

# Oak Flats Public School Preschool

## Continuous Improvement Procedure



Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
<p>1. Educational Program and Practice</p> <p>2. Children's Health and Safety</p> <p>3. Physical Environment</p> <p>7. Governance and Leadership</p>	<p>Regulation <a href="#">31</a> Condition on service approval — quality improvement plan <a href="#">Part 3.1 Quality improvement plans</a></p> <p><a href="#">Part 4.1 Educational program and practice</a></p> <p>Part 4.7 Governance and Leadership <a href="#">Division 2 Policies and Procedures</a></p> <p>Regulation <a href="#">254</a> Declared approved learning frameworks</p>	<p><a href="#">Leading and operating department preschool guidelines</a></p> <p><a href="#">The Wellbeing Framework for Schools</a></p> <p><a href="#">School Excellence Framework</a></p> <p><a href="#">School Leadership</a></p>
<p><b>Pre-reading and reference documents</b></p>		
<p><a href="#">Early Years Learning Framework</a></p> <p><a href="#">Guide to the National Quality Framework</a></p> <p><a href="#">Oak Flats Public School School Improvement Plan 2021-2024</a></p>		
<p><b>Related preschool procedures</b></p>		
<ul style="list-style-type: none"> <li>● Dealing with complaints</li> <li>● Governance and management</li> <li>● Observations and programming</li> <li>● Staffing</li> </ul>		

## Introduction

Oak Flats Preschool staff understand that if we settle for what we've always done, we will not develop and improve. The quality of education that we provide will stagnate and not meet exceeding standards.

Through critical reflection and reviewing of documents educators will focus on continually improving the service we provide for children and their families.

## Staff roles and responsibilities

### School principal

The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool.

The principal is responsible for ensuring:

- 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
- the Quality Improvement Plan (QIP) is implemented and updated and works in consultation with the Preschool Educators to lead continuous improvement in the Preschool.

### Preschool supervisor

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 involves:

- 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.

<b>Preschool educators</b>	<p>The preschool educators are responsible for working with leadership to ensure:</p> <ul style="list-style-type: none"> <li>● all staff in the preschool and daily practices comply with this procedure. This includes all staff; casuals, lunch cover, volunteers and anyone else who works in the preschool</li> <li>● this procedure is stored in the preschool and made accessible to all staff, families, visitors and volunteers. The procedure is stored in the preschool foyer and office in a folder and on the school's website</li> <li>● they are actively involved in the review of this procedure, as required, or at least annually</li> <li>● the details of the procedure's review are documented at the end of the procedure.</li> <li>● all staff involved in the preschool are familiar with and implement this procedure</li> <li>● all staff are always striving to improve their practice and provide quality education and care for the children and families who attend the Preschool.</li> <li>● all staff engage in daily critical reflection and discussions which identify the strengths and needs of the Educators' practices. These are recorded in the critical reflection book and QIP.</li> <li>● they regularly attend professional development and keep up to date with current research which ensures we evaluate our practices against best practice.</li> </ul>
<b>Procedure</b>	
<b>Preschool Philosophy</b>	<ul style="list-style-type: none"> <li>● During Term 1 every year, the Preschool's philosophy is reviewed and adapted to align with the current staff and cohort of children and their families.</li> <li>● Input for the Philosophy is sought from the Preschool's families, kindergarten teachers, Preschool educators and other relevant stakeholders.</li> </ul>
<b>The Early Years Learning Framework (EYLF)</b>	<ul style="list-style-type: none"> <li>● The Early Years Learning Framework underpins the curriculum of the Preschool.</li> <li>● Principles, practices and outcomes of the EYLF are discussed at staff meetings. They are reflected on and action is taken to ensure the EYLF informs and guides our practice.</li> <li>● All observations are linked to the EYLF outcomes to ensure we are meeting regulations and assessing the children against these outcomes.</li> </ul>
<b>Quality Improvement Plan (QIP)</b>	<ul style="list-style-type: none"> <li>● The Preschool has developed a QIP which includes a self-assessment, goals and strengths, to improve the Preschool's practice and operations. Our QIP supports staff</li> </ul>

to focus on improvements that will lead to better outcomes for children and families.

- The QIP is a dynamic working document that is reviewed and revised regularly throughout the year. It is accessible to staff, families and community members at all times and is located in the Preschool foyer and office.
- The Preschool community including educators, children, families, K-6 staff, executives and community members have opportunities to provide input into the QIP. The staff strive for collective ownership and responsibility to continual improvement of the preschool.

**Educators provide opportunities for all stakeholders to have input into the QIP through:**

- Ongoing conversations and interactions
- Kinderloop posts
- Surveys
- Daily reflection meeting with educators
- Fortnightly meetings with educators and Principal/Educational Leader
- Fortnightly meetings with educators, Principal/Educational Leader and the P-2 Initiatives Officer
- Weekly reflections with children.

**Our QIP Process is informed by:**

- The NSW Department of Education Guidelines for developing and implementing the quality improvement plan
- Our current QIP – used as a guide to review strengths and goals
- Previous assessment and rating reports – ensure we have adjusted and strengthened our practice.
- Input from children, families, P-6 school staff and executives and the wider community about strengths and suggestions for improvements.
- Current research, professional readings and professional development
- The Guide to the National Quality Framework – a useful reference that supports Preschool educators to understand the process of the QIP
- Compliance documents, updated regulations and law
- The Education and Care Services National Regulations – stipulate the regulatory requirements of services in relation to the QIP
- Early Years Learning Framework – used to match the Preschool's practice against best practice.

<b>Local Policies and Procedures</b>	<ul style="list-style-type: none"> <li>● Oak Flats Public School Preschool in compliance with regulation 168 is required to have policies and procedures in place.</li> <li>● Local procedures dictate the practical implementation of the NSW Department of Education's policies, procedures and guidelines in our specific setting.</li> <li>● Policies and procedures must be critically reviewed each year following a schedule to determine how they support consistent practice, the implementation of the NQF, and meaningful engagement with families (Leading and operating department preschools).</li> </ul>
<b>Health and Safety, Child Wellbeing</b>	<ul style="list-style-type: none"> <li>● With every new cohort of children there is a need to ensure that their health, safety and wellbeing are specifically catered for. This entails critically reflecting on the routine and environment as well as collecting and displaying all the necessary medical and welfare information.</li> </ul>
<b>Staffing arrangements</b>	<ul style="list-style-type: none"> <li>● Quality Area 4 of the NQS recognises that “continuity of staffing, the provision of qualified early childhood educators and the way staffing is arranged is critical to enhancing children’s learning outcomes” (Leading and operating department preschools p.57).</li> <li>● All staff including relief and RFF teachers undergo an induction to familiarise themselves with the preschool.</li> <li>● All staff hold relevant qualifications and WWCC verification. Educators also hold current first aid certificates.</li> <li>● Staffing arrangements are reviewed when necessary and are adjusted to meet the needs of the preschool, the children and their families.</li> </ul>
<b>Preschool Information</b>	<ul style="list-style-type: none"> <li>● Effective communication between Oak Flats Public School Preschool and families, staff, the school and the community is necessary in order to build relationships, trust and understanding.</li> <li>● Information from the Preschool is communicated through many avenues – Kinderloop, the school website, the Preschool handbook, posters, children’s portfolios, staff critical reflection book, Sign in and out register, and the casual folder. All of these are critically reflected upon to ensure they are feasible.</li> </ul>
<b>Risk Assessments</b>	<ul style="list-style-type: none"> <li>● Oak Flats Public School Preschool in compliance with the Education and Care Services Regulations is required to have risk assessments in place.</li> <li>● Risk assessments are required to be reviewed annually and new assessments must be written whenever new situations arise such as maintenance and excursions.</li> </ul>

<b>Schedule for Annual Reviews</b>	<ul style="list-style-type: none"> <li>• A schedule for Annual Reviews has been developed in consultation with the Preschool educators, Principal/Educational Leader, and P-2 Initiatives Officer to ensure we reflect and refine current practice, procedures and documents and we are continually leading improvements at Oak Flats Public School Preschool.</li> <li>• This schedule is reviewed annually along with the procedure.</li> </ul>
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### Oak Flats Public School Preschool

#### Schedule for Annual Review

When	What	Specifics
Weekly, fortnightly, monthly	<b>QIP And NQS</b>	<ul style="list-style-type: none"> <li>• Notes on goals achievements updated monthly. Taken from staff meeting discussions and reflections in staff communication book</li> <li>• Goals identified term 1</li> <li>• Strengths updated and added regularly</li> <li>• Self-assessment – 2 quality areas addressed terms 2, 3 &amp; 4, and 1 quality area in term 1</li> <li>• Family survey about service in term 3</li> <li>• Regular reflection from children.</li> </ul>
Annually in Term 1	<b>Philosophy</b>	<ul style="list-style-type: none"> <li>• Input sought from families at enrolment interview and from survey</li> <li>• Input sought from educators, children and whole school staff in term 1</li> <li>• Draft displayed week 5 term 1</li> <li>• Philosophy finalised by end of term 1</li> </ul>
Fortnightly in Preschool stage meeting T1 T2 T3 T4	<b>Local Procedures</b>	<ul style="list-style-type: none"> <li>• Acceptance and refusal of authorisations</li> <li>• Administration of first aid</li> <li>• Continuous improvement</li> <li>• Dealing with complaints</li> <li>• Dealing with infectious diseases</li> <li>• Nappy change and toileting</li> <li>• Dealing with medical conditions in children</li> <li>• Delivery and collection of children</li> <li>• Emergency and evacuations</li> <li>• Enrolment and orientation</li> <li>• Excursions</li> <li>• Observations and Programming</li> <li>• Governance and management of the service</li> <li>• Incident, injury, trauma and illness</li> <li>• Interactions with children</li> <li>• Nutrition, food and beverages and dietary requirements</li> <li>• Payment of fees</li> <li>• Chickens in the preschool</li> <li>• Providing a child safe environment</li> <li>• Sleep and rest for children</li> <li>• Staffing</li> <li>• Sun protection</li> <li>• Water safety</li> </ul>

<p>Term 1 weeks 1 &amp; 2</p> <p>Term 4 weeks 8 &amp; 9 for following year</p>	<p><b>Health and Safety, Child Wellbeing</b></p> <p><b>Health and Safety, Child Wellbeing</b> continued</p>	<ul style="list-style-type: none"> <li>● Health care plans:</li> <li>● Copies in kitchen, first aid kit, laundry, casual folder, with medication</li> <li>● Risk assessment plans</li> <li>● Communication plans</li> <li>● Service risk assessment plans</li> <li>● IEPs and PLPs as required</li> <li>● Injury, illness and trauma forms</li> <li>● First aid supplies check</li> <li>● Emergency information at every exit</li> <li>● Parent/family contact details</li> <li>● Immunisation register</li> <li>● DNP information</li> <li>● Children's details</li> <li>● General permission information</li> <li>● Emergency record book</li> <li>● Cleaning checklist book</li> </ul>
<p>Term 1 weeks 1 &amp; 2</p>	<p><b>Staffing Arrangements</b></p>	<ul style="list-style-type: none"> <li>● Induction checklist for new staff</li> <li>● Educational qualifications check (new staff)</li> <li>● Staff roster (term by term – completed by AP)</li> <li>● Staff qualifications/certificates: WWCC verified, First aid certificate, Mandatory Child Protection, CPR and anaphylaxis</li> </ul>
<p>Weekly</p>	<p><b>Early Years Learning Framework</b></p>	<ul style="list-style-type: none"> <li>● Review implementation at weekly preschool staff meetings.</li> <li>● Cover 1 learning outcome, principle or practice at each meeting and rotate throughout the year</li> </ul>
<p>Term 1 weeks 1 to 5</p> <p>Term 4 Weeks 8 &amp; 9 for following year</p>	<p><b>Preschool Information</b></p>	<ul style="list-style-type: none"> <li>● Casual folder</li> <li>● Website updated with current information</li> <li>● Philosophy</li> <li>● Preschool handbook</li> <li>● Staff Photos on posters</li> <li>● Daily Routines</li> <li>● Check dates on information posters</li> <li>● Individual profiles on each child including goals and interests</li> <li>● Observation book</li> <li>● Staff critical reflection book</li> <li>● Children's activity checklist book</li> <li>● Sign in/out register</li> </ul>
<p>Term 1 weeks 1 &amp; 2 and as required throughout the year</p>	<p><b>Risk Assessments</b></p>	<ul style="list-style-type: none"> <li>● Potential emergency situations</li> <li>● Environment Indoor/outdoor</li> <li>● General Anaphylaxis</li> <li>● General Asthma</li> <li>● Indoor/outdoor maintenance/updates to building, structures or equipment</li> <li>● Incursions into the Primary School</li> <li>● Excursions</li> </ul>

**Record of procedure's review****Date of review and who was involved**

5 May, 2022

Sarah Beesley, Kellie Urszulak

**Key changes made and reason/s why**

Added additional supervision details as a result of changes to the preschool cohort.

Changed format to align with Department guidelines

Annual update

**Record of communication of significant changes to relevant stakeholders**

Notified Responsible person in charge to review - 10/08/2022

Posted on Kinderloop for parents/carers to review - 24/08/2022



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	<b>Health and Safety, Child Wellbeing</b> continued	<ul style="list-style-type: none"> <li>• Parent/family contact details</li> <li>• Immunisation register</li> <li>• DNP information</li> <li>• Children's details</li> <li>• General permission information</li> <li>• Emergency record book</li> <li>• Cleaning checklist book</li> </ul>
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