

Oak Flats Public School Preschool



Self-assessment and continuous improvement – 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: 7.1 and 7.2 Law Section: Regulations: 55 and 56	Leading and Operating Department Preschool Guidelines School excellence procedure [PDF 289 KB]	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 (QIP) • Reviewing Your Service Philosophy

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	

<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"> ● The Preschool has developed a self assessment which includes goals and strengths, to improve the Preschool's practice and operations. Our self assessment supports staff to reflect and focus on improvements that will lead to better outcomes for children and families. ● The self assessment 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 school office. ● The Preschool community including educators, children, families, K-6 staff, executives and community members have opportunities to provide input into the self assessment. The staff strive for collective ownership and responsibility to continual improvement of the preschool. <ul style="list-style-type: none"> ○ Educators provide opportunities for all stakeholders to have input into the self assessment through: <ul style="list-style-type: none"> ○ Ongoing conversations and interactions ○ Kinderloop posts ○ Surveys ○ Daily reflection meeting with educators ○ Critical reflection ○ Fortnightly meetings with educators and Principal/Educational Leader ○ Weekly reflections with children. ● Our self assessment process is informed by: <ul style="list-style-type: none"> ○ The NSW Department of Education Guidelines for developing and implementing the quality improvement plan
----------------------------	---

	<ul style="list-style-type: none"> ○ Our current self assessment – 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 self assessment. ○ Compliance documents, updated regulations and law. <ul style="list-style-type: none"> ● The Education and Care Services National Regulations – stipulate the regulatory requirements of services in relation to the self assessment. ● Early Years Learning Framework – used to match the Preschool’s practice to inform and embed best practice.
--	---

Philosophy review	<ul style="list-style-type: none">• The philosophy drives our team practices. It is used to indicate the reasons, methods and aims of the team to ensure that all enrolled children receive a play based, child centred and inclusive education. 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. During a review the philosophy is displayed at the Preschool entrance. A post is shared on Kinderloop and team members are asked to read, discuss and contribute. The children's voices are collected by family members and educators. The philosophy can also undergo a review as opportunities arise during the year.• Input for the philosophy is sought from the Preschool's families, kindergarten teachers, Preschool educators and other relevant stakeholders.• The philosophy is shared on kinderloop, the school website and inside the preschool foyer.
--------------------------	---

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"> ● As new information arises through professional development, Early Learning updates, research and critical reflection the team assess current practices for improvement. For example, implementation of the child safe standards, compliance with regulatory standards, practices against the NQS, alignment of the educational program with the philosophy and EYLF. ● Educators use daily discussions, team meetings, professional development and supervisory meetings to critically reflect on the educational program. Team reviews lead to resource changes, purchases and cultural links to the families and community. ● Team reflection on the self assessment involves all team members. The wider team contribute through discussions, reflections and email contributions. Fortnightly administration days are allocated to quality areas that are relevant at the time and are influenced by procedure reviews. The early childhood teacher ensures that all team members perspectives and ideas are included in the self assessment. The self-assessment is an embedded part of ongoing practice (for example, meeting agenda item, additional scheduled meetings). ● Feedback and complaints are used as valuable opportunities for reflection that inform the self assessment. ● The preschool processes align with the whole in the following ways: <ul style="list-style-type: none"> ○ By participating in whole school professional development, ○ Having the early childhood teacher on the Aboriginal Committee, ○ Participating in the Reconciliation Action Plan, ○ Through staff development meetings, ○ And Work Health and Safety Meetings.
------------------------	---

	<ul style="list-style-type: none">• Improvement goals are reviewed and updated in team meetings. Educators plan practical ways to implement and achieve the improvement goals.
--	--

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 and Planning (SAaP) app.</p> <ul style="list-style-type: none"> • The Self Assessment is printed and stored in the Preschool foyer and school office. • Updates are made by the team during discussions that are related to a particular Quality Area. The self assessment is a live document that can be added to and changed based on the team's conversations, professional development and critical reflection. • Drafted reviews are saved on a Google document for the team. The SAaP app is used for reflective questions to support the team's critical reflection. Once these are finalised the Quality Area is printed and added to the folders in the Preschool foyer and the school office. This way the document is available for staff, families and the regulatory authority to view.
Implement, evaluate and review	<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 improvement has been made.</p> <ul style="list-style-type: none"> • Any identified changes are trialled for a set time followed by an evaluation. Feedback is gained by all stakeholders. • The team use critical reflection to evaluate if the proposed changes had the desired impact on quality improvement. • Family feedback is gained through Kinderloop posts and discussions. • The early childhood teacher updates the relevant procedures in consultation with the team.

<p>Procedures – review</p>	<ul style="list-style-type: none"> • The schedule (listed below) is converted into a yearly planner each year, and is used as a guide to review procedures. • An incident, complaint or change in legislation is also used as a reason to critically reflect and review relevant procedures. • The Preschool Supervisor and early childhood teacher ensure that all procedures are reviewed at least once a year. • Core preschool staff are involved in all reviews through discussions, team meetings and via email. The wider school team are updated when they are working in the preschool. All procedures are also available for the wider team to read in the procedure folder and on the website.
-----------------------------------	---

<p>Procedures – Families</p>	<ul style="list-style-type: none"> • Oak Flats Public School Preschool in compliance with regulation 168 is required to have policies and procedures in place. • Local procedures dictate the practical implementation of the NSW Department of Education’s policies, procedures and guidelines in our specific setting. • 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). • Families are able to access procedures via the school website, via Kinderloop and in the procedure folder in the foyer. This information is shared during the orientation. • Families are invited to provide input into procedure reviews through an invitation on Kinderloop. Any feedback gained through informal conversations that occur between educators and families can also be used to inform procedure reviews. • Once a procedure has been updated following a review it is shared with families on a Kinderloop post.
<p>Procedures – Storage and accessibility</p>	<ul style="list-style-type: none"> • Procedural changes are communicated with team members verbally, by email and are continually available in the google Drive. • A folder in the folder is used to store hard copies of the procedures which is accessible to both families and team members.

Risk Assessments	<ul style="list-style-type: none"> • Oak Flats Public School Preschool in compliance with the Education and Care Services Regulations is required to have risk assessments in place. • Risk assessments are required to be reviewed annually and new assessments must be written whenever new situations arise such as maintenance and excursions.
Schedule for Annual Reviews	<ul style="list-style-type: none"> • A schedule and yearly planner has been developed in consultation with the Preschool educators, Principal/Educational Leader, the Preschool Supervisor and Preschool Officer to ensure we reflect and refine current practice, procedures and documents and we are continually leading improvements at Oak Flats Public School Preschool. • This schedule and yearly planner are reviewed annually along with the procedure.

Oak Flats Public School Preschool

Schedule for Annual Review

When	What	Specifics
Weekly, fortnightly, monthly	QIP And NQS	<ul style="list-style-type: none"> • Notes on goals achievements updated monthly. Taken from staff meeting discussions and reflections in staff communication book • Goals identified term 1 • Strengths updated and added regularly • Self-assessment – 2 quality areas addressed terms 2, 3 & 4, and 1 quality area in term 1 • Family survey about service in term 3 • Regular reflection from children.
Annually in Term 1	Philosophy	<ul style="list-style-type: none"> • Input sought from families at enrolment interview and from survey • Input sought from educators, children and whole school staff in term 1 • Draft displayed week 5 term 1 • Philosophy finalised by end of term 1

Fortnightly in Preschool stage meeting T1 T2 T3	Local Procedures	<ul style="list-style-type: none"> ● Acceptance and refusal of authorisations ● Administration of first aid ● Self Assessment and continuous improvement ● Dealing with complaints ● Dealing with infectious diseases ● Nappy change and toileting ● Providing a child safe environment ● Sleep and rest for children ● Dealing with medical conditions in children ● Delivery and collection of children ● Emergency and evacuations ● Enrolment and orientation ● Excursions ● Programming and documentation ● Water safety
		<ul style="list-style-type: none"> ● Governance and management of the service ● Incident, injury, trauma and illness ● Interactions with children ● Nutrition, food and beverages and dietary requirements ● Payment of fees ● Chickens and tadpoles in the preschool ● Staffing ● Sun protection ● Environmental Responsibility

Term 1 weeks 1 & 2	Health and Safety, Child Wellbeing	<ul style="list-style-type: none"> • Health care plans: • Copies in kitchen, first aid kit, laundry, casual folder, with medication • Risk assessment plans • Communication plans • Service risk assessment plans • IEPs and PLPs as required • Injury, illness and trauma forms • First aid supplies check • Emergency information at every exit • Parent/family contact details • Immunisation register • DNP information • Children's details • General permission information • Emergency record book • Cleaning checklist book
Term 4 weeks 8 & 9 for following year	Health and Safety, Child Wellbeing continued	
Term 1 weeks 1 & 2	Staffing Arrangements	<ul style="list-style-type: none"> • Induction checklist for new staff • Educational qualifications check (new staff) • Staff roster (term by term – completed by AP) • Staff qualifications/certificates: WWCC verified, First aid certificate, Mandatory Child Protection, CPR and anaphylaxis
Weekly	Early Years Learning Framework	<ul style="list-style-type: none"> • Review implementation at weekly preschool staff meetings.
Term 1 weeks 1 to 5	Preschool Information	<ul style="list-style-type: none"> • Casual folder • Website updated with current information • Philosophy • Preschool handbook • Staff Photos on posters • Daily Routines • Check dates on information posters
Term 4 Weeks 8 & 9 for following year		
		<ul style="list-style-type: none"> • Individual profiles on each child including goals and interests • Observation folder • Staff critical reflection in Google docs • Children's activity checklist book • Sign in/out register

Term 1 weeks 1 & 2 and as required throughout the year	Risk Assessments	<ul style="list-style-type: none"> • Potential emergency situations • Environment Indoor/outdoor • General Anaphylaxis • General Asthma • Indoor/outdoor maintenance/updates to building, structures or equipment • Incursions into the Primary School • Excursions
--	-------------------------	--

Record of procedure's review

Date of review	28/3/2025
Who was involved	Alice Wigny, Ellie Turton, Elisa Higgs, Amanda Falcon, & Jodi Niedermayer
Key changes made and reason why	Embedded links checked, implementation of procedure reviewed.
Record of communication of significant changes to relevant stakeholders	Principal: 22/4/2025 Staff: 28/3/2025 Parents: 2/6/2025 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.

Date of review	24/5/24
Who was involved	Alice Wigny, Elisa Higgs, Amanda Falcon, & Jodi Niedermayer
Key changes made and reason why	Refection by team in relation to the questions from Early Learning.

Record of communication of significant changes to relevant stakeholders	Principal: 3/7/24 Staff: 24/5/24 Parents:3/7/24 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.
--	---

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