### Logo Description automatically generatedElermore Vale Public School

### 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 |
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| 7.1  7.2 | [Regulation 55](https://legislation.nsw.gov.au/view/html/inforce/current/sl-2011-0653" \l "sec.55)  Regulation 56 | [Leading and Operating Department Preschool Guidelines](https://education.nsw.gov.au/teaching-and-learning/curriculum/early-learning/department-preschools) |
| **Pre-reading and reference documents** | | |
| ACECQA information sheets:   * [Practical ideas to support continuous quality improvement](https://www.acecqa.gov.au/sites/default/files/2020-05/Practical-ideas-to-support-quality-improvement_0.pdf) * [Using complaints to support continuous improvement](https://www.acecqa.gov.au/sites/default/files/2018-04/QA7_UsingComplaintsToSupportContinuousImprovement.pdf) * [Developing and reviewing your quality improvement plan](https://www.acecqa.gov.au/sites/default/files/2020-09/DevelopingandReviewingYourQualityImprovementPlan.pdf) * [Reviewing Your Service Philosophy](https://www.acecqa.gov.au/sites/default/files/2018-10/QA7_ReviewingYourServicePhilosophy.pdf) | | |
| **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:   * 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** | 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 includes:   * analyzing complaints, incidents or issues and what the implications are for the updates to this procedure * 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** | The preschool educators are responsible for working with leadership to ensure:   * 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** | | |
| **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. | |
| **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 at the meet and greet interview and throughout Term 1. * EVPS 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 2023 the statement of philosophy under took a big review | |
| **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 (Kristen, Louise, Josephine, Nicole and Luke) will refer to the “Building Quality in Department preschools” e-learning modules previously undertaken to support the self assessment process. The strength statements will be updated, and progress notes towards the achievement of improvement goals noted. Compliance check against the National Law and Regulations and will be completed 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](https://www.acecqa.gov.au/assessment/quality-improvement-plans) | |
| **Addressing the exceeding themes** | * Three exceeding themes of practice are identified in the [Guide to the National Quality Framework:](https://www.acecqa.gov.au/nqf/about/guide)  1. Theme 1: Practice is embedded in service operations 2. Theme 2: Practice is informed by critical reflection 3. Theme 3: Practice is shaped by meaningful engagement with families and/or the community  * Section 3 of the [Guide to the National Quality Framework](https://www.acecqa.gov.au/nqf/about/guide) 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?** | * Principal * School executive * Educators * School community * Children * Families * AECG * Wider community | |
| **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: * 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 | |

| Record of procedure’s review |
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| **Date of review and who was involved** |
| 29/04/2022  Preschool team- Louise Dittberner, Jo Morgan and Nicole Budden |
| **Key changes made and reason/s why** |
| Updated into new DoE proforma |
| **Record of communication of significant changes to relevant stakeholders** |
| No new changes |

| Record of procedure’s review |
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| **Date of review and who was involved** |
| 1/06/2023  Preschool team- Kristen Rowe, Louise Dittberner, Jo Morgan and Nicole Budden |
| **Key changes made and reason/s why** |
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| **Record of communication of significant changes to relevant stakeholders** |
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*Copy and paste a new table to record each occasion the procedure is reviewed.*