

# Preschool Procedure

## Governance



<b>Current</b>	<b>Term 2 2019</b>
<b>Next Review</b>	<b>Term 2 2020</b>
<b>Regulation(s)</b>	R. 181, R. 183
<b>National Quality Standard(s)</b>	<p>6.1.2: Families have opportunities to be involved in the service and contribute to service decisions.</p> <p>7.1.1: Appropriate governance arrangements are in place to manage the service.</p> <p>7.3.1: Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.</p> <p>7.3.2: Administrative systems are established and maintained to ensure the effective operation of the service.</p>
<b>Relevant DoE Policy and link</b>	<p><a href="#">Leading and Managing the School Policy PD/2004/0024/V01</a></p> <p><a href="#">Privacy code of practice – PDF – Legal Services</a></p> <p><a href="#">Advice 16 – Applying Appropriate Security to Records: What should and should not be regarded as “confidential” records? - DOC</a></p> <p><a href="#">Records management for schools – Business services</a></p>
<b>Relevant School Procedure</b>	
<b>Leading and Operating a Departmental Preschool</b>	Governance p. 81-107
<b>Key Resources</b>	

### Preschool Philosophy

Our statement of philosophy guides all aspects of our service operations.

Our philosophy:

- ✓ is consistently reflected in preschool operations and the practices of all educators (this relates to exceeding theme one)
- ✓ supports the school vision statement
- ✓ includes the children’s voices
- ✓ seeks input from preschool families, any community groups the preschool has a relationship with, and the rest of school through methods accessible to them
- ✓ reflects the uniqueness of the preschool
- ✓ identifies the theoretical influences that inform practice

- ✓ is reviewed collaboratively
- ✓ is easily understandable and accessible to all families and the school staff
- ✓ reflects the guiding principles of the NQS, being
  - the rights of the child are paramount
  - children are successful, competent and capable learners
  - equity, inclusion and diversity underpin the program and operations
  - Aboriginal and Torres Strait Islander cultures are valued
  - the role of the family is respected and supported
  - best practice is expected in the provision of education and care services.

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

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

Three supervisory roles exist within the preschool:

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

The principal is designated these three roles. When the principal is not on the school site or absent, the person relieving in the principal role automatically assumes these three positions

The current principal at Bass Hill Public School is Amiee Jahshan. Information listing the three roles, the principal's name and photo is displayed in the preschool entrance on the department's approved provider template.

The principal has:

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

Our preschool has approval and approval is displayed at entrance to the preschool.

### **Procedures**

The preschool develops local procedures which support the practical implementation that:

- support educators to understand their role and responsibilities
- ensure consistency of approach and embedded practice
- enhance effective management and teamwork
- guide high quality practices

- promote collaboration and partnership with families.

Procedures are reviewed annually by preschool and school staff; procedures are also amended in response to reflection and incidents. Families have access to the procedures through a hard copy as well as through the school website. Families have the opportunity for input and comment on procedures through everyday conversations and a comment box. Procedures are explained at parent information sessions and orientation.

### **Quality Improvement Plan (QIP)**

The preschool QIP addresses the department's third strategic goal of every student, every teacher, every leader and every school improving every year.

The QIP:

- is kept available on the preschool premises for families and inspection by ECED
- is submitted to ECED on request
- include the preschool's philosophy
- includes a self-assessment of practices against the National Law and Regulations and the NQS
- identifies areas requiring improvement
- is reviewed and revised at least annually, or as directed by ECED.

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

### **Performance and Development**

Each educator (including SLSOs) is part of a system of regular performance review and has individual performance and development plans in place.