

## Self-assessment and continuous improvement – preschool procedure table


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
<b>NQS: 7.1 and 7.2</b>  <b>Law Section:</b>  <b>Regulations: 55 and 56</b>	Leading and Operating Department Preschool Guidelines  <a href="#">School excellence procedure</a> <a href="#">[PDF 289 KB]</a>	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 (QIP)</a></li> <li>• <a href="#">Reviewing Your Service Philosophy</a></li> </ul>

### Responsibilities

<b>School principal</b>	<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"> <li>• the preschool is compliant with legislative standards related to this procedure at all times</li> <li>• all staff involved in the preschool are familiar with and implement this procedure</li> </ul>
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	<ul style="list-style-type: none"> <li>all procedures are current and reviewed as part of a continuous cycle of self- assessment.</li> </ul> <p>These tasks may be delegated to other members of the preschool team, but the responsibility sits with the principal.</p>
<b>Preschool supervisor</b>	<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 could include:</p> <ul style="list-style-type: none"> <li>analysing complaints, incidents or issues and the implications for updates to this procedure</li> <li>reflecting on how this procedure is informed by stakeholder feedback and relevant expert authorities</li> <li>planning and discussing ways to engage with families and communities, including how changes are communicated</li> <li>developing strategies to induct all staff when procedures are updated to ensure practice is embedded.</li> </ul>
<b>Preschool teacher(s) and educator(s)</b>	<p>Preschool teachers and educators are responsible for working with the preschool leadership team to ensure:</p> <ul style="list-style-type: none"> <li>all staff in the preschool and daily practices comply with this procedure</li> <li>this procedure is stored in a way that it is accessible to all staff, families, visitors and volunteers</li> <li>they are actively involved in the review of this procedure, as required, or at least annually</li> <li>details of this procedure's review are documented.</li> </ul>

## Procedure

<p>Introduction</p>	<p>Engaging in continuous improvement means regularly making informed changes to operations and practices (big and small), resulting in improved outcomes for children.</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <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 as a team. These form part of our end of day reflection meetings as well as meetings on staff development days.</p> 
<p>Philosophy review</p>	<p>The preschool philosophy's purpose is to show the whole community's shared values for the children at the preschool</p> <p><b>The preschool statement of philosophy will be reviewed annually. During Term 1, each stakeholder will be given a copy of the current philosophy and prompting questions to help them reflect and add suggestions to the document. These stakeholders include:</b></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>Aboriginal Education Officer</li> </ul> <p>Information is then collated by staff, reviewed, and decisions are made of how to update the philosophy to reflect all stakeholder's voices. The new draft philosophy is distributed to stakeholders to check and make any final changes before it is published.</p>

	<p>The published philosophy will be shared via:</p> <ul style="list-style-type: none"> <li>• Displays in the preschool</li> <li>• Preschool website</li> <li>• Printed copy handed to all stakeholders</li> </ul>
Self-assessment	<p>The purpose of the self-assessment is to document what the preschool is doing well and potential areas for improvement. It involves individuals and teams thinking critically about how and why things are done.</p> <ul style="list-style-type: none"> <li>• During this assessment, a range of things are reviewed, including but not limited to compliance with regulatory standards, practices against the NQS, alignment of the educational program with the philosophy and EYLF.</li> <li>• Self-assessment against the NQS drives continuous improvement and is essential to providing quality outcomes for children. (Guide to the NQF, 2018)</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>• Staff will utilise some of their end of day reflection time to critically reflect on the educational program. The educational program will also be reviewed at times during executive meetings and staff will have opportunities to compare programs at preschool network meetings.</li> <li>• Self-assessment is regularly part of preschool meetings. This may form part of the end of day reflection meetings where all preschool educators from that day are present, at whole school weekly staff meeting and at executive meetings. This ensures all staff members' ideas and perspectives are included.</li> <li>• Quality areas are reviewed at point of need or in line with related procedures.</li> <li>• Feedback, complaints and records of serious incidents are collected, analysed and incorporated into meeting discussions</li> </ul>

	<ul style="list-style-type: none"> <li>• Early childhood newsletters, books, research articles, network meetings and learning from professional workshops inform self-assessment discussions</li> <li>• Our school is a P-6 school, so all decisions are made in consideration with all year levels in mind, including preschool. The preschool will also be included in whole school assessments, including the school validation process.</li> <li>• Goals are identified through feedback from all stakeholders. They are documented in the QIP, and continually reflected upon to ensure progress towards them.</li> </ul>
Documentation of the outcomes of the self-assessment	<p>The outcomes of the self-assessment must be documented in either the QIP template or Self Assessment or Planning (SAaP) app.</p> <ul style="list-style-type: none"> <li>• The QIP can be viewed at any time via the preschool laptop in the preschool information foyer. This provides 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>• The preschool assistant principal is responsible for adding the updates and progress notes after discussion with preschool team. This is undertaken during RFF and after school hours.</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>• Families will be encouraged to provide input at any time throughout the year through reminders in newsletters and by engaging in conversations about the QIP at arrival and pickup times.</li> </ul>
Implement, evaluate and	<p>It is recommended that any identified changes be trialled for a set period to evaluate if the change has the desired impact and to determine if an</p>

review	improvement has been made. All staff will play a part in this evaluation that will assess how the changes have had a positive impact. The preschool assistant principal will update related procedures and the QIP accordingly.																																																		
<b>Procedures – review</b>	<ul style="list-style-type: none"> <li>The below roster is followed for reviewing procedures:</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 responsibility</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>Keeping Pets at Preschool</td><td>Term 2</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>Programming and documentation</td><td>Term 3</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> <ul style="list-style-type: none"> <li>Procedures will also be reviewed earlier to: <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> </li> </ul>	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 responsibility	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	Keeping Pets at Preschool	Term 2	Nutrition, food and beverages and dietary requirements	Term 3	Payment of fees	Term 3	Physical activity and digital media	Term 2	Programming and documentation	Term 3	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>The review of procedures ensures educators understand their role and responsibilities and ensures a consistency of approach and embedded practice.</p> <ul style="list-style-type: none"> <li>• The preschool assistant principal is responsible for keeping the team on track with reviews.</li> <li>• Procedure reviews may include the following stakeholders as appropriate: <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> </ul> </li> </ul>
<b>Procedures – Families</b>	<ul style="list-style-type: none"> <li>• During orientation, families are informed of many procedures and are given printed copies of relevant procedures as part of the parent information pack. They are also shown in the parent information session how to access the preschool website and how to review any of the preschool procedures at their own leisure. Families at any time may access the preschool laptop in the parent information foyer to review procedures.</li> <li>• During review of procedures families are shown procedures in the Dojo app. They are also told to refer to the Dojo app to look at the procedures and give us feedback. During parent information sessions, parents are also shown the procedures we are currently reviewing and given the chance to give feedback.</li> </ul>

<b>Procedures – Storage and accessibility</b>	<ul style="list-style-type: none"> <li>Procedural changes are recorded at the bottom of each procedure and communicated to all stakeholders through meetings and discussions with staff and via the school website and discussion with families.</li> <li>A printed copy of all procedures is stored in a folder in the preschool office.</li> </ul>
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## Record of procedure's review

<b>Date of review</b>	28/5/25
<b>Who was involved</b>	preschool team, whole school staff team, children, and families
<b>Key changes made and reason why</b>	None needed at this time
<b>Record of communication of significant changes to relevant stakeholders</b>	<p>Principal: participated in review, handed updated copy</p> <p>Staff: participated in review, updated copy in staffroom policy folder</p> <p>Parents: participated in review, updated copy on website</p> <p>Please note, parents must be notified at least 14 days prior to a change that may have a significant impact on their service's provision of education and care or a family's ability to use the service.</p>
<b>Date of review</b>	24/5/24
<b>Who was involved</b>	preschool team, whole school staff team, children, and families
<b>Key changes made and reason why</b>	Clarifying when meetings are held.



<b>Record of communication of significant changes to relevant stakeholders</b>	<p>Principal: participated in review, handed updated copy</p> <p>Staff: participated in review, updated copy in staffroom policy folder</p> <p>Parents: participated in review, updated copy on website</p> <p>Please note, parents must be notified at least 14 days prior to a change that may have a significant impact on their service's provision of education and care or a family's ability to use the service.</p>
<b>Date of review</b>	7/12/23
<b>Who was involved</b>	Preschool team
<b>Key changes made and reason why</b>	Transferred to new DOE format
<b>Record of communication of significant changes to relevant stakeholders</b>	<p>Principal: participated in review, handed updated copy</p> <p>Staff: participated in review, updated copy in staffroom policy folder</p> <p>Parents: participated in review, updated copy on website</p> <p>Please note, parents must be notified at least 14 days prior to a change that may have a significant impact on their service's provision of education and care or a family's ability to use the service.</p>
<b>Date of review</b>	24/5/23
<b>Who was involved</b>	preschool team, whole school staff team, children, and families
<b>Key changes made and reason why</b>	<p>Removed P-2 initiative officers and replaced with early learning.</p> <p>Explained how we will regularly review in daily reflection and fortnightly team meetings</p>

<b>Record of communication of significant changes to relevant stakeholders</b>	Permanent school staff will be alerted to changes during next school staff meeting. Casual teachers will be alerted to read local procedures folder on next commencement day of work with staff alerting them to changes.
<b>Date of review</b>	5/5/22
<b>Who was involved</b>	preschool team, whole school staff team, children, and families
<b>Key changes made and reason why</b>	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.
<b>Record of communication of significant changes to relevant stakeholders</b>	Permanent school staff will be alerted to changes during next school staff meeting. Casual teachers will be alerted to read local procedures folder on next commencement day of work with staff alerting them to changes.

Copy and paste the last 4 rows to the bottom of the table each time a new review is completed.