


# Soldiers' Settlement Preschool

## Continuous improvement procedure



Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
<b>Element 7.2.1</b> There is an effective self-assessment and quality improvement process in place	Regulations <a href="#">55 and 56</a>	<a href="#">School Excellence Policy</a>
Pre-reading and reference documents		
ACECQA information sheets: <ul style="list-style-type: none"> <li>• <a href="#">Practical ideas to support continuous quality improvement</a></li> <li>• <a href="#">Using complaints to support continuous improvement</a></li> <li>• <a href="#">Developing and reviewing your quality improvement plan</a></li> </ul>		
Staff roles and responsibilities		
School principal	<b>The principal is responsible for ensuring:</b> <ul style="list-style-type: none"> <li>• the preschool is always compliant with legislative standards related to this procedure</li> <li>• all staff involved in the preschool are familiar with and implement this procedure</li> <li>• all procedures are current and reviewed as part of a continuous cycle of self-assessment.</li> </ul>	
Preschool educators	<b>The preschool educators are responsible for working with leadership to ensure:</b> <ul style="list-style-type: none"> <li>• 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</li> <li>• being actively involved in the review of this procedure, as required, or at least annually</li> <li>• ensuring the details of this procedure's review are documented.</li> </ul>	

Procedure	
Rationale	<p>As a P-6 school, Soldiers' Settlement Preschool is guided by the School Excellence Framework (SEF) and the National Quality Framework (NQF). Educators make conscious efforts to ensure the preschool statement of philosophy drives the work of our educators forward with purpose.</p> <p>Dedicated preschool staff meetings will be held within the preschool to review and update preschool procedures, QIP goals for improvement and reflection of practice. These form part of our end of day reflection meetings as well as scheduled fortnightly team meetings.</p>
	
Philosophy	<p>In establishing the community shared values, the preschool statement of philosophy will be reviewed annually to include the voices of:</p> <ul style="list-style-type: none"> <li>• Preschool educators</li> <li>• Preschool children in attendance of the current year</li> <li>• Parents and family of children in attendance of the current year</li> <li>• School executive team</li> <li>• School vision statement</li> <li>• Aboriginal Education Officer</li> </ul>
Self-assessment	<ul style="list-style-type: none"> <li>• Self-assessment against the NQS drives continuous improvement and is essential to providing quality outcomes for children. (<a href="#">Guide to the NQF, 2018</a>)</li> <li>• Educators will use the self-assessment working document to identify service strengths, areas of compliance, practices that are Exceeding NQS, and areas and opportunities for quality improvement.</li> <li>• Self-assessment is regularly part of preschool meetings.</li> <li>• Quality areas are reviewed at point of need or in line with related procedures.</li> </ul>
Quality Improvement Plan (QIP)	<ul style="list-style-type: none"> <li>• The QIP supports educators to focus on improvements that will lead to better outcomes for children and families.</li> <li>• The QIP is a continuous working document that is formally scheduled for review yearly or earlier when required.</li> <li>• Progress of the goals are discussed at regularly at meetings with preschool educators and school executive.</li> <li>• The QIP and goals for improvement are to be displayed in the preschool foyer providing an opportunity for all staff, families and visitors to read and provide input into the continuous improvement of the preschool to provide a quality learning environment for our children.</li> <li>• Families will be encouraged to provide input at any time throughout the year through reminders on Class Dojo and by engaging in conversations about the QIP at arrival and pickup times.</li> <li>• A collaborative space on Microsoft Office Teams allows input between Preschool educators, Principal and Early Learning.</li> </ul>

<p><b>Procedures</b></p>	<p><b>Soldiers' Settlement Preschool</b> procedures are reviewed systematically via schedule of review or to:</p> <ul style="list-style-type: none"> <li>• rectify a recurring problem</li> <li>• incident or injury</li> <li>• to address a complaint</li> <li>• a change in legislation</li> <li>• to address a need as indicated in the Quality Improvement Plan.</li> </ul> <p>The review of procedures ensures educators understand their role and responsibilities and ensures a consistency of approach and embedded practice.</p> <p>Procedure reviews may include the following stakeholders as appropriate:</p> <ul style="list-style-type: none"> <li>• preschool educators</li> <li>• the principal</li> <li>• preschool children in attendance of the current year</li> <li>• parents and family of children in attendance of the current year</li> <li>• school executive team</li> <li>• Eastern Sydney Aboriginal Education Consultative Group (AECG)</li> </ul> <table border="1"> <thead> <tr> <th>Procedure</th><th>Review schedule</th></tr> </thead> <tbody> <tr><td>Acceptance and refusal of authorisations</td><td>Term 1</td></tr> <tr><td>Administration of first aid</td><td>Term 1</td></tr> <tr><td>Continuous improvement procedure</td><td>Term 2</td></tr> <tr><td>Dealing with complaints</td><td>Term 3</td></tr> <tr><td>Dealing with infectious diseases</td><td>Term 2</td></tr> <tr><td>Dealing with medical conditions</td><td>Term 3</td></tr> <tr><td>Delivery and collection of children</td><td>Term 1</td></tr> <tr><td>Emergency and evacuation procedures</td><td>Term 1</td></tr> <tr><td>Enrolment and orientation</td><td>Term 1</td></tr> <tr><td>Environmental sustainability philosophy</td><td>Term 1</td></tr> <tr><td>Excursions</td><td>Term 4</td></tr> <tr><td>Governance and management of the service</td><td>Term 2</td></tr> <tr><td>Incident, injury, trauma and illness</td><td>Term 2</td></tr> <tr><td>Interactions with children</td><td>Term 1</td></tr> <tr><td>Nutrition, food and beverages and dietary requirements</td><td>Term 3</td></tr> <tr><td>Payment of fees</td><td>Term 3</td></tr> <tr><td>Physical activity and digital media</td><td>Term 2</td></tr> <tr><td>Providing a child safe environment</td><td>Term 2</td></tr> <tr><td>Sleep and rest</td><td>Term 4</td></tr> <tr><td>Staffing</td><td>Term 4</td></tr> <tr><td>Sun protection</td><td>Term 3</td></tr> <tr><td>Water Safety</td><td>Term 4</td></tr> </tbody> </table>	Procedure	Review schedule	Acceptance and refusal of authorisations	Term 1	Administration of first aid	Term 1	Continuous improvement procedure	Term 2	Dealing with complaints	Term 3	Dealing with infectious diseases	Term 2	Dealing with medical conditions	Term 3	Delivery and collection of children	Term 1	Emergency and evacuation procedures	Term 1	Enrolment and orientation	Term 1	Environmental sustainability philosophy	Term 1	Excursions	Term 4	Governance and management of the service	Term 2	Incident, injury, trauma and illness	Term 2	Interactions with children	Term 1	Nutrition, food and beverages and dietary requirements	Term 3	Payment of fees	Term 3	Physical activity and digital media	Term 2	Providing a child safe environment	Term 2	Sleep and rest	Term 4	Staffing	Term 4	Sun protection	Term 3	Water Safety	Term 4
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<p><b>Individual Professional Development Plans</b></p>	<p>The Principal/Nominated Supervisor ensures that each staff member has a Professional Development Plan (PDP) to facilitate their professional growth and ensure the provision of quality teaching and learning, consistent with the NSW Department of Education policies, aims and strategic directions, school plan and our QIP goals.</p> <p>The Principal/Nominated Supervisor meets with staff individually at the start of the year to discuss and review professional learning goals that each staff member has set and determine how these learning goals will engage and support staff in their practice.</p> <p>Goals and progress are reviewed at the end of term 2 and a review is held at the end of</p>																																														

	<p>the year of the goals and progress achieved throughout the year.</p> <p>This process ensures that the professional learning of the preschool staff is relevant and continuous, and that staff are reflecting on areas that they would like to improve in for their knowledge and practice.</p>
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Record of procedure's review	
Date of review and who was involved	
24/5/23 preschool team, whole school staff team, children, and families	
Key changes made and reason/s why	
Removed P-2 initiative officers and replaced with early learning.  Explained how we will regularly review in daily reflection and fortnightly team meetings	
Record of communication of significant changes to relevant stakeholders	
Date of review and who was involved	
5/5/22 preschool team, whole school staff team, children, and families	
Key changes made and reason/s why	
The review dates of some procedures were changed to ensure there is continuous review of procedures rather than too many procedures being due at the same time.	
Record of communication of significant changes to relevant stakeholders	