



IRRAWANG PUBLIC SCHOOL

PRESCHOOL

Leading Continuous Improvements in the Preschool 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
NQS: 7.2 Regulations: 168(2)(1), 31, 55, 56	Leading and operating department preschool guidelines	QA 7 – Governance and Leadership

Responsibilities

School principal	<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"> 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. <p>These tasks may be delegated to other members of the preschool team, but the responsibility sits with the principal.</p>
Preschool supervisor	<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"> 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 teacher(s) and educator(s)	<p>Preschool teachers and educators are responsible for working with the preschool leadership team to ensure:</p> <ul style="list-style-type: none"> ● 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

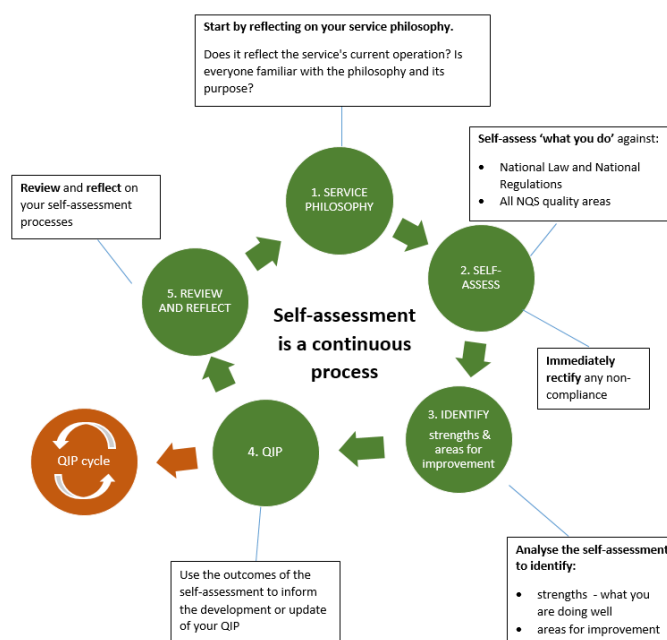
This procedure related to ensuring a process of continuous improvement in the preschool leads to a culture resulting in improved learning experiences and outcomes for children.

Legislative Requirements of Quality Improvement	<ul style="list-style-type: none"> ● The National Law requires all children's services to have a Nominated Supervisor. ● The Nominated Supervisor requires knowledge of the Education and Care Services National Regulations and is responsible for the overall supervision of the preschool, the program of activities, and any other specific matters relating to the preschool, including the process of continuous improvement. The Nominated Supervisor should also be aware of the National Quality Standards and relevant legislation that applies to the preschool. ● The school principal automatically assumes the role and responsibilities of preschool: <ul style="list-style-type: none"> ~ Nominated Supervisor ~ Educational Leader ~ Responsible person in charge. ● The Educational Leader is a role where the 'tasks associated' are delegated to the Pedagogical Leader. ● The Pedagogical Leader is an Assistant Principal position (0.4) created in 2021 to support the Principal in undertaking their tasks as Educational Leader. ● The position of Pedagogical Leader is subject to change where necessary at the discretion of the school principal.
Statement of Philosophy	<ul style="list-style-type: none"> ● The Statement of Philosophy is a living document which is the foundation for daily practice, guiding decision making. ● The Statement of Philosophy is reviewed annually in Term 1 when a new cohort of children are enrolled. ● Parents, families and children are invited to contribute to the Statement of Philosophy via surveys and informal discussion during Weeks 1-5, Term 1. ● Staff have the opportunity to contribute to the Statement of Philosophy through surveys emailed during Term 1. ● The Statement of Philosophy is reviewed and redesigned using the image from our local AECC as the background (permissions granted by the president of the Local AECC). Each preschool group decorates the AECC logo design with their own artworks which is then transferred to the background of the Statement of Philosophy. Particular focus is spent displaying our connection to children, families, community and Worimi

land where we are on. This practice is repeated annually in line with the review process reflecting each new year's preschool groups.

Self-Assessment

- Self-assessment will involve analysing the preschool team's daily practices against the National Law and Regulations and the standards and elements of each NQS Quality Area in the Preschool's SA-WD.
- This reflection and evaluation will confirm legislative compliance requirements are met and meeting the NQS, identify strengths in each of the Quality Areas of the National Quality Standard, and identify areas/goals for improvement.
- Opportunities for self-assessment include:
 - ~daily reflections,
 - ~weekly staff meeting reflections,
 - ~educator self-assessment (PDP),
 - ~engagement in deeper thinking about Principles & Practice (Whiteboard in Community Room),
 - ~seeking children's views & family feedback via email, surveys, Sentral Parent Portal comments, whole school Facebook comments & daily interactions, and
 - ~service's previous Assessment and Rating report comments.
- The preschool team will review each Quality Area in the Preschool's Self Assessment-Working Document (SA-WD) with support of the Pedagogical Leader throughout the year as per the Review Schedule. The Key Practice Statements will be updated as required, progress notes collected and Improvement Goals annotated/updated as required. As Improvement goals are met, these will be written into Key Practice statements and transferred in the SA-WD. New Improvement Goals will be developed as necessary/identified.
- Compliance checks against the National Law and Regulations will be completed frequently and used in conjunction with the Compliance Checklist from the Leading and Operating Department Preschool Guidelines to assess compliance.
- Educators will consider the following cycle from [ACECQA: ACECQA Self-Assessment Tool](#) to support the continuous improvement in the preschool.



<p>Addressing the Exceeding Themes</p>	<ul style="list-style-type: none"> ● Three exceeding themes of practice are identified in the Guide to the National Quality Framework: <ul style="list-style-type: none"> Theme 1: Practice is embedded in service operations Theme 2: Practice is informed by critical reflection Theme 3: Practice is shaped by meaningful engagement with families and/or the community ● Section 3 of the Guide to the National Quality Framework includes an overview of these themes including indicators guiding how the standard may be exceeded. These indicators relate to practice, programs, environments or policy. ● The Preschool Team will refer to this guidance during self-assessment processes, reflecting on how each theme is evidenced in each of the standards within the preschool and annotated in the SAWD where relevant.
<p>Who is Involved?</p>	<ul style="list-style-type: none"> ● Key Stakeholders in supporting Preschool and their Continuous Improvement include: <ul style="list-style-type: none"> ~ Principal ~ School Executive ~ Educators (Whole School Staff) ~ School Community ~ Children ~ Families ~ AECG ~ Wider Community
<p>Developing Goals</p>	<ul style="list-style-type: none"> ● Educators will plan how the service will achieve improvements by developing goals. ● This will be achieved by including the following detail in the Self Assessment-Working Document: <ul style="list-style-type: none"> ~ write a goal for each of the improvements that the service wants to achieve, ~ seek consultation with staff, families and children about their priorities/ideas, ~ note which element/standard of the National Quality Standard it is related to, ~ record whether the goal is low, medium or high priority, ~ set out the steps or strategies that will be used to achieve the goal, ~ note how success will be measured (how the goal has been achieved), ~ set a target date for achieving each goal (realistic/relevant). ● <i>Data Sources used to support goal development:</i> <ul style="list-style-type: none"> ~ ACECQA Self-Assessment tool, ~ Previous Assessment & Rating Report, ~ ECERS-E /SSTEW research scales, ~ Meetings minutes, ~ Weekly critical reflection, ~ Reflections after a critical incident, ~ AECG input.

Record of procedure's review

<p>Date of review and who was involved</p>	<p>23/04/21 Michelle Lynch (Pedagogical Leader) Hylie McEvoy (Preschool Educator)</p> <p>26/11/21 Hylie McEvoy (Preschool Educator)</p> <p>9/12/22 Hylie McEvoy (Preschool Educator) Michelle Lynch (Pedagogical Leader)</p> <p>15/12/23 Hylie McEvoy (Preschool Educator) Michelle Lynch (Pedagogical Leader)</p> <p>29/11/24 Hylie McEvoy (Preschool Educator) Michelle Lynch (Pedagogical Leader)</p>
<p>Key changes made and reason why</p>	<p>9/12/22 Statement of Philosophy will have new artwork designed on AECG logo outline as background from new preschool groups each year. Changed QIP to SAWD. Updated process of review of the SAWD. Update Review Schedule.</p> <p>15/12/23 -Updated as per Early Learning Leading and Operating Preschool Guidelines vSept2023</p> <p>29/11/24 No updates required</p>
<p>Record of communication of significant changes to relevant stakeholders</p>	<p>Principal: Email & Acknowledgement Spreadsheet 29/11/24</p> <p>Staff: Email & Acknowledgement Spreadsheet 29/11/24</p> <p>Parents: Sentral Parent Portal 29/11/24</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>