



IRRAWANG PUBLIC SCHOOL

PRESCHOOL

Preschool Leading Continuous Improvements in the Preschool Procedure

Associated National Quality Standards	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
QA 7 – Governance and Leadership 7.2 – Leadership	Regulation 168(2)(1) Regulation 31 Regulation 55 Regulation 56	Leading and operating department preschool guidelines (Pages 8-10) NSW DoE School Excellence and Accountability NSW DoE Preschool Site
Pre-reading and reference documents		
Staff roles and 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. 	
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.</p> <p>This could include:</p> <ul style="list-style-type: none"> 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 (This includes all	<p>The preschool educators are responsible for working with leadership to ensure:</p> <ul style="list-style-type: none"> all staff in the preschool and daily practices comply with this procedure 	

staff;
casuals,
lunch cover,
volunteers
and anyone
else who
works in the
preschool)

- 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

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

- 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:
 - ~ Nominated Supervisor
 - ~ Educational Leader
 - ~ Responsible person in charge.

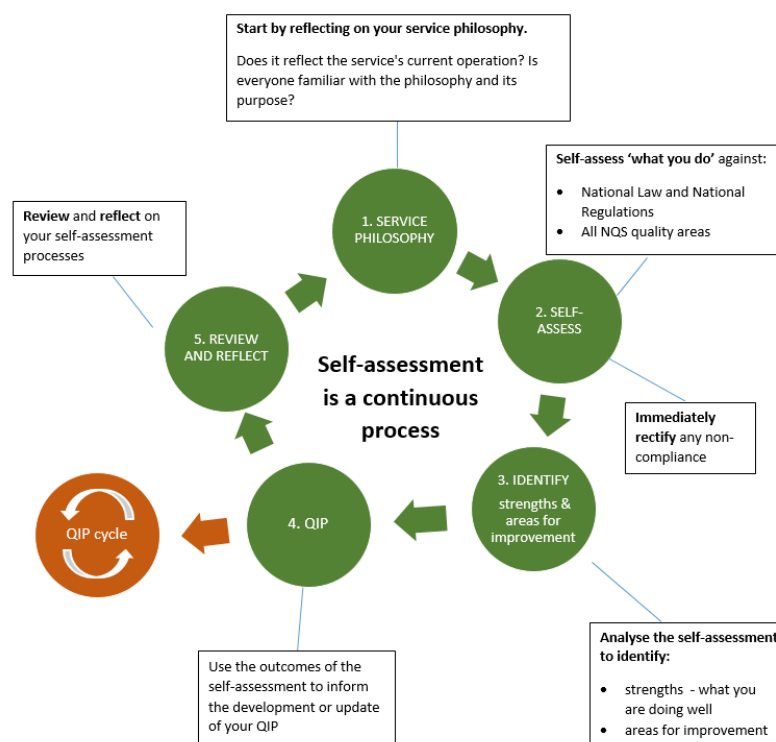
ADDITION: In 2021, a Pedagogical Leader has been introduced into the Preschool Team to support the roles of the school principal. This position is subject to change where necessary at the discretion of the school principal.

Statement of Philosophy

- The statement of philosophy is a living document which is the foundation for daily practice and guiding decision making.
- The philosophy will be reviewed each year when a new cohort of children are enrolled (i.e. every 12 months)
- Parents, families and children will be invited to contribute to the philosophy via surveys and response opportunities throughout Term 1.
- Staff will have the opportunity to add input to the preschool philosophy through surveys distributed during Term 1.
- In 2021, the Statement of Philosophy was reviewed and redesigned using the image from our local AECC as the background. Particular focus was spent displaying our connection to children, families, community and Worimi land where we are on.

Self-Assessment

- Self-assessment will involve analysing the preschool team daily practices against the National Law and Regulations (compliance tables in the QIP) and the standards and elements of each NQS Quality Area.
- 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, staff meetings, educator self-assessment, reflective questions on meeting agendas, engaging in deeper thinking about practice, seeking children's views, family feedback (for example, via email, surveys, Facebook posts, daily interactions), and the service's previous Assessment and Rating report.
- The preschool team (Hylie and Alex) will review each Quality Area in the 2020 Quality Improvement Plan, with support of the Pedagogical Leader (2021) throughout the year with a term focus. The strength statements will be updated, and progress notes towards the achievement of improvement goals noted. In 2021, the Preschool Team will work on converting the QIP to the Self-Assessment- Working Document. Compliance checks against the National Law and Regulations will be completed frequently and used in conjunction with the compliance check list from the Leading and Operating Department Preschool Guidelines to assess compliance.
- Educators will consider the following cycle from [ACECQA: ACECQA Self-Assessment Tool](#)



Addressing the Exceeding Themes

Three exceeding themes of practice are identified in the [Guide to the National Quality Framework](#):

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. In addition, following the guidance to meet each standard, are specific indicators describing how the standard may be exceeded. The 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. These reflections will be noted in the meeting minutes and used to inform further meetings and plans.

Who is involved?

<ul style="list-style-type: none">● Principal● School executive● Educators● School community	<ul style="list-style-type: none">● Children● Families● AECG● Wider community
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Developing Goals

- Educators will plan how the service will achieve improvements by developing goals.
- This will be achieved by including the following detail in the QIP/Self-Assessment: Working Document:
 - 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 for goals. - note to which element or standard of the National Quality Standard it is related
 - 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 service will know that the goal has been achieved)
 - set a target date for achieving each goal (the date needs to be specific because the aim is to reach the goal).

Data Sources

- 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

- Observations
- Suggestions from children
- Feedback from surveys, emails, questionnaires, etc.
- Collaboration with school community and wider community

Timetable

- The following outlines which Quality Area and localised procedures will be revised during the school year:

School Term	Quality Area	Localised Procedures
Term 1	<p>For Example: <i>Quality Area 2 – Children’s Health & Safety</i></p> <p><i>Quality Area - 1</i> <i>Quality Area - 5</i></p>	<p>(2) (a) Policies and procedures are required in relation to the following— health and safety, including matters relating to— (i) nutrition, food and beverages, dietary requirements; and (ii) sun protection; and (iii) water safety, including safety during any water-based activities; and (iv) the administration of first aid; (v) sleep and rest, (vi) screen time and children (optional) (vii) physical activity (optional)</p> <p>Refer to attached timetable for Localised Procedure Review</p>
Term 2	<p><i>Quality Area - 2</i> <i>Quality Area - 4</i></p>	Refer to attached timetable for Localised Procedure Review
Term 3	<p><i>Quality Area - 3</i> <i>Quality Area - 6</i></p>	Refer to attached timetable for Localised Procedure Review
Term 4	<p><i>Quality Area - 7</i></p>	Refer to attached timetable for Localised Procedure Review

Record of procedure’s review

Date of review and who was involved

23/04/21

Michelle Lynch (Pedagogical Leader)

Hylie McEvoy (Preschool Educator)

26/11/21

Hylie McEvoy (Preschool Educator)

Key changes made and reason/s why

Record of communication of significant changes to relevant stakeholders

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Staff Acknowledgement of Localised Procedure

By recording your name and the date, you acknowledge that you have read and understood the processes outlined in the above Localised Procedure to be upheld in the Preschool.

Name	Date	Name	Date
Michelle Lynch	15/12/21	Tegan Carroll	23/12/21
StAcy Mathieson	15/12/21	Gail Thompson	26/12/21
Simon Jones	15/12/21	Linda Finch	9/01/22
Matthew Macdonald	15/12/2021	Melissa Beasley	13/01/22
Phoebe Burchill	15/12/2021	Andrew Isberg	13/01/22
Anne Levido	15/12/2021	Jasmine Obernier	14/01/22
Merri Brady	15/12/2021	Alana Compton	16/01/22
Sarah Pass	15/12/2021	Linda Ray	19/01/22
Alison milner	15/12/2021	Emma Smurthwaite	21/12/21
Lacey Beneke	15/12/21	Maddie Quinn	20/01/22
Jye Douglass	15/12/21	Trent Tull	20/01/22
Megan Neilands	16/12/21	Sara Morgan	20/01/22
Taylor Ingram	16/12/21	Lucy Dallas	20/01/22
Michelle Godwin	16/12/21	Rochelle Aylett	20/01/22
Sue Allen Jonno bray	16/12/21 25/1/22	Cassandra Kisielewicz	20/01/22
Kristie Medway	19/12/21	Lisa Ping	20/01/22

Amy Phipps	20/01/22	Megan Lysaght	20/1/22
Abby Thomson	20/01/22	Ellissa Cook	20/1/22
Fran Edman	20/1/22	Jaci Blackman	20/1/22
Sarah Rudolph Kimberley Stackman	21/1/22 21/01/22	Gina Ascott-Evans	21/1/22
Hylie McEvoy	21/1/22	Alexandra Hay	21/1/22
sam shea Rebecca Griffey	21/1/22 21/1/22	Kellie Cockle	21/1/22
Ashley Kasalo	21/1/22	Toni carroll Treena McGarry	21/1/22 22/1/22
Diane Holdom	22/1/22	Emily Pascoe	22/01/22
Dionne Boyd	23/1/22	Janette Cowan	23/1/22
Skye Knight	24/1/22	Cathy Pitkin	24/1/22
Felicity Pacevski	24/1/22	<i>Chelle Robertson</i>	24/1/22
Elleigh Lysaught	25/1/22	<i>Deborah Coles</i>	25/1/22
Leanne Green	27/1/22	<i>Brooke Smith</i>	27/01/22
Anna Begley Mark Begley	28/1/2022		