phone, that there are changes to the collection of their child. In this situation, a record must be made on the arrivals and departures register by the educator who receives the instruction. If these changes include a new person who is to become a regular collector, the parent must then update their child's enrolment form to reflect this.

Outside Of School Hours Care

If students are being collected by an OOSH e.g. YMCA OSHC service located on MWDS school grounds, staff from that service will be responsible for collecting the children from the preschool and signing them out. See additional procedure for more information.

Record of procedure's review
Date of review and who was involved
24/1/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Confirmation of continuance of practice
Record of communication of significant changes to relevant stakeholders
Whole-school induction sessions

Record of procedure's review
Date of review and who was involved
31/1/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Inclusion of OSHC information to reflect changes in the service approval of the YMCA OSHC facility on the grounds of MWDS that allow for preschool children to attend
Record of communication of significant changes to relevant stakeholders
P-2 staff meeting 1/2/22

Record of procedure's review
Date of review and who was involved
10/3/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Updates to reflect the purchase of signage, to support with smooth delivery and collection of children, following feedback from families
Record of communication of significant changes to relevant stakeholders
Staff meeting

Record of procedure's review
Date of review and who was involved
10/3/23 Patrick Creasey and Tash Hill-Minett
Key changes made and reason/s why
Confirmation of continuance of practice & staffing changes.
Record of communication of significant changes to relevant stakeholders
Whole-school staff meeting



Excursions

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
2.2	Regulation 99 Regulation 100 Regulation 101 Regulation 102 Regulation 168	Excursions Policy Preschool Obtaining parent's authorisation and consent
Pre-reading and reference documents		
ACECQA – Excursion risk assessment template		
Department's Risk management process and proforma		
Kids and Traffic - website and contact		
Related procedure		
Transportation of children		
Staff roles and responsibilities		
School principal (These tasks may be delegated to other members of the preschool team, but responsibility sits with the principal.)	The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool. The principal is responsible for ensuring: <ul style="list-style-type: none"> • the preschool is compliant with legislative standards related to this procedure at all times • all staff involved in the preschool are familiar with and implement this procedure • all procedures are current and reviewed as part of a continuous cycle of self-assessment. 	
Preschool supervisor	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 includes: <ul style="list-style-type: none"> • analysing complaints, incidents or issues and what the implications are for the updates to this procedure • reflecting on how this procedure is informed by relevant recognised authorities • planning and discussing ways to engage with families and communities, including how changes are communicated • developing strategies to induct all staff when procedures are updated to ensure practice is embedded. 	

<p>Preschool educators</p> <p>(This includes all staff; casuals, lunch cover, volunteers and anyone else who works in the preschool)</p>	<p>The preschool educators are responsible for working with leadership to ensure:</p> <ul style="list-style-type: none"> • all staff in the preschool and daily practices comply with this procedure • storing this procedure in the preschool, and making it accessible to all staff, families, visitors and volunteers • being actively involved in the review of this procedure, as required, or at least annually • ensuring the details of this procedure's review are documented.
<p>Procedure</p>	
<p>Risk assessment</p>	<ul style="list-style-type: none"> • Preschool excursions are conducted in line with the department's <i>Excursion Policy Implementation Procedures</i>. The Application for approval for excursion may be used, as directed by the principal. • A risk assessment is developed prior to the excursion taking place. The relevant educator develops the risk assessment using the Department of Education Work Health and Safety documentation. • The risk assessment identifies and assesses risks to the safety, health or wellbeing of children attending the excursion and specifies how these risks will be managed and minimised. • If an excursion involves the transportation of children, the risk assessment must also consider: <ul style="list-style-type: none"> ○ the means of transport ○ the NSW requirements for seatbelts and safety restraints (in a vehicle with seating for 12 or less people, children aged four must sit in a booster seat. In a vehicle with seating for more than 12 people, if seat belts are available, they must be worn.) ○ the process for entering and exiting the preschool premises ○ the process for entering and exiting the destination ○ procedures for embarking and disembarking the means of transport, including how each child is to be accounted for. • The risk assessment also requires the educators to consider and comment on matters such as the number of children who will attend, any water hazards, venue location and proposed activities. • After the risk assessment has been completed and the hazards identified and considered, educator to child ratios are determined by the principal, who reviews the risk assessment. (Note: parent volunteers cannot be considered part of the ratio as they are not qualified.) • Accompanying the group on the excursion will be at least one educator who holds the ACECQA approved first aid, anaphylaxis and asthma qualifications. • Visits to the preschool from outside providers are not regarded as incursions, however, families are informed of any organised visits via Seesaw.

<p>Organisation and planning</p>	<ul style="list-style-type: none"> ● In planning the excursion, these items will be considered and addressed to ensure the safety and care of the children: <ul style="list-style-type: none"> ○ Preschool educators will carry a copy of the group list. This will be marked before setting off, at key points throughout the day and at the end of the day. Marking the role will be supplemented with headcounts throughout the day done by all educators. ○ Departure times for excursions will allow for reasonable lateness by families. If a child is late and contact has not been initiated by their family, educators will contact school admin, who will follow up and communicate any adjustments with the principal and educators. ○ A first aid kit with individual emergency medication and action plans, , children's emergency contacts, spare clothing and spare drinking water will be taken on the excursion and carried by the preschool educators. ○ Staff will pre-visit the location and become familiar the area. ○ If walking, staff will be familiar with the route. ○ When crossing roads, staff will ensure that children are able to cross safely by using pedestrian crossings when possible and staff will be appropriately spaced within the group. ○ Preschool educators will ensure all accompanying staff and parent volunteers are familiar with relevant preschool procedures by providing copies of procedures prior to the excursion (or directing them to T Drive).
<p>Parent/carer authorisation</p>	<ul style="list-style-type: none"> ● Written authorisation and consent will be given by a parent or carer before their child leaves the preschool premises on an excursion. The written authorisation will include: <ul style="list-style-type: none"> ○ 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 ○ 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 ○ if the excursion involves transporting children, the means of transport that will be utilised ○ a description of the seatbelts or safety restraints that will be used - if the transport seats less than 12 people, each child must be seated in a booster seat. If the transport seats more than 12 people, and belts are available, each child must wear a seatbelt.

Regular outings	<ul style="list-style-type: none"> For regular outings (e.g. a walk to the local park or shop) only one parent authorisation (refer to the requirements of what is to be included in the authorisation for excursions) and one prepared risk assessment (as per the requirements for an excursion) is required in a 12-month period, unless there is a change. Families are notified of upcoming regular outings via Seesaw and informal discussions.
Visits to the school	<ul style="list-style-type: none"> Visits to the school (if on the same site and no roads need to be crossed) are not regarded as excursions, however, families are informed that the visit will be taking place via Seesaw and or informal discussions and an annual risk management plan for visits into the school is prepared. These visits could include areas such as the hall, library, playground and creative arts classrooms.

Record of procedure's review
Date of review and who was involved
24/1/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Confirmation of continuance of practice
Record of communication of significant changes to relevant stakeholders
Whole-school induction sessions

Record of procedure's review
Date of review and who was involved
10/3/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Confirmation of continuance of practice
Record of communication of significant changes to relevant stakeholders
Whole-school staff meeting

Record of procedure's review
Date of review and who was involved
10/3/23 Patrick Creasey and Tash Hill-Minett
Key changes made and reason/s why
Confirmation of continuance of practice & staffing changes.
Record of communication of significant changes to relevant stakeholders
Whole-school staff meeting

Copy and paste a new table to record each occasion the procedure is reviewed.



Providing a child safe environment procedure

Associated National Quality Standards	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
2.2	Regulation 84	Leading and Operating Department Preschool Guidelines
3.1	Regulation 103 Regulation 105 Regulation 109 Regulation 115 National Law S. 165 National Law S. 166 National Law S.167	Child Protection Policy: Responding to and reporting students at risk of harm Working with Children Check policy Child Protection: Allegations against employees Work health and safety (WHS) policy Student safety tools and procedures Working with children check: Declaration for volunteers
Pre-reading and reference documents		
ACECQA Information sheet - Active supervision: Ensuring safety and promoting learning		
Kidsafe: Child Accident Prevention Foundation of Australia		
Kidsafe: Grow me safely		
Staff roles and responsibilities		
School principal (These tasks may be delegated to other members of the preschool team, but responsibility sits with the principal.)	The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool. The principal is responsible for ensuring: <ul style="list-style-type: none"> • the preschool is compliant with legislative standards related to this procedure at all times • all staff involved in the preschool are familiar with and implement this procedure • all procedures are current and reviewed as part of a continuous cycle of self-assessment. 	
Preschool supervisor	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 includes: <ul style="list-style-type: none"> • analysing complaints, incidents or issues and what the implications are for the updates to this procedure • reflecting on how this procedure is informed by relevant recognised authorities • planning and discussing ways to engage with families and communities, including how changes are communicated 	

	<ul style="list-style-type: none"> developing strategies to induct all staff when procedures are updated to ensure practice is embedded.
Preschool educators (This includes all staff; casuals, lunch cover, volunteers and anyone else who works in the preschool)	The preschool educators are responsible for working with leadership to ensure: <ul style="list-style-type: none"> all staff in the preschool and daily practices comply with this procedure storing this procedure in the preschool, and making it accessible to all staff, families, visitors and volunteers being actively involved in the review of this procedure, as required, or at least annually ensuring the details of this procedure's review are documented.
Procedure	
Adequate supervision	<ul style="list-style-type: none"> The preschool children are adequately supervised at all times. A Supervision Plan (additional procedure) is in place to support active supervision. It makes note of areas and activities which require closer supervision, as well as arrangements for specific times of the day (arrivals, departures, pack – away) or situations (a sick child needs to be isolated from the group, some children are sleeping). Refer to the preschool supervision plan. A staff roster ensures a ratio of one educator for each ten children is maintained at all times the preschool is open, including during planned educator breaks. Rostered breaks are covered by alternate staff members to ensure ratios are maintained at all times.
Child protection	<ul style="list-style-type: none"> As per department policy, as <i>mandatory reporters</i>, all staff have a duty to inform the principal when they have reasonable grounds to suspect any risk of harm to a child. All department staff complete the online <i>Mandatory Child Protection Training</i> annually. Preschool educators are encouraged and supported to raise and discuss any child protection concerns they have. This is covered for staff in preschool inductions and reminders are issued at staff meetings throughout the year. Notification of a serious incident is made to Early Learning (phone 1300 083 698) when: <ul style="list-style-type: none"> 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.
Working with children checks	<ul style="list-style-type: none"> All department staff hold a current <i>Working with Children Check</i> valid for paid work and verified by the department. Staff WWCC numbers, expiry dates and proof of verification are stored in the staff folder in the preschool office. Parents and close relatives volunteering in the preschool do not require a WWCC clearance, but must complete a declaration and provide 100 points of proof of identity.
Risk	<ul style="list-style-type: none"> The risk management plan for the preschool environment is reviewed and

management plan	updated annually. It identifies potential risks in both the indoor and outdoor environment, and describes steps taken to reduce or minimise these risks. The preschool educator and executive team are involved in reviewing the plan annually and as any new risks become apparent. Staff access the updated plan via email updates and staff meetings as needed.
Preschool environment	<ul style="list-style-type: none"> • A daily safety check of the indoors and outdoors is carried out before children arrive each day. A record is kept of what is checked, signed and dated by the preschool staff who carry out the check. • Any hazardous or broken items are rectified or removed from areas the children can access. • If required, preschool maintenance is carried out by the school's General Assistant and principal or office administration staff are informed. • All potentially hazardous products and materials are stored securely and inaccessible to children. The area in which they are stored is labelled as containing <i>hazardous</i> or <i>dangerous</i> materials. Items are listed on the Department of Education's chemical register and stored within the preschool. • There are no toxic plants on the preschool site. Before a new plant is introduced to the site, reference is made to <u>Kidsafe: Grow me safely</u> to determine if it is safe or not. • Environmental and equipment cleaning is an ongoing process to ensure the preschool is always safe and hygienic. Warm water, antibacterial wipes and non-toxic countertop spray may be used. • The preschool, furniture, equipment and toys are regularly cleaned/washed and well maintained. Scheduled cleaning is carried out by the preschool educators. • A contracted cleaner cleans the preschool once a day. They remove rubbish, clean the floors, bathrooms and table tops.

Record of procedure's review
Date of review and who was involved
24/1/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Confirmation of continuance of practice
Record of communication of significant changes to relevant stakeholders
Whole-school induction sessions

Record of procedure's review
Date of review and who was involved
18/3/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Confirmation of continuance of practice
Record of communication of significant changes to relevant stakeholders
Staff meeting

Record of procedure's review
Date of review and who was involved
10/3/23 Patrick Creasey and Tash Hill-Minett
Key changes made and reason/s why
Confirmation of continuance of practice & staffing changes also COVID cleaning no longer occurring.
Record of communication of significant changes to relevant stakeholders
Whole-school staff meeting

Copy and paste a new table to record each occasion the procedure is reviewed.



Staffing procedure

Associated National Quality Standards	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
4.1 4.2 7.1	Regulation 135 Regulation 136 Regulation 149 Regulation 151	Leading and Operating Department Preschool Guidelines Working with Children Check Policy Code of Conduct Policy Management of Conduct and Performance Teacher's Handbook Non-Teaching Staff in Schools handbook. Statement of duties – school learning support officer Statement of duties – Aboriginal education officer
Pre-reading and reference documents		
Early Childhood Australia's Code of Ethics ACECQA qualification checker ACECQA Information Sheet: Belonging, Being and Becoming for Educators		
Staff roles and responsibilities		
School principal (These tasks may be delegated to other members of the preschool team, but responsibility sits with the principal.)	The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool. The principal is responsible for ensuring: <ul style="list-style-type: none"> • the preschool is compliant with legislative standards related to this procedure at all times • all staff involved in the preschool are familiar with and implement this procedure • all procedures are current and reviewed as part of a continuous cycle of self-assessment. 	
Preschool supervisor	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 includes: <ul style="list-style-type: none"> • analysing complaints, incidents or issues and what the implications are for the updates to this procedure • reflecting on how this procedure is informed by relevant recognised authorities • planning and discussing ways to engage with families and communities, including how changes are communicated • developing strategies to induct all staff when procedures are updated to ensure practice is embedded. 	
Preschool	The preschool educators are responsible for working with leadership to ensure:	

<p>educators (This includes all staff; casuals, lunch cover, volunteers and anyone else who works in the preschool)</p>	<ul style="list-style-type: none"> • all staff in the preschool and daily practices comply with this procedure • storing this procedure in the preschool, and making it accessible to all staff, families, visitors and volunteers • being actively involved in the review of this procedure, as required, or at least annually • ensuring the details of this procedure's review are documented.
<p>Procedure</p>	
<p>Staffing allocation and qualifications</p>	<ul style="list-style-type: none"> • The preschool is staffed at all times by an Early Childhood Teacher Educator and an Early Childhood School Learning Support Officer Educator, and supported where possible by an Aboriginal Education Officer (AEO). • All preschool educators (ongoing, temporary, casual and relieving): <ul style="list-style-type: none"> ○ have a current, verified WWCC for paid work ○ approval to work in a department school ○ an ACECQA approved qualification (at least a Certificate 3 in the case of SLSOs and AEOs, if they are used to replace the SLSO) ○ teachers are also accredited with <i>NSW Education Standards Authority</i> (NESA). • Whenever possible, the regular educators are replaced by equally qualified educators during their breaks, release from face to face teaching, and absences. Some breaks utilise K-2 staff to ensure effective transitions and relationship building. • The preschool receives a .2 (one day a week) staffing allocation to complete administrative tasks related to the preschool. • Preschool is also supported by an above establishment Assistant Principal and an Assistant Principal Curriculum and Instruction.
<p>Continuity</p>	<ul style="list-style-type: none"> • The preschool staffing roster ensures a continuity of educators. The executive team have developed a roster which is displayed in the preschool and main school staffroom, and ensures that relieving preschool staff are consistent in order to maintain continuity. An effort is made to employ regular early childhood trained casual staff when required. • To demonstrate educator to child ratios are being met, the preschool maintains a record of which educators have been working directly with the children and when. Staff complete a record and sign on and off as they begin and end their time in the preschool.
<p>Induction</p>	<ul style="list-style-type: none"> • At the beginning of each year, a whole school preschool induction staff meeting is carried out. All subsequent new staff receive an induction before they commence work in the preschool. This is provided by a member of the executive or preschool staff and covers preschool procedures and regulatory requirements. Staff must sign an induction form to indicate that they have been inducted. A copy of the induction paperwork is kept in the school office.
<p>Educator performance and</p>	<ul style="list-style-type: none"> • All educators are familiar with Early Childhood Australia's Code of Ethics and ensure they act in the best interests of the children at all times.

<p>professional learning</p>	<ul style="list-style-type: none"> • All educators comply with the department's Code of Conduct and complete annual training led by the principal. • Educator performance is managed by the school principal through the annual <i>Performance and Development Plan</i>. • Each educator's performance and development plan identifies professional learning goals and strategies to meet these. It is responsibility of each educator to review their goals, which may be devised collaboratively with the principal and reviewed each semester. • Staff are provided with professional learning opportunities to meet their goals. These professional learning opportunities are negotiated in consultation with the principal.
<p>Volunteers and practicum students</p>	<ul style="list-style-type: none"> • Volunteers and practicum students sign the visitor's book to record the date and hours they were in the preschool and are inducted into the preschool procedures by the Educational Leader (Principal) or their delegate. Proof of identity and Working with Children Checks are completed by school administration officers. • The staff record includes the full name, address and date of birth of each volunteer or student or who participates in the preschool.
<p>Short term relief of educators</p>	<ul style="list-style-type: none"> • Approved providers are required to keep records of when educators and ECTs are replaced (regulations 152A,152B). • Where possible we will endeavour to ensure any leave is covered by an equivalently qualified EC educator who is familiar to our preschool families. • Where we are unable to secure an appropriate qualified person we will monitor the number of days for which each role is replaced to ensure the maximum is not exceeded. 30 days for certificate III and diploma level educators 60 days for ECTs or SQPs (regulation 135). • From the 1st of July a more detailed record will be created when an educator is absent due to short term illness, leave, resignation or attending professional experience placement and are replaced by a person who holds the relevant Cert III or degree level qualification. This record will include the following details: <ul style="list-style-type: none"> ▪ name of the person being replaced ▪ the role (certificate III or diploma level educator, ECT or SQP) being replaced ▪ the qualification of the person replacing the role ▪ the dates the person was replaced ▪ reason for the absence, which must state one of the following: short-term illness, leave, resignation, attendance at a supervised professional experience placement for an approved qualification

Record of procedure's review
Date of review and who was involved
24/1/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Confirmation of continuance of practice
Record of communication of significant changes to relevant stakeholders
Whole-school induction sessions

Record of procedure's review
Date of review and who was involved
18/3/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Confirmation of continuance of practice
Record of communication of significant changes to relevant stakeholders
Staff meeting

Record of procedure's review
Date of review and who was involved
10/3/23 Patrick Creasey and Tash Hill-Minett
Key changes made and reason/s why
Confirmation of continuance of practice & staffing changes.
Record of communication of significant changes to relevant stakeholders
Whole-school staff meeting

Record of procedure's review
Date of review and who was involved
21/06/23 Matt Bradley, Patrick Creasey and Tash Hill-Minett
Key changes made and reason/s why
Addition of explicit section regarding short term relief of educators due to NQF change.
Record of communication of significant changes to relevant stakeholders
Whole-school staff meeting



Interactions with children procedure

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
5.1	Regulation 155	Leading and Operating Department Preschool Guidelines
5.2	Regulation 156 Law Section 166	Interactions with children - preschool Values in NSW public schools - policy Student Welfare - policy Student Discipline in Government Schools Policy Bullying of Students- Prevention and Response Policy Anti - Racism Policy Aboriginal Education Policy
Pre-reading and reference documents		
ACECQA Information sheet: Relationships with children		
ACECQA Information sheet: Supporting children to regulate their own behaviour		
ACECQA Information sheet: Inappropriate discipline		
Staff roles and responsibilities		
School principal (These tasks may be delegated to other members of the preschool team, but responsibility sits with the principal.)	The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool. The principal is responsible for ensuring: <ul style="list-style-type: none"> • the preschool is compliant with legislative standards related to this procedure at all times • all staff involved in the preschool are familiar with and implement this procedure • all procedures are current and reviewed as part of a continuous cycle of self-assessment. 	
Preschool supervisor	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 includes: <ul style="list-style-type: none"> • analysing complaints, incidents or issues and what the implications are for the updates to this procedure • reflecting on how this procedure is informed by relevant recognised authorities • planning and discussing ways to engage with families and communities, 	

	<p>including how changes are communicated</p> <ul style="list-style-type: none"> • developing strategies to induct all staff when procedures are updated to ensure practice is embedded.
<p>Preschool educators</p> <p>(This includes all staff; casuals, lunch cover, volunteers and anyone else who works in the preschool)</p>	<p>The preschool educators are responsible for working with leadership to ensure:</p> <ul style="list-style-type: none"> • all staff in the preschool and daily practices comply with this procedure • storing this procedure in the preschool, and making it accessible to all staff, families, visitors and volunteers • being actively involved in the review of this procedure, as required, or at least annually • ensuring the details of this procedure's review are documented.
<p>Procedure</p>	
<p>In accordance with the Education and Care Services National Law section 166, no preschool child will be subjected to any form of corporal punishment or discipline that is unreasonable in the circumstances.</p> <p>All educators, visitors and volunteers will:</p> <ul style="list-style-type: none"> • Maintain the dignity and rights of each child when interacting with them. Staff work positively through challenging moments with children and acknowledge children's feelings, while respecting and valuing their culture and the experiences they bring to the preschool setting. • Support each child to develop warm, trusting, respectful relationships with other children and with adults. Families are greeted individually and discussions about the ways in which children belong as part of the group are initiated and encouraged. Staff actively listen and respond to children's ideas and feelings and acknowledge and celebrate when children have achieved something. Staff are truthful and honest with children and model appropriate manners and polite language. • Encourage each child to express themselves and their opinions, engaging them in sustained conversations about things that interest them. Staff encourage children to contribute their ideas and opinions to enable them to actively participate in their own learning and wellbeing. Staff respond positively when children share their feelings and they engage in co - learning with children about things that interest them. Preschool educators model, question and provide intentional teaching opportunities as they following up on children's ideas for learning. • Respond to each child's strengths, abilities, interests and play, to support curriculum decision making. Preschool educators focus on the strengths children bring to the preschool and build on these abilities over time with culturally appropriate and intentional teaching opportunities. The play-based child-centred and child-led curriculum acknowledges and encourages children's home language and ways of being and learning. Create learning threads that are built throughout the programming cycle, to build on children's interests and strengths. 	

The preschool program will:

- Be created in response to each child's strengths, abilities, interests and play.
- Provide regular opportunities for children to engage in meaningful play experiences that promote positive interactions and build relationships. Play spaces are created that provide for social/emotional, physical, language and cognitive play. Preschool educators understand, acknowledge and provide spaces for independent play and group experiences. Cooperative play is supported through the provision of provocations and child interests are catered to thus promoting leadership in child - led activities.
- Provide support and guidance for every child to respect individual differences and regard for each family's cultural values. Preschool educators promote equality and fairness, ensuring that they respond to students appropriately. Artefacts and other resources valuing cultural heritage are used in learning experiences and cultural celebrations are acknowledged.
- Support children to manage their own behaviour and to develop self-regulation. Preschool educators support children to express and understand emotions as they arise. Staff listen and respond when children are experiencing high levels of emotion and provide children with time to reflect and adjust to expectations. Preschool educators explicitly teach, prompt and praise expected behaviours in positive and gentle ways. Positive language and visual cues are used to reinforce appropriate behaviours.

Record of procedure's review
Date of review and who was involved
24/1/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Confirmation of continuance of practice
Record of communication of significant changes to relevant stakeholders
Whole-school induction sessions

Copy and paste a new table to record each occasion the procedure is reviewed.

Record of procedure's review
Date of review and who was involved
18/3/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Confirmation of continuance of practice
Record of communication of significant changes to relevant stakeholders
Whole-school induction sessions

Record of procedure's review
Date of review and who was involved
10/3/23 Patrick Creasey and Tash Hill-Minett
Key changes made and reason/s why
Confirmation of continuance of practice & staffing changes.
Record of communication of significant changes to relevant stakeholders
Whole-school staff meeting



Enrolment and orientation procedure

Associated National Quality Standards	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
6.1	Regulation 160	Leading and operating department preschool guidelines
6.2	Regulation 161	Department Preschool enrolment procedures: Implementation document for Enrolment of Students in NSW Government schools policy
7.1	Regulation 162	
	National Law S. 175	
Pre-reading and reference documents		
ACECQA National Quality Standard Information Sheet: Enrolment and Orientation		
Application to enrol in a NSW Government preschool		
Staff roles and responsibilities		
<p>School principal</p> <p>(These tasks may be delegated to other members of the preschool team, but responsibility sits with the principal.)</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"> • the preschool is compliant with legislative standards related to this procedure at all times • all staff involved in the preschool are familiar with and implement this procedure • all procedures are current and reviewed as part of a continuous cycle of self-assessment. 	
<p>Preschool supervisor</p>	<p>The preschool supervisor supports the principal in their role and is responsible for leading the review of this procedure through a process of self-assessment and critical reflection. This includes:</p> <ul style="list-style-type: none"> • analysing complaints, incidents or issues and what the implications are for the updates to this procedure • reflecting on how this procedure is informed by relevant recognised authorities • planning and discussing ways to engage with families and communities, including how changes are communicated • developing strategies to induct all staff when procedures are updated to ensure practice is embedded. 	

<p>Preschool educators</p> <p>(This includes all staff; casuals, lunch cover, volunteers and anyone else who works in the preschool)</p>	<p>The preschool educators are responsible for working with leadership to ensure:</p> <ul style="list-style-type: none"> • all staff in the preschool and daily practices comply with this procedure • storing this procedure in the preschool, and making it accessible to all staff, families, visitors and volunteers • being actively involved in the review of this procedure, as required, or at least annually • ensuring the details of this procedure's review are documented.
<p>Procedure</p>	
<p>Enrolment</p>	<ul style="list-style-type: none"> • Children can enrol in a department preschool from the beginning of the school year if they turn four years of age on, or before, 31 July that year. • Preschool enrolment information is given to prospective families. This is available on the school website and is emailed directly to families on request. This information is updated annually. • For each preschool class, children attend in two groups across the week to meet the requirements of <i>Universal Access</i> - 600 hours of quality education and care in the year before commencing school. Parent/carers indicate their preference for attendance days from a set choice. Positions are allocated based on availability and need as per the department preschool enrolment procedures 1.1 General Principles of Enrolment. • Initially, families complete a waitlist form to express their interest in attending the preschool as per the <i>Department Preschool enrolment procedures 2.1</i> Waiting List. • Children do not have to reside within the school's catchment zone to attend the preschool. • After receiving the wait list or enrolment forms, a panel is formed and positions are offered to families, based on the criteria and priorities outlined in the <i>Department Preschool enrolment procedures: Implementation document for Enrolment of Students in NSW Government schools policy</i>. This occurs when the number of applications exceeds the number of available places. • Families are informed if their enrolment application has been successful or not by school administration officers. • Families offered a position are asked to complete the <i>Application to enrol in a NSW Government preschool</i> and supply the required supporting documentation listed in the form. These are collected and checked by school administration officers. • The principal reviews each enrolment form and certifies if the child's application to enrol is accepted or declined.

Transition and orientation	<ul style="list-style-type: none"> • The preschool family information booklet provides families with general information about the preschool and summarises key preschool procedures. • Children and families are supported to transition into preschool through a range of planned practices. These include and are not limited to orientation tours, interviews, play sessions and information sessions. • Families are asked to provide additional information about their child to enable the preschool educators to better understand and plan for their needs, including religious, cultural and/or dietary or rest requirements • In some situations, it is critical the preschool teacher meet with a family before their child commences preschool to discuss the child's needs and plan any required adjustments. This will include the parent or carer of children for whom it has been indicated on their enrolment form that they have a medical condition, disability or support needs, or are in out of home care. The preschool educator organises interviews as appropriate. • Some children will require a tailored transition to preschool. This may include additional visits and/or commencing on reduced hours or in the company of a parent or therapist. This is determined as per the information provided by the parent/carer on the enrolment form.
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Record of procedure's review
Date of review and who was involved
24/1/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Confirmation of continuance of practice
Record of communication of significant changes to relevant stakeholders
Whole-school induction sessions

Record of procedure's review
Date of review and who was involved
18/3/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Confirmation of continuance of practice
Record of communication of significant changes to relevant stakeholders
Whole-school induction sessions

Record of procedure's review
Date of review and who was involved
10/3/23 Patrick Creasey and Tash Hill-Minett
Key changes made and reason/s why
Confirmation of continuance of practice & staffing changes.
Record of communication of significant changes to relevant stakeholders
Whole-school staff meeting

Copy and paste a new table to record each occasion the procedure is reviewed.



Governance and management procedure (including confidentiality of records)

Associated National Quality Standards	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
7.1	Regulation 177	Leading and Operating Department Preschool Guidelines
7.2	Regulation 181	Leading and Managing the School
	Regulation 183	Information Security Policy
		Code of Conduct Policy
Pre-reading and reference documents		
ACECQA Information Sheet: The role of the educational leader		
ACECQA Information Sheet: Educational leadership and team building		
National Quality Framework Information sheet: Nominated Supervisors		
ACECQA - record keeping		
Staff roles and responsibilities		
<p>School principal</p> <p>(These tasks may be delegated to other members of the preschool team, but responsibility sits with the principal.)</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"> • the preschool is compliant with legislative standards related to this procedure at all times • all staff involved in the preschool are familiar with and implement this procedure • all procedures are current and reviewed as part of a continuous cycle of self-assessment. 	
<p>Preschool supervisor</p>	<p>The preschool supervisor supports the principal in their role and is responsible for leading the review of this procedure through a process of self-assessment and critical reflection. This includes:</p> <ul style="list-style-type: none"> • analysing complaints, incidents or issues and what the implications are for the updates to this procedure • reflecting on how this procedure is informed by relevant recognised authorities • planning and discussing ways to engage with families and communities, including how changes are communicated • developing strategies to induct all staff when procedures are updated to ensure practice is embedded. 	

Associated National Quality Standards	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
<p>Preschool educators</p> <p>(This includes all staff; casuals, lunch cover, volunteers and anyone else who works in the preschool)</p>	<p>The preschool educators are responsible for working with leadership to ensure:</p> <ul style="list-style-type: none"> • all staff in the preschool and daily practices comply with this procedure • storing this procedure in the preschool, and making it accessible to all staff, families, visitors and volunteers • being actively involved in the review of this procedure, as required, or at least annually • ensuring the details of this procedure's review are documented. 	
Procedure		
<p>Governance</p>	<ul style="list-style-type: none"> • The <i>Approved Provider</i> of all department preschools is the <i>NSW Department of Education</i>. • The school principal has overriding responsibility for the supervision of the preschool and holds three roles in relation to it: <ul style="list-style-type: none"> ○ Nominated Supervisor ○ Educational Leader ○ Responsible Person • This information is noted on the <i>Approved Provider</i> notice, along with the principal's name and photo. This is clearly displayed in the preschool entrance. • If the principal is not on the school site, the school executive member who is relieving for him / her assumes the three roles mentioned above. • While the principal maintains responsibility for the preschool, some of the tasks of the educational leader may be performed by a preschool supervisor. These include and are not limited to; analysing complaints, incidents or issues and what the implications are for the updates to procedures; reflecting on how procedures are informed by relevant recognised authorities; planning and discussing ways to engage with families and communities, including how changes are communicated; and developing strategies to induct all staff when procedures are updated to ensure practice is embedded. 	

Associated National Quality Standards	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
Confidentiality and retention of records		<ul style="list-style-type: none"> • Any record which contains personal information about a child is considered confidential and kept secure. These documents are kept in the filing cabinet in the preschool office or in the school office. • The preschool teacher has access to each child's individual record, as does their parent or carer on request. • Detailed and current records are maintained for each individual child attending the preschool. Much of this information is obtained from the <i>Application to enrol in a NSW Government preschool</i>. • Records are stored securely and confidentially on the preschool or school site for three years after the child last attended preschool. These records include: <ul style="list-style-type: none"> ○ participation in the educational program ○ assessments of learning ○ enrolment and attendance information ○ daily arrival and departure register ○ information about any cultural or religious practices that need to be observed ○ records of the administration of first aid or medication ○ health care plans ○ acceptance or refusal of authorisations not collected in the enrolment form (e.g. of sunscreen, consent to attend an excursion, etc.) • Completed <i>Incident, injury, trauma and illness records</i> are stored securely until the child is 25 years old. • The department requires education programs be retained by the school for seven years.

Record of procedure's review
Date of review and who was involved
24/1/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Confirmation of continuance of practice
Record of communication of significant changes to relevant stakeholders
Whole-school induction sessions

Record of procedure's review
Date of review and who was involved
18/3/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Confirmation of continuance of practice
Record of communication of significant changes to relevant stakeholders
Staff meeting

Record of procedure's review
Date of review and who was involved
10/3/23 Patrick Creasey and Tash Hill-Minett
Key changes made and reason/s why
Confirmation of continuance of practice & staffing changes.
Record of communication of significant changes to relevant stakeholders
Whole-school staff meeting

Copy and paste a new table to record each occasion the procedure is reviewed.



The acceptance and refusal of authorisations procedure

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
7.1	Regulation 92 Regulation 93 Regulation 99 Regulation 102 Regulation 161	Leading and operating department preschool guidelines Preschool- Obtaining parent's authorisation and consent
Pre-reading and reference documents		
Application to enrol in a NSW Government Preschool		
Staff roles and responsibilities		
School principal (These tasks may be delegated to other members of the preschool team, but responsibility sits with the principal.)	The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool. The principal is responsible for ensuring: <ul style="list-style-type: none"> • the preschool is compliant with legislative standards related to this procedure at all times • all staff involved in the preschool are familiar with and implement this procedure • all procedures are current and reviewed as part of a continuous cycle of self-assessment. 	
Preschool supervisor	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 includes: <ul style="list-style-type: none"> • analysing complaints, incidents or issues and what the implications are for the updates to this procedure • reflecting on how this procedure is informed by relevant recognised authorities • planning and discussing ways to engage with families and communities, including how changes are communicated • developing strategies to induct all staff when procedures are updated to ensure practice is embedded. 	
Preschool educators (This includes all staff; casuals, lunch cover, volunteers and anyone else who works in the	The preschool educators are responsible for working with leadership to ensure: <ul style="list-style-type: none"> • all staff in the preschool and daily practices comply with this procedure • storing this procedure in the preschool, and making it accessible to all staff, families, visitors and volunteers • being actively involved in the review of this procedure, as required, or at least annually 	

preschool)	<ul style="list-style-type: none"> ensuring the details of this procedure's review are documented.
Procedure	
Collecting authorisations	<ul style="list-style-type: none"> The <i>Application to enrol in an NSW Government preschool</i> (preschool enrolment form) collects parent/carer acceptance or refusal of authorisations and consent for the following circumstances: <ul style="list-style-type: none"> illness, accident and emergency treatment transportation in a medical emergency permission to publish (information about the child) permission for the child 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 and children's needs noted within the application from other prior to school services, organisations or NSW Government departments. Parents/carers record in the preschool enrolment form nominees they authorise to: <ul style="list-style-type: none"> collect their child from preschool (authorised collectors) consent to medical treatment and authorise the administration of medication for their child authorise the child being taken away from the preschool premises for an excursion. The preschool enrolment form does not collect the following authorisations and they are collected separately, when applicable: <ul style="list-style-type: none"> application by an adult of sunscreen or insect repellent to a child administration of medication authorisation to leave the preschool premises for a regular outing or an excursion authorisation to transport children (other than on an excursion).
Communication and application of authorisations and refusals	<ul style="list-style-type: none"> Authorisation and authorised collector information is extracted from the enrolment forms and summarised for each preschool class. This is extracted and summarised by the school administration officers. This summary clearly indicates any authorisation refusals, and who each child's authorised collectors are. The summary is communicated to all preschool staff and stored in a secure, accessible location within the preschool in the preschool office and casual information folder. Relieving and casual staff and volunteers are made aware of any authorisation refusals and each child's authorised collectors as necessary. All staff refer to this information to ensure any authorisation refusals are complied with and that a child only leaves the preschool in the care of a parent or one of their authorised collectors.
Changes to authorisations	<ul style="list-style-type: none"> A parent or carer may choose to change their authorisations or their child's authorised collectors. This is done at the school office, using printed labels that are attached to the original enrolment forms for collectors or writing on, and initialing the change, for other authorisations. If changes are notified:

	<ul style="list-style-type: none"> ○ they are recorded in the preschool enrolment form updated by the school administration officer . ○ preschool records are updated accordingly and communicated between the school administration staff and preschool staff.
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Record of procedure's review
Date of review and who was involved
24/1/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Confirmation of continuance of practice
Record of communication of significant changes to relevant stakeholders
Whole-school induction sessions

Record of procedure's review
Date of review and who was involved
18/3/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Use of printed labels in enrolment forms when changes are made to authorized collectors and emergency contacts
Record of communication of significant changes to relevant stakeholders
Staff meeting

Record of procedure's review
Date of review and who was involved
10/3/23 Patrick Creasey and Tash Hill-Minett
Key changes made and reason/s why
Confirmation of continuance of practice & staffing changes.
Record of communication of significant changes to relevant stakeholders
Whole-school staff meeting

Copy and paste a new table to record each occasion the procedure is reviewed.



Payment of Fees and Provision of a Statement of Fees

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guidance
7.1		Leading and Operating Department Preschool Guidelines Preschool Class Fees in Government Schools FISH - Finance in schools handbook: Section 13: Preschools Voluntary School Contributions Policy Preschool fees schedule
Pre-reading and reference documents		
Staff roles and responsibilities		
School principal	<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"> the preschool is compliant with legislative standards related to this procedure at all times all staff involved in the preschool are familiar with and implement this procedure all procedures are current and reviewed as part of a continuous cycle of self-assessment. 	
Preschool supervisor	<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 includes:</p> <ul style="list-style-type: none"> analysing complaints, incidents or issues and what the implications are for the updates to this procedure reflecting on how this procedure is informed by relevant recognised authorities planning and discussing ways to engage with families and communities, including how changes are communicated developing strategies to induct all staff when procedures are updated to ensure practice is embedded.) 	
Preschool educators	<p>The preschool educators are responsible for working with leadership to ensure:</p> <ul style="list-style-type: none"> all staff in the preschool and daily practices comply with this procedure storing this procedure in the preschool, and making it accessible to all staff, families, visitors and volunteers being actively involved in the review of this procedure, as required, or at least annually ensuring the details of this procedure's review are documented. 	
Procedure		

<p>General</p>	<ul style="list-style-type: none"> Parents or carers are required to pay full fees for their child's attendance at preschool, unless they are eligible for a reduced rate, fee relief or an exemption. The preschool fee schedule is based on the Preschool Class Fees in Government Schools policy. Fees are set with reference to the relative Index of Community Socio-Educational Advantage (ICSEA) value of the school. Information about fees is included in the family information booklet: <ul style="list-style-type: none"> the daily rate the reduced rate and eligibility criteria for this how and when invoices are issued how fees can be paid what a family is to do if they can't pay their child's fees.
<p>Daily rates and invoices</p>	<ul style="list-style-type: none"> The daily fee rate is \$20. A reduced rate applies for <i>Commonwealth Health Card</i> holders and Aboriginal or Torres Strait Islander children. The reduced daily rate is \$10 per day. Fee reductions or exemptions can be granted at the principal's discretion. If a family/parent/caregiver is experiencing financial hardship, they are encouraged to discuss this with their child's teacher and complete a fee relief or exemption application. The application is considered by the school principal, where a partial or full-fee relief may be granted for a short period or the whole year, dependent on circumstances. Families receive their invoices for the payment of their fees. They may also receive reminders for payment. No voluntary fees will be charged. Students will be charged for all days that they are enrolled and that the preschool is open, even if there is an illness or family event.
<p>Paying fees</p>	<ul style="list-style-type: none"> Families can make fee payments online via the school website or by cash or Eftpos to the administration office and payment schedules are flexible to suit the needs of the families. All payments are receipted. In the case of non-payment of fees, there will be an investigation into the circumstances. After one month, the principal may follow up fees that have been outstanding and develop a plan for fee recovery, as per the guidelines in section 13.2.4 in the Finance in Schools Handbook (FISH). COVID-19: In line with the Minister's announcement in November 2020, about the extension of the COVID-19 relief package for community-based preschools, it has been confirmed that department preschools will not charge preschool fees at all in 2021 or 2022.

Record of procedure's review

Date of review and who was involved

24/1/22 Flossy Chisholm-Ray and Patrick Creasey

Key changes made and reason/s why

Confirmation of continuance of practice

Record of communication of significant changes to relevant stakeholders

Whole-school induction sessions

Record of procedure's review
Date of review and who was involved
18/3/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Confirmation of continuance of practice
Record of communication of significant changes to relevant stakeholders
Staff meeting

Record of procedure's review
Date of review and who was involved
10/3/23 Patrick Creasey and Tash Hill-Minett
Key changes made and reason/s why
Confirmation of continuance of practice & staffing changes.
Record of communication of significant changes to relevant stakeholders
Whole-school staff meeting

Copy and paste a new table to record each occasion the



Dealing with Complaints Procedure

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
7.1	Regulation 173 Regulation 176	Leading and operating department preschool guidelines Complaints Handling Policy School Community and Consumer Complaint Procedure Preschool Notification Guidelines
Pre-reading and reference documents		
ACECQA National Quality Standard Information Sheet: Using Complaints to Support Continuous Improvement Making a Complaint About Our Schools - family information sheet		
Staff roles and responsibilities		
School principal (These tasks may be delegated to other members of the preschool team, but responsibility sits with the principal.)	The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool. The principal is responsible for ensuring: <ul style="list-style-type: none"> • the preschool is compliant with legislative standards related to this procedure at all times • all staff involved in the preschool are familiar with and implement this procedure • all procedures are current and reviewed as part of a continuous cycle of self-assessment. 	
Preschool supervisor	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: <ul style="list-style-type: none"> • analysing complaints, incidents or issues and what the implications are for the updates to this procedure • reflecting on how this procedure is informed by relevant recognised authorities • planning and discussing ways to engage with families and communities, including how changes are communicated • developing strategies to induct all staff when procedures are updated to ensure practice is embedded.) 	

<p>Preschool educators</p> <p>(This includes all staff; casuals, lunch cover, volunteers and anyone else who works in the preschool)</p>	<p>The preschool educators are responsible for working with leadership to ensure:</p> <ul style="list-style-type: none"> • all staff in the preschool and daily practices comply with this procedure • storing this procedure in the preschool and making it accessible to all staff, families, visitors and volunteers • being actively involved in the review of this procedure, as required, or at least annually • ensuring the details of this procedure's review are documented.
<p>Procedure</p>	
<p>Making a complaint</p>	<ul style="list-style-type: none"> • A complaint in our preschool may be issued by a staff member against another staff member, or from a member of the school community. Wherever possible, staff will attempt to directly resolve an issue or complaint raised by a member of the school community, a consumer, or other person by providing feedback or relevant information. Staff will also attempt to resolve issues and concerns with other staff, face to face. • If a complaint cannot be resolved directly or face to face, it will be referred to the principal. If the complaint is about the principal, it will be referred to their supervisor. It is noted on our service approval which is displayed in the preschool foyer that complaints can be made to our principal. • Any formal complaint by a staff member about another staff member will be made in writing (using the staff complaint form linked to the staff complaint procedure). • The preschool's service approval details are clearly displayed at the preschool entrance. It includes the preschool's phone number and notes that, <i>any complaints are to be directed to the school principal</i>. • A complaint may be made in person, over the phone, in an email to the school, or in a Seesaw message. • The service approval details also note the name and contact number of the regulatory authority. • If a staff member has concerns related to the behaviour or actions of another employee, contractor or volunteer, they must notify the school principal who will run the decision tree and, if necessary, seek advice from Professional and Ethical Standards (PES) and Early Learning. • Complaints about the school principal can be made to the relevant <i>Director Educational Leadership</i> and Professional and Ethical Standards (PES) on 02 7814 3722 and pes@det.nsw.edu.au
<p>Dealing with complaints</p>	<ul style="list-style-type: none"> • All staff involved in a complaint will keep information confidential. Staff who raise a complaint will not be subjected to reprisal action. • The principal or workplace manager will appoint a complaint manager to manage the complaint process (including managing it themselves if the complaint is not about them). The complaint manager will gather information, assess the issues raised by the complaint and consider reasonable outcomes.

	<ul style="list-style-type: none"> • If the complaint involves significant harm to a child, it will be referred to the Child Protection Helpline as advised by the Mandatory Reporter Guide/Child Story site. If it involves allegations of criminal conduct it will be referred to NSW Police. If a complaint is made in regards to a serious incident, Early Learning will be notified within 24 hours. • Complaints will be finalised within 20 working days and all parties will be kept informed of the progress of the complaint, the reasons for any decisions and the outcomes that will be implemented. A complainant can request a review of a complaint outcome, which should be done within 10 working days from the decision, and will be carried out by an independent person and a person of equivalent or more senior level within the department who has not previously managed the complaint. Our preschool implements the <i>NSW Department of Education's Complaints Handling Policy</i>. • Complaints are dealt with in an open, respectful and confidential manner. • Initially, the preschool teacher will seek to address and resolve complaints respectfully and informally, as soon as possible. • If a complaint cannot be resolved by the teacher, is a serious complaint or related to child protection, it will be referred to the principal immediately. • If an SLSO or AEO receives a complaint, it will be referred to the teacher for management. In the event that it concerns the teacher, it will be referred to the principal. • Details of any complaints made are documented. Informal/minor complaints are documented on Sentral and marked confidential when appropriate. Major complaints are stored securely by the principal, who should be consulted when determining a course of action. • In the event that a complaint leads to an improvement of processes or operations, the complainant will be notified verbally (minor) or in writing as part of the formal complaints process.
Notification of a serious complaint	<ul style="list-style-type: none"> • If a formal complaint is made alleging that the Law has been contravened or that a serious incident has occurred or is occurring, notification must be made to Early Learning (phone 1300 083 698) within 24 hours of the complaint being received.

Record of procedure's review
Date of review and who was involved
24/1/22 Flossy Chisholm-Ray, Matthew Bradley, and Patrick Creasey
Key changes made and reason/s why
Confirmation of continuance of practice
Record of communication of significant changes to relevant stakeholders
Whole-school induction sessions

Record of procedure's review
Date of review and who was involved
18/3/22 Flossy Chisholm-Ray, and Patrick Creasey
Key changes made and reason/s why
Confirmation of continuance of practice
Record of communication of significant changes to relevant stakeholders
Staff meeting

Record of procedure's review
Date of review and who was involved
10/3/23 Patrick Creasey and Tash Hill-Minett
Key changes made and reason/s why
Confirmation of continuance of practice & staffing changes.
Record of communication of significant changes to relevant stakeholders
Whole-school staff meeting

Copy and paste a new table to record each occasion the procedure is reviewed.

Additional Procedure: Supervision Plan

Background information

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. The 1:10 ratio must be maintained at all times.

In order to ensure children are adequately supervised at all times educators must:

- Maintain the 1:10 ratio of adults to children, even when they are playing in more than one space
- 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 and making regular headcounts
- 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 through the use of a combination of observation and engagement.
- inform another educator if they are going into a storeroom or bathroom.

Arrival and departure:

During arrival times, one educator will greet families while the other will position themselves with a line of sight to children entering the building and going about morning routines. During pack away and transition times, educators will position themselves to ensure a balance of supervision.

Be particularly attentive to the following:

- any child doing water play (including the hose and garden tap) and or spaces that use water, including the trough, which must be drained when not in use and mud kitchen which must be filled in as needed by children or an adult with a shovel
- children who are resting or sleeping, whose breathing and colour should be regularly checked and their sleep times recorded in the program
- cooking experiences
- eating times e.g. check for food sharing and choking
- children engaging in risky play e.g. climbing
- children remaining with the group, and or in a supervised space, when they are outside the preschool e.g. playing in the school playground
- children using the walking rope when leaving the preschool
- children not becoming tangled or having their neck compromised in clothing (such as scarves)
- children tripping or becoming tangled in equipment (such as library bag straps)
- sick children should have their parent or carer contacted for collection (this can be done by the school office) and should be supervised with appropriate distancing from the rest of the group, utilising a quiet space inside or outside.

Record of procedure's review
Date of review and who was involved
24/1/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Confirmation of continuance of practice
Record of communication of significant changes to relevant stakeholders
Whole-school induction sessions

Record of procedure's review
Date of review and who was involved
18/3/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Confirmation of continuance of practice and addition of library bag trip hazard
Record of communication of significant changes to relevant stakeholders
Staff meeting

Record of procedure's review
Date of review and who was involved
18/5/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Confirmation of continuance of practice and update since the addition of mud-kitchen shovel.
Record of communication of significant changes to relevant stakeholders
Staff meeting

Record of procedure's review
Date of review and who was involved
10/3/23 Patrick Creasey and Tash Hill-Minett
Key changes made and reason/s why
Confirmation of continuance of practice & staffing changes.
Record of communication of significant changes to relevant stakeholders
Whole-school staff meeting

Additional Procedure: Collection of Children by YMCA OSCH

Children enrolled at the preschool may also be enrolled at the YMCA OSCH on site at Mayfield West Demonstration School for care outside of the preschool hours. Their service details are as follows and are available on the ACECQA website.

Name of Service: YMCA Mayfield West OSHC

Service Approval No: SE-40017944

Service Type: Centre-Based Care

Provider Name: Young Men's Christian Association of Sydney. Provider Approval No: PR-00005683

Phone: 0404165884

Address: Mayfield West Public School

7 Gregson Ave, MAYFIELD WEST NSW 2304

Permission

Families will give the preschool educators written permission to release children to the YMCA OSHC staff, using a printed label that will be added to the child's enrolment form. This will make them an authorised collector. YMCA staff wear uniforms that have the company branding but they may still be asked for photo identification and or have other checks made, such as calls to the YMCA OSHC or families, as educators feel that they are necessary.

It is the responsibility of families to organise days of care with the YMCA OSCH and the responsibility of the YMCA OSCH to notify families if there is any reason that care will not take place. This means that families will organise an alternative authorised collector for the child if the YMCA OSHC is not available.

Delivery

If a child is brought to school by a YMCA OSHC staff member, they will sign the child in at 9 am, entering via the rear gate and making their way to the sign-in table at the front of the building. The staff member will sign their own first and last names and "YMCA" to indicate that they are dropping off on behalf of the organisation.

Collection

If a staff member from the YMCA OSCH is collecting a child from the preschool, they may enter via the rear gate and make their way to the sign out table at 3pm. They will sign the child out and take responsibility for their care from that time. They will sign their own first and last names and write "YMCA" to indicate that they are representing the authorised organisation. They may also leave through the rear gate.

Any child not collected from the preschool will be assisted using the standard procedures outlined in the *Delivery of Children to, and Collection of Children from, Education and Care Service Premises* local procedure.

Record of procedure's review

Date of review and who was involved

18/3/22 Flossy Chisholm-Ray and Patrick Creasey

Key changes made and reason/s why

Labels in enrolment forms

Record of communication of significant changes to relevant stakeholders

Staff meeting 22/3/22

Record of procedure's review
Date of review and who was involved
10/3/23 Patrick Creasey and Tash Hill-Minett
Key changes made and reason/s why
Confirmation of continuance of practice & staffing changes.
Record of communication of significant changes to relevant stakeholders
Whole-school staff meeting

Additional Procedure: Using the Worm Farm

Mayfield West Demonstration School Preschool has a SubPod Worm Farm to support the program and sustainability of the site. Use of the worm farm should be occur as outlined below.

Collecting Scraps

Food scraps from children's meals may be saved as needed to feed to the worms. For ease, this is done using a plastic container, after they have finished eating. The plastic container is cleaned by educators (using an appropriate combination of sanitising wipes, disinfectant spray, soap, and water), after it has been emptied. If appropriate, children may hold their own food scraps, ready to take to the worms.

Children are guided by educators to choose discarded items that worms will eat (no rubbish etc). Children place other items, such as plastic wrappers, in the appropriate bins.

Accessing the worm farm

The worm farm is in the side garden, between two internal gates. Children may only access it when they are with a(n) educator(s) to form an appropriate ratio. The gate to the front of the site, and the external gates, must remain closed at these times.

Educators open and close the worm farm for children and closely monitor what they are doing in the space.

Feeding the worms

Depending on the needs of the worms and the program, the worms may be fed by children, with the support of educators. This may take the form of pouring the container of scraps or placing scraps directly into the worm farm.

Of course, if circumstances prevent children being involved, educators will continue to care for the worms and feed and water them regularly.

Aerating the soil

There is a spiral aeration tool in the worm-farm space that is used for maintenance. Educators and or closely supervised children may use this to turn the contents of the worm farm.

Post worm care

Educators and children wash their hands with soap and water after worm farm experiences.

Record of procedure's review

Date of review and who was involved
9/5/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Continuity of practice
Record of communication of significant changes to relevant stakeholders
Staff meeting 9/5/22

Record of procedure's review

Date of review and who was involved
10/3/23 Patrick Creasey and Tash Hill-Minett
Key changes made and reason/s why
Confirmation of continuance of practice & staffing changes.
Record of communication of significant changes to relevant stakeholders
Whole-school staff meeting

Additional Procedure: The Planning Cycle

Mayfield West Demonstration School Preschool uses a five-day fortnight to program for each group. This procedure reflects The Planning Cycle, in which educators actively engage. Access the cycle here for more information https://www.acecqa.gov.au/sites/default/files/2019-07/18012019%20Planning%20Cycle%20infographic%20v2_EDIT.pdf

Observing/collecting information

All staff who work in the preschool, including regular educators, RFF staff, those doing duties, and casual teachers make observations that inform what they do. Some of these observations of children's behaviour should be recorded in writing. Other observations may be captured on the iPad and Seesaw, through photographs and videos. If anything that educators observe is concerning, they should make a judgement based on the nature of what they see and speak with the family or the principal to follow up.

There are two ways to record written observations. The *Observation Grid* (blank saved with the program document) is left out at preschool with the program, on the Big Clipboard. It is great for staff visiting the preschool and times when short, informal observations are being made. For example, the details of a child-led play experience or a conversation had with children, could go on this grid. The document is filed once completed.

single	Two 3 Weeks (6-7)	three

Observation Grid

Other, more in depth observations, should be written into the *Child-Centred Planning Process* (pdf form). These observations should record what children say and do, without interpretation or bias. They can detail a lot of information that contributes to learning threads and other experiences. Educators aim to complete two *Child-Centred Planning Processes*, for each child, in the span of a 12-week block (Week 6 to Week 6).

The form is titled 'Mayfield West Demonstration School Preschool - Child-Centred Planning Process'. It includes fields for 'Child', 'Date', 'Time', 'Location', and 'Event'. The main body of the form is divided into several sections with prompts: 'Observation - What did you see/hear/say/do?', 'Links to the Early Years Learning Framework', 'Planning - What did you notice and how did you respond?', 'Analysis of learning - What does the information tell you about what and how the child is learning?', and 'Reflection - How did the child engage with planned learning experiences?'. There is also a 'Program Note' section at the bottom right.

Child-Centred Planning Process

Analysing learning

The analysis of observations should inform short- and long-term choices, whether they are recorded or not. An example of an informal observation being analysed to inform short-term choices would be if children were using sticks to make sound in the environment by hitting objects, educators may decide to get out some musical instruments, use found objects to make a drum, use questions to find out more about the play experience, etc.

The *Child-Centred Planning Process* is perfect for analysing observations to make long-term choices. It has a space in which educators analyse what they have seen in the observation. This is informed by their quality relationships and interactions with children, not just what they saw when the observation was made.

This proforma also asks educators to analyse how what they have observed is linked to the Early Years Learning Framework (ELYF).

Planning and the program

The preschool program is play-based and reflects the needs and interests of our curious, capable children. It is written in two parts each fortnight, one for Wattle group and the other for Banksia. The current program is printed at least twice. Once copy is displayed in the window of the foyer for families to see and the other is kept on the Big Clipboard, with the observation grid. The program is a pdf form, saved in T Drive.

Following analysis on the *Child-Centred Planning Process*, educators note what the *Plans* they are making, such as intentional teaching or play experiences. These *Plans* are added to the program for the next planning cycle and may be copied and pasted, or retyped, into the program and then hyperlinked to resources, as appropriate. When planned experiences link to the *Child-Centred Planning Process* that educators are creating for particular children, the letter next to the learning experience may be written next to the child's name on the *observation grid*, as a reminder to make written notes.

All planned experiences need to be resourced by educators. This may be done with what s already in the preschool, items borrowed from Big School, things sourced from families/community, or purchased through the school catalogue, using a *green form*. Educators check that all resources are safe and appropriate.

The preschool program

Implementing

The program delivery is play-based and responsive to the needs of children. When it is planned, it contains combinations of Child interest (CI), Observation Follow-Up (OF), Parent aspiration (P), Spontaneous (S), Child Voice (CV), and Teacher Ident (T). Additionally, the document demonstrates how we represent changes to the environment, child voice and parent input. These is presented as a range of activities, which may include provocations, intentional teaching, resourced play, and shared experiences. The program is also where plans for group time, language and music, and reflections for future programming cycles may be written.

Flexibility is key to program delivery. For example, the timing of planned experiences should account for what children are already doing, to minimise interruptions to valuable self-initiated experiences. Locations, student involvement, and resourcing should always be modified to ensure that learning is rich and enjoyable for children.

Reflecting/Evaluating

Educators constantly reflect on what is happening and what they need to do next. Informal discussions, meetings, and debriefings support these practices. Following the implementation of the program, staff use the *Child-Centred Planning Process* form to evaluate how children engaged with the learning experiences and consider other learning needs and opportunities. Guiding questions are found on the form to support deeper thinking. Whilst any learning can be evaluated in this space, using the lettering system attached to

the programming document helps educators to be particularly attentive to the recording information for the children who sparked experiences. From these reflections, educators begin new observation cycles.





OBSERVE / Listen / Collect information

Educators use multiple sources of information to gather and document different aspects of children's learning, development and wellbeing. This can be undertaken across the whole curriculum and throughout the day, including during routines, planned and unplanned experiences, and interactions with peers, family members and other adults.

Educators observe, listen to, engage with, and are attuned to children's dispositions, curiosity, discoveries, theories, perspectives, knowledge skills, involvement in learning and contributions to their own learning and the learning of others.

Educators acknowledge, document and describe children's capabilities and unique ways of *belonging, being and becoming* ensuring children's and families' voices are sought, heard and included.



ASSESS / Analyse / Interpret learning

Educators draw on a range of sources of information including their professional knowledge and early childhood theories to clearly identify children's strengths and capacities and consider these in relation to the Learning Outcomes and/or other assessment criteria. This includes children's awareness and understanding of their own learning, including the embodied nature of very young children's demonstration of their own learning goals.

Educators draw on their knowledge and the expertise of the children, families, communities and other professionals they work with, to interpret their collection of information.

Educators assess children's learning and engagement in a variety of ways, in the moment and over time, and in diverse context for and with children.



PLAN / Design

Educators' planning is inspired and informed by their thoughtful analysis of the information collected and their documentation. Using this analysis, they plan how to consolidate, enrich and extend children's learning and thinking.

Educators are intentional in their choice of appropriate learning and teaching strategies, content, resources, design of the use of time and indoor and outdoor learning environments.

Educators ensure relational and place-based pedagogies are at the core of planning meaningful learning experiences for children and groups of children. Plans can be jointly constructed in collaboration with children and in partnership with families.



IMPLEMENT / Enact

Implementation is where the plans turn into action.

Educators enact and review their planned learning experiences for individuals and groups of children throughout the day. They extend children's learning during structured and spontaneous adult-led experiences, child-led play, mealtimes and personal care routines, and indoor and outdoor environments.

Educators' intentionality shines within the aspect of the planning cycle, where their learning and teaching strategies, engagement and thinking amplify children's learning.



EVALUATE / Critically reflect

Educators use their assessment of, as and for children's learning to evaluate the implementation of plans. Educators consider how meaningful and effective the plans have been for children's learning development and wellbeing, giving considerations to children's cultural and linguistic identities and diverse capabilities.

Evaluation is a time of critical reflection to consider 'What worked well and why?', 'What will I do differently next time?' and 'How can I further extend children's learning?' Critical reflection is a powerful tool for educators to consider the learning possibilities moving forward.

Educators' evaluation also identify areas for information sharing with colleagues and professional learning that will improve curriculum processes and practices.

Record of procedure's review
Date of review and who was involved
25/7/22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Lettering system for note taking
Record of communication of significant changes to relevant stakeholders
Staff meeting

Record of procedure's review
Date of review and who was involved
3/8/ 22 Flossy Chisholm-Ray and Patrick Creasey
Key changes made and reason/s why
Pdf form for program, not Word Doc
Record of communication of significant changes to relevant stakeholders
Staff meeting

Record of procedure's review
Date of review and who was involved
10/3/23 Patrick Creasey and Tash Hill-Minett
Key changes made and reason/s why
Confirmation of continuance of practice & staffing changes.
Record of communication of significant changes to relevant stakeholders
Whole-school staff meeting

Additional Procedure: Leading continuous improvement in the preschool

Education and care services regulation/s	NSW Department of Education policy, procedure or guidelines	Leading & Operating Department Preschool Guidelines reference	School policy or procedure, where applicable
<p><u>Regulation 168(2)(l)</u></p> <p><u>Regulation 31</u></p> <p><u>Regulation 55</u></p> <p><u>Regulation 56</u></p>	<p>The following department policies and relevant documents can be accessed from the preschool section of the department's website;</p> <ul style="list-style-type: none"> • NSW DoE School Excellence and accountability site • NSW DoE preschool site 	<p>Pgs. 8,9,10</p>	<p>SiP (School Improvement Plan) updated version initiated</p> <p>2023</p>

Legislative requirements of quality improvement

- The National Law requires all children's services to have a Nominated Supervisor.
- The Nominated Supervisor requires knowledge of the Education and Care Services National Regulations and is responsible for the overall supervision of the preschool, the program of activities, and any other specific matters relating to the preschool, including the process of continuous improvement.
- The Nominated Supervisor should also be aware of the National Quality Standards and relevant legislation that applies to the preschool.
- The school principal automatically assumes the role and responsibilities of preschool:
 - Nominated Supervisor
 - Educational Leader
 - Responsible person in charge.

Statement of philosophy

- The statement of philosophy is a living document which is the foundation for daily practice and guiding decision making. The philosophy of Mayfield West Demonstration Preschool is based on the practices and principles of the Early Years Learning Framework.
- The philosophy will be reviewed each year when a new cohort of children are enrolled (i.e. every 12 months).
- A copy of the philosophy is shared with parents, families and children as a part of the welcome pack. During Semester 1 they will be invited to contribute to the philosophy during events such as Lunch on the Lawn and via Seesaw.

- Educators will share a copy of the philosophy and discuss with staff during Term 2 to gather staff input for the preschool philosophy from all staff members once staff have had an opportunity to further develop and become familiar with the new cohort of children.
- In 2023 the statement of philosophy is displayed in the entry foyer as well as in various places around the big school.

Continuous improvement

- 'Effective evaluation and self-review enables a service to continuously improve their practice, policies and procedures. An ongoing cycle of self-assessment, planning and review, together with engagement with all stakeholders including families, creates a culture of continuous improvement at the service.' *p. 288 Guide to the NQF*
- The process of continuous improvement in preschool is similar to the school excellence cycle. Preschool goals are mirrored in the School Improvement Plan around implementation of new curriculum, engaging and refining pedagogy, creating a culturally safe environment for learning and wellbeing, accessing strategic support for students that need it engagement with families and partnerships with others.

Self-assessment

- Self-assessment will involve analysing the preschool team daily practices against the National Law and Regulations (compliance tables in the SAWD) and the standards and elements of each NQS Quality Area.
- This reflection and evaluation will confirm legislative compliance requirements are met and meeting the NQS, identify strengths in each of the Quality Areas of the National Quality Standard, and identify areas/goals for improvement.
- Opportunities for self-assessment include daily reflections, staff meetings, educator self-assessment, reflective questions on meeting agendas, engaging in deeper thinking about practice, seeking children's views, family feedback (for example, via email, surveys, Seesaw posts, daily interactions), and the service's previous Assessment and Rating report.
- The preschool team will engage in the "Building Quality in Department preschools" e-learning modules to thoroughly review each Quality Area in the 2023 Self-assessment working document (SAWD). The strength statements within the SAWD will be updated, and progress notes towards the achievement of improvement goals noted. Compliance check against the National Law and Regulations and will be completed and used in conjunction with the compliance check list from the *Leading and Operating Department Preschool Guidelines* to assess compliance.
- Educators will consider the following cycle from ACECQA: [ACECQA Self- Assessment Tool](#)

Addressing the exceeding themes

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.
- The Preschool team will refer to this guidance during self-assessment processes, reflecting on how each theme is evidenced in each of the standards within the preschool. These reflections will be noted in the meeting minutes and used to inform further meetings and plans.

Who is involved?

<ul style="list-style-type: none">• Principal• School executive• Educators• School community	<ul style="list-style-type: none">• Children• Families• AECG staff member• Wider community
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Developing Goals

- Educators will plan how the service will achieve improvements by developing goals.
- This will be achieved by including the following detail in the SAWD:
 - write a goal for each of the improvements that the service wants to achieve
 - seek consultation with staff, families and children about their priorities/ideas for goals.
 - note to which element or standard of the National Quality Standard it is related
 - record whether the goal is low, medium or high priority
 - set out the steps or strategies that will be used to achieve the goal
 - note how success will be measured (how the service will know that the goal has been achieved)
 - set a target date for achieving each goal (the date needs to be specific because the aim is to reach the goal).

Data sources

- Previous Assessment & Rating Report
- Meetings minutes
- Weekly critical reflection
- Reflections after a critical incident
- AECG input

- Observations
- Suggestions from children
- Feedback from surveys, emails, questionnaires, etc.
- Collaboration with school community and wider community