### Elermore Vale Public School

**Duty of care of primary school children in the preschool procedure**

| Associated National Quality Standard | Education and Care Services National Law or Regulation | Associated department policy, procedure or guideline |
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| 2.2 | [Regulation 271](https://www.legislation.nsw.gov.au/view/html/inforce/current/sl-2011-0653#sec.92)  [Regulation 151](https://www.legislation.nsw.gov.au/view/html/inforce/current/sl-2011-0653#sec.93) | [Leading and operating department preschool guidelines](https://education.nsw.gov.au/teaching-and-learning/curriculum/early-learning/department-preschools) |
| **Pre-reading and reference documents** | | |
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| **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. | |
| **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:   * 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:   * 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** | | |
| **Ratios** | * The preschool must maintain a ratio of 1:10. If classes need to be split within a school the 1:10 ratio must be maintained. For example, if there are 15 children in attendance in the preschool, up to 5 Kindergarten-Year 6 children from the school can be in the preschool under the care of the preschool educators. * If school staff members are on relief duty in the preschool and there are 20 children already in attendance, then no other child is allowed to go into the preschool, as a 1:10 ratio must be maintained. Additional staff from the school are required to maintain ratio at all times if required. | |
| **Buddy classes in the preschool** | * If there is a supervised lesson/activity with a buddy class from the school, then the classroom teacher from the buddy class must be present in the preschool grounds at all times. The classroom teacher must sign the ‘visitor’ register when entering and leaving the preschool. If this activity is on-going and regular, then the staff member’s qualifications must be in a staff folder in the preschool. These qualifications are; * Working with children check clearance and expiry * Working with children check clearance – department verified * Teaching qualifications * NESA id and expiry * Employee number * Anaphylaxis * WHS induction * Child protection awareness training * Annual child protection update * Annual fraud and corruption control update * Annual code of conduct update * Anti racism policy * Annual cyber security update * Data breach * Aboriginal cultural education * Mandatory first aid qualifications * The Early Years Learning Framework (EYLF) has five outcomes.  1. Children have a strong sense of identify 2. Children are connected with and contribute to their world 3. Children have a strong sense of wellbeing 4. Children are confident and involved learners 5. Children are effective communicators  * The learning content from the buddy classes are based on the preschool educators using their professional judgement to make curriculum decisions. This is to ensure children in the preschool are immersed in authentic learning experiences which are based on the EYLF outcomes and children’s interests. These learning experiences should not exceed over 1 hour in the preschool as children from the buddy class need to continue with their normal program. * A common-sense approach to which children from K-6 are selected to spend time in the preschool is taken and the safety, wellbeing and education of all children is prioritised. | |
| **Children with medical conditions** | * A medical condition is defined as a condition diagnosed by a registered practitioner. This may include but not limited to * Anaphylaxis * Severe asthma * Epilepsy * Diabetes * Food allergy * If a child from a buddy class requires medication, then the classroom teacher is responsible for making the child’s medication available in preschool if required. For example, a child’s Epipen or asthma medication. | |
| **Immunisation** | * Children enrolled in a preschool must be immunised. Therefore, it is best practice for children from buddy classes to be immunised to enter the preschool and interact with the preschool children. Please refer to the [Immunisation Enrolment Toolkit: For Early Childhood Education and Care Services.](https://www.health.nsw.gov.au/immunisation/Publications/immunisation-enrolment-toolkit.pdf) | |
| **School students volunteering to assist in the preschool** | * Stage 3 students from EVPS are involved in setting up learning experiences in the outdoor environment each morning. The following arrangements are in place. * The Year 5 students involved have parental permission to participate in the preschool volunteer program. * The students attend in small groups of 3-4 on a rotating roster Monday – Friday between 8:30am and 9:00am. * The Year 5 students must wait until the school bell signals the 8:30am start of playground duty before attending the preschool. * The preschool teacher and SLSO assume duty of care for these students while they are in the preschool. * The requirements of the program is communicated to the Year 5 students daily by the teacher or SLSO. Any spontaneous changes, preschoolers input or planned variations are communicated to the Year 5 students by the SLSO. The school students input is highly valued and their ideas welcomed and included. * As part of an end of year celebrations, the Year 5 preschool helpers will receive a certificate and an ice block as recognition for their contribution to the program. | |

| Record of procedure’s review |
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| **Date of review and who was involved** |
| 26/04/2022  Preschool team- Louise Dittberner, Jo Morgan and Nicole Budden |
| **Key changes made and reason/s why** |
| Updated into new DoE proforma |
| **Record of communication of significant changes to relevant stakeholders** |
| No new changes |

| Record of procedure’s review |
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| **Date of review and who was involved** |
| 1/06/2023  Preschool team- Kristen Rowe, Louise Dittberner, Jo Morgan and Nicole Budden |
| **Key changes made and reason/s why** |
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| **Record of communication of significant changes to relevant stakeholders** |
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*Copy and paste a new table to record each occasion the procedure is reviewed.*