



Preschool self-assessment and continuous improvement procedure

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
7.1 7.2	Regulation 55 Regulation 56	Leading and Operating Department Preschool Guidelines
Pre-reading and reference documents		
ACECQA information sheets: <ul style="list-style-type: none"> • Practical ideas to support continuous quality improvement • Using complaints to support continuous improvement • Developing and reviewing your quality improvement plan • Reviewing Your Service Philosophy 		
Staff roles and responsibilities		
School principal	The principal as Nominated Supervisor and Educational Leader holds primary responsibility for the preschool. The principal is responsible for ensuring: <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	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. <ul style="list-style-type: none"> • analyzing complaints, incidents or issues and what the implications are for the updates to this procedure 	

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supervisor	<ul style="list-style-type: none"> reflecting on how this procedure is informed by relevant recognized 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	<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 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		
Introduction	<ul style="list-style-type: none"> ‘Effective evaluation and self-review enables a service to continuously improve their practice, policies and procedures. An ongoing cycle of self-assessment, planning and review, together with engagement with all stakeholders including families, creates a culture of continuous improvement at the service.’ <i>p. 278 Guide to the NQF</i> The process of continuous improvement in preschool is similar to the school excellence cycle. Preschool is included in the School Improvement Plan. 	
Philosophy review	<ul style="list-style-type: none"> The statement of philosophy is a living document which is the foundation for daily practice and guiding decision making. The philosophy of Edgeworth PS Preschool is based on the practices and principles of the Early Years Learning Framework. 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 at the meet and greet interview, during preschool transition sessions and throughout Term 1. Educators will hold a staff meeting in Term 2 to gather staff input for the preschool philosophy from all staff members, once staff are familiar with the new cohort of children. In 2021 the statement of philosophy is displayed at the preschool entrance and in the main preschool room above the smart board. 	

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Self-assessment

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 things are done and why they are done as they are.

- Self-assessment will involve analysing the preschool team daily practices against the National Law and Regulations (compliance tables in the QIP/self-assessment working document) 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.

Self-assessment is a continuous process

1. SERVICE PHILOSOPHY
Start by reflecting on your service philosophy.
Does it reflect the service's current operation? Is everyone familiar with the philosophy and its purpose?

2. SELF-ASSESS
Self-assess 'what you do' against:
• National Law and National Regulations
• All NQS quality areas
Immediately rectify any non-compliance

3. IDENTIFY strengths & areas for improvement
Analyse the self-assessment to identify:
• strengths - what you are doing well
• areas for improvement

4. QIP
Use the outcomes of the self-assessment to inform the development or update of your QIP

5. REVIEW AND REFLECT
Review and reflect on your self-assessment processes

QIP cycle

- Educators will plan how the service will achieve improvement/s by developing goals by using the spiral of enquiry.

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<p>Developing goals</p>	 <ul style="list-style-type: none"> • This will be achieved by including the following detail in the Self-assessment working document - write a goal for each of the improvements that the service wants to achieve - 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).
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<p>Documentation of the outcomes of the self-assessment</p>	<p>The outcomes of the self-assessment must be documented in either the <u>quality improvement plan</u> (QIP) template or <u>self-assessment working document</u>. <u>Regulations 55 and 56</u> note the requirements around what must be addressed/included in this documentation.</p> <ul style="list-style-type: none"> • The Quality Improvement Plan is located in a folder in the family room for families to access. The goals are displayed in the window. • The Assistant Principal preschool leads the review of the QIP and ensures that it is updates. • In 2021 a Preschool Assistant Principal is leading the team to transition to the self-assessment working document.
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<p>Implement, evaluate and review</p>	<p>It is recommended any identified changes be trialled for a set period to evaluate if the change has the desired impact and to determine if an improvement has been made.</p> <ul style="list-style-type: none"> • The preschool team will evaluate any changes that have been implemented. • Educators will use an improvement cycle comment and the Microsoft team
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	<p>drive to document evaluations.</p> <ul style="list-style-type: none"> The Preschool Assistant Principal will update any required documentation. 	
<p>Procedures</p>	<p>Procedures support consistent, high-quality practices by all staff.</p> <p>Review</p> <ul style="list-style-type: none"> Localised procedures are reviewed annually following a schedule. The Preschool Assistant Principal ensures the review schedule is followed. What situations may trigger a review (for example, an incident, complaint or change in legislation). <p>Families</p> <ul style="list-style-type: none"> Families are informed about the procedures through the family handbook and Storypark App. Families can access procures by the school website. Procures that have been reviewed are shared with families to allow them to have unput. <p>Storage and accessibility</p> <ul style="list-style-type: none"> Changes to procedures are noted at the bottom of each procedure. A hard copy of the procedures is located in the preschool office. Procures are also stored on the preschool Microsoft Team drive and uploaded to the school website. Localised procedures are listed in the staff handbook. 	

Record of procedure's review

Date of review and who was involved

28/09/2021 Claire Callinan, Chelsea Stanton & Jen Mitchell

Key changes made and reason/s why

Record of communication of significant changes to relevant stakeholders

Date of review and who was involved

August 2022

Key changes made and reason/s why

NIL

Record of communication of significant changes to relevant stakeholders