### Staffing procedure

| National Quality Standard Education and Care Services National Law and National Regulations | | Associated department policy, procedure or guideline | Reference document(s) and/or advice from a recognised authority |
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| NQS: 4.1, 4.2  Regulations: 135, 136, 149, 151 | | Leading and operating department preschool guidelines  [Working with Children Check policy](https://education.nsw.gov.au/policy-library/policies/pd-2005-0264)  [Code of Conduct](https://education.nsw.gov.au/policy-library/policies/pd-2004-0020)  [Teachers Handbook](https://education.nsw.gov.au/about-us/careers-at-education/roles-and-locations/roles-at-education/teaching/teachers-handbook)  [Statement of duties – school learning support officer](https://education.nsw.gov.au/industrial-relations/a-z-of-industrial-relations-topics/SASS-statements-of-duties/statement-of-duties-school-learning-support-officer)  [Statement of duties – Aboriginal education officer](https://education.nsw.gov.au/industrial-relations/a-z-of-industrial-relations-topics/SASS-statements-of-duties/statement-of-duties-aboriginal-education-officer) | [Early Childhood Australia’s Code of Ethics](http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/)  [ACECQA qualification checker](https://www.acecqa.gov.au/qualifications/check)  [ACECQA information sheet – Belonging, Being and Becoming for Educators [PDF 1,509 KB]](https://www.acecqa.gov.au/sites/default/files/2018-04/QA4_BelongingAndBecomingForEducators.pdf)  ACECQA’s policy and procedures guidelines – [Staffing](https://www.acecqa.gov.au/sites/default/files/2021-08/StaffingGuidelines.pdf) |
| **Pre-reading and reference documents** | | | |
| [Early Childhood Australia’s Code of Ethics](http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/)  [ACECQA qualification checker](https://www.acecqa.gov.au/qualifications/check)  [ACECQA Information Sheet: Belonging, Being and Becoming for Educators](https://www.acecqa.gov.au/sites/default/files/2018-04/QA4_BelongingAndBecomingForEducators.pdf) | | | |
| **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:   * 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.   These tasks may be delegated to other members of the preschool team, but the responsibility sits with the principal. | | |
| **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:   * analysing complaints, incidents or issues and the implications for updates to this procedure * reflecting on how this procedure is informed by stakeholder feedback and relevant expert 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** | Preschool teachers and educators are responsible for working with the preschool leadership team to ensure:   * all staff in the preschool and daily practices comply with this procedure * this procedure is stored in a way that it is accessible to all staff, families, visitors and volunteers * they are actively involved in the review of this procedure, as required, or at least annually * details of this procedure’s review are documented. | | |
| **Procedure** | | | |
| **Staffing allocation and qualifications** | * Each preschool class is staffed at all times by an early childhood teacher and at least one School Learning Support Officer, Preschool (SLSO). * All preschool educators (ongoing, temporary, casual and relieving):   + have a current, verified WWCC for paid work   + approval to work in a department school   + an ACECQA approved qualification   + teachers are also accredited with *NSW Education Standards Authority* (NESA). * The regular educators are replaced by qualified educators during their breaks, release from face-to-face teaching, and absences. * SLSOs are relieved for a lunch and recess break by a suitably qualified SLSO or teacher from the school. * The preschool receives a 0.2 (one day a week) staffing allocation to complete administrative tasks related to the preschool. This includes enrolments, maintenance of the immunisation record, photocopying and other administrative tasks as directed by the principal or preschool supervisor. * The preschool receives a 0.4 (two days a week) staffing allocation for a Vietnamese Community Language teacher. This teacher works with the children with a Vietnamese language background, developing their verbal and written communication skills. | | |
| **Continuity** | * The preschool staffing roster ensures continuity of educators.   + The roster is developed by a member of the executive team.   + The roster is displayed in the preschool and an additional visual timetable is displayed at the preschool entrance, showing pictures of the staff who provide RFF, duty release or support in the preschool.   + Where possible, a small pool of regular teachers or suitably qualified SLSOs from the K-6 school are used for preschool duties.   + RFF is provided by the same educator each week.   + The school prioritises regular and well-known ECT casual staff when organising casual relief. * 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.   + All staff working directly with the children sign on using the staff sign in and out sheet, stored between the bathroom and kitchen entrances. | | |
| **Induction** | * All staff receive an induction before they commence work in the preschool.   + Newly appointed teachers are included in whole school induction procedures managed by the Principal, Deputy Principal and/or administrative staff.   + A preschool specific induction checklist is completed with new teachers and SLSOs and is the responsibility of the preschool teacher, or the preschool supervisor in the absence of the preschool teacher.   + Signed records of completed inductions are stored in the preschool staff induction folder. | | |
| **Educator performance and professional learning** | * All educators are familiar with [Early Childhood Australia’s Code of Ethics](http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/).   + The document is displayed in the preschool office.   + The document is included in the preschool induction checklist, to be read and discussed by new and existing staff. * All educators comply with the department’s [Code of Conduct](https://policies.education.nsw.gov.au/policy-library/policies/code-of-conduct-policy) and complete annual training as part of the DoE’s annual competency check. * Educator performance is managed by the school principal through the annual *Performance and Development Plan.* * Each educator’s performance and development plan identifies professional learning goals and strategies to meet these.   + Goals are developed based on collegial discussions between staff and their supervisor.   + The PDP process for preschool staff is overseen by the preschool supervisor, including reviews of their plans. * Staff are provided with professional learning opportunities to meet their goals.   + Preschool educators engage in whole school professional learning, as per the whole school professional learning calendar.   + Staff who would like to attend additional professional learning seek advice and approval from their supervisor and principal.   + Staff are encouraged to attend network meetings and other opportunities provided by Department of Education and other Early Childhood providers or agencies.   + Preschool staff engage in whole school activities for Staff Development Days unless there are other scheduled Early Childhood opportunities or events available.   + We are part of the Fairfield Preschool Network which allows educators to connect with and learn from colleagues in other settings. Where possible, we connect with other preschool teams for professional learning and networking within the school’s professional learning schedule. | | |
| **Volunteers and practicum students** | * Volunteers sign the visitor’s book to record the date and hours they were in the preschool.   + Volunteers play varied roles in the preschool dependent on their skills, e.g. gardening, supporting students and whole school events. * All volunteers and practicum students must be screened through the Department of Education’s eCPC system prior to volunteering in the preschool. The screening process is completed by the main school office. Volunteers are required to provide sufficient identification and either a paid or unpaid WWCC. This includes signed declarations that volunteers have no offences that would bar them from working with children and their 100-points proof of identity. * The preschool hosts education students completing high school work experience or practicums if requested by TAFE or universities. They are supported by the preschool educator and the whole school Practicum Student Coordinator. * The staff record (staff information folder) includes the full name, address and date of birth of each volunteer or student or who participates in the preschool. | | |

| Record of procedure’s review |
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| **Date of review and who was involved** |
| 5.8.2021. Sally Egan, Rebecca Donaldson, Jessica Le. |
| **Key changes made and reason/s why** |
| Adopted DoE template.  Develop preschool induction process to be completed with visiting and casual staff. |
| **Record of communication of significant changes to relevant stakeholders** |
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| Record of procedure’s review |
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| **Date of review and who was involved** |
| 18.8.2021. Sally Egan |
| **Key changes made and reason/s why** |
| Updated procedures for screening new volunteers in line with DoE processes and ‘*Providing a child safe environment procedure*’. |
| **Record of communication of significant changes to relevant stakeholders** |
| Updated copy emailed to Neil Bourke, Jessica Le, Rebecca Donaldson on 18.8.2021. |

| Record of procedure’s review |
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| **Date of review and who was involved** |
| 10.8.2022. Sally Egan, Rebecca Donaldson. |
| **Key changes made and reason/s why** |
| Nil changes – annual review. |
| **Record of communication of significant changes to relevant stakeholders** |
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| Record of procedure’s review |
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| **Date of review and who was involved** |
| 2.6.2023. Sally Egan. |
| **Key changes made and reason/s why** |
| Clarified who managed whole school induction for new employees. |
| **Record of communication of significant changes to relevant stakeholders** |
| Communicated to Neil Bourke and Rebecca Donaldson. |

| Record of procedure’s review |
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| **Date of review and who was involved** |
| 2.4.2024. Neil Bourke, Sally Egan, Rebecca Donaldson, Shumaila Shoaib, Thi Nguyen. |
| **Key changes made and reason/s why** |
| Updated location of staff sign in books and added detail about involvement in the Fairfield PS Network. |
| **Record of communication of significant changes to relevant stakeholders** |
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| Record of procedure’s review |
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| **Date of review and who was involved** |
| 24.4.2025. Sally Egan. |
| **Key changes made and reason/s why** |
| Updated wording to reflect DoE move to annual competency check in place of annual Code of Conduct training. |
| **Record of communication of significant changes to relevant stakeholders** |
| Communicated to Neil Bourke and Rebecca Donaldson for review on 13.5.2025.  Confirmed and printed 27.5.2025 |