



Self-assessment and continuous improvement – preschool procedure table

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
<p>NQS: 7.1 and 7.2</p> <p>Law Section:</p> <p>Regulations: 55 and 56</p>	<p>Leading and Operating Department Preschool Guidelines</p> <p>School excellence procedure [PDF 289 KB]</p>	<p>ACECQA information sheets:</p> <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

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

	<ul style="list-style-type: none"> 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

Introduction	<p>At our preschool, engaging in continuous improvement is an integral part of our commitment to providing the best possible outcomes for children. This process involves regularly making informed changes to our operations and practices, whether</p>
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	<p>large or small, to enhance the educational experiences and overall well-being of the children in our care. Continuous improvement is not a one-time event but an ongoing journey that reflects our dedication to excellence and responsiveness to the evolving needs of our community.</p>
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<p>Philosophy review</p>	<p>The statement of philosophy is a living document which is the foundation for daily practice and guiding decision making within the service.</p> <p>The philosophy will be reviewed in term one of each year when a new cohort of children are enrolled (i.e. every 12 months) in consultation with relevant stakeholders.</p> <p>Information will be gathered from family partnership meetings, surveys, questionnaires, and consultation meetings. Stakeholders involved in the review of the philosophy are:</p> <ul style="list-style-type: none"> - Children - Families - Preschool Educators, Nominated Supervisor and the Preschool Supervisor - Staff within the wider school community - The local Aboriginal Education Consultative Group
<p>Self-assessment</p>	<p>The purpose of the self-assessment process at our preschool is to critically evaluate our practices, document what we are doing well, and identify potential areas for improvement. This process involves both individual and group reflections, ensuring that our operations align with our philosophy, the Early Years Learning Framework (EYLF), the National Quality Standards (NQS), and compliance with child safe and regulatory standards.</p> <p>What is Assessed?</p> <p>The self-assessment process at our preschool includes a comprehensive review of the following areas:</p> <ul style="list-style-type: none"> • Implementation of Child Safe Standards: Ensuring that all practices and environments are safe for children, in line with the National Child Safe Standards. • Compliance with Regulatory Standards: Evaluating adherence to all relevant regulations, including the National Law and Regulations, as well as localised procedures. • Practices Against the National Quality Standards (NQS): Assessing how our practices align with the seven quality areas outlined in the NQS. • Alignment of the Educational Program with Philosophy and EYLF: Reflecting on the educational program to ensure it aligns with our preschool's philosophy, goals, and the principles of the EYLF. <p>Opportunities for Critical Reflection</p> <p>Individual Reflection:</p> <ul style="list-style-type: none"> • Educators are encouraged to regularly reflect on their practices, documenting their observations and thoughts in personal reflection journals. • Reflective questions are provided to guide educators in considering how their actions and decisions align with the preschool's philosophy and the EYLF. <p>Group Reflection:</p> <ul style="list-style-type: none"> • Fortnightly team meetings include a dedicated time for group reflection on the educational program, where staff discuss observations, challenges, and successes.

- Regular professional development sessions provide opportunities for group reflection on specific aspects of practice, such as child safety or cultural inclusion.

Logistics of the Self-Assessment

Schedule:

- **Monthly:** A focused self-assessment session is held during staff meetings, where specific areas of practice are reviewed. This may involve rotating focus areas such as compliance, educational program alignment, or child safety.
- **Quarterly:** A comprehensive self-assessment report is compiled, summarizing reflections, feedback, and observations from the past three months.
- **Annually:** A full review of all practices and policies is conducted, incorporating insights from the year's self-assessment activities.

Participants:

- All educators, support staff, and administrative personnel are involved in the self-assessment process, ensuring diverse perspectives are included.
- The Preschool Director coordinates the process, ensuring that it remains focused and aligned with improvement goals.

Documentation:

- Self-assessment findings are documented in a central digital system accessible to all staff. This allows for ongoing reference and ensures transparency in the process.
- A detailed schedule, including specific dates and focus areas for self-assessment activities, is maintained and attached as an appendix to this procedure.

Inclusion of Staff Perspectives

To ensure that all staff members' ideas and perspectives are included:

- **Anonymous Surveys:** Staff members are invited to complete anonymous surveys to provide honest feedback on various aspects of the preschool's operations.
- **Suggestion Box:** A physical or digital suggestion box is available for staff to contribute ideas or concerns at any time.
- **Open Discussions:** Staff meetings are structured to allow for open discussions where every team member can share their insights.

Embedding Self-Assessment into Ongoing Practice

- **Meeting Agenda:** Self-assessment is a standing item on the agenda of every staff meeting, ensuring regular reflection and discussion.
- **Additional Scheduled Meetings:** Periodic self-assessment meetings are scheduled to focus solely on evaluating specific areas, such as curriculum or safety practices.
- **Continuous Feedback Loop:** Self-assessment is integrated into daily routines through informal discussions, ongoing documentation, and regular team check-ins.

Incorporation of Feedback, Complaints, and Incident Records

- **Collection and Analysis:** Feedback, complaints, and records of serious incidents are systematically collected through various channels, including surveys, verbal reports, and formal complaints processes. These are regularly reviewed by the leadership team and discussed during self-assessment meetings.
- **Integration:** Insights gained from these sources are incorporated into self-assessment discussions, helping to identify trends, areas for improvement, and successful practices.

External Resources and Guidance

- **Guidelines and Standards:** The self-assessment process is informed by external resources such as the NQS, EYLF, and guidelines provided by the regulatory authority.
- **Professional Development:** Staff are encouraged to engage with external professional development opportunities, bringing new knowledge and perspectives into self-assessment discussions.
- **Community Input:** Input from local Aboriginal Elders and other community members is sought to ensure that our practices are culturally relevant and respectful.

Alignment with Whole School Processes

- **Integrated Meetings:** Where applicable, self-assessment activities are aligned with whole-school processes to ensure consistency and shared goals across the wider school community.
- **Collaborative Planning:** Improvement goals identified through the self-assessment process are shared with the broader school community, fostering a unified approach to quality improvement.

Identifying and Prioritising Improvement Goals

- **Data-Driven Decisions:** Improvement goals are identified based on data collected through self-assessment, feedback, and incident reports.
- **Prioritisation:** Goals are prioritised based on their potential impact on children's outcomes, compliance requirements, and alignment with the preschool's philosophy. A prioritisation matrix is used to systematically rank identified goals.
- **Action Plans:** Detailed action plans are developed for each priority goal, outlining specific steps, responsibilities, and timelines for implementation.

<p>Documentation of the outcomes of the self-assessment</p>	<p>The outcomes of our preschool’s self-assessment are meticulously documented in the Quality Improvement Plan (QIP) derived from the Self-Assessment and Planning (SAaP). This documentation is crucial for maintaining transparency, tracking progress, and ensuring that our practices align with the highest standards. The QIP serves as a living document, regularly updated to reflect ongoing improvements and shared with staff, families, and the regulatory authority.</p> <p>Accessibility of the QIP</p> <ul style="list-style-type: none"> • For Staff: The QIP is available to all staff through a shared digital platform SAap Portal. This ensures that every team member can access the plan, review progress, and contribute to the improvement process. Printed copies are also available in the staff room for easy reference. • For Families: Families can access the QIP through our preschool’s website. Additionally, families can request a printed or digital copy of the QIP from the preschool office. Key updates and highlights from the QIP are shared in newsletters and at parent meetings to keep families informed and engaged. • For the Regulatory Authority: The QIP is readily accessible to the regulatory authority upon request. A digital copy is stored in the preschool’s management system, ensuring that it can be provided promptly during assessments or audits. <p>Responsibility for Maintaining the QIP</p> <ul style="list-style-type: none"> • Preschool Teacher: The Preschool Teacher holds overall responsibility for maintaining the QIP. This includes ensuring that the plan is regularly updated, that progress notes are added, and that the document is accurate and reflective of current practices. • Principal: The school Principal supports the Teacher in maintaining the QIP. This role involves gathering input from staff, documenting updates, and ensuring that the QIP remains aligned with the preschool’s goals and priorities. • Staff Contributions: All staff members are encouraged to contribute to the QIP by providing insights, feedback, and updates related to their roles. These contributions are reviewed by the Teacher and Principal before being incorporated into the plan. <p>Updating the QIP</p> <ul style="list-style-type: none"> • Frequency of Updates: The QIP is updated at least annually to reflect the latest developments in our self-assessment and improvement efforts. However, more frequent updates may occur following significant changes, new initiatives, or after receiving feedback from families or the regulatory authority. • Process for Updating: <ol style="list-style-type: none"> 1. Gathering Information: Regular self-assessment activities, including staff meetings, family feedback, and incident reviews, provide the necessary information for updating the QIP. 2. Review and Reflection: The Preschool Teacher and Principal review the gathered information, reflecting on progress and identifying new goals or areas that require further improvement. 3. Documentation: Updates are documented in the SAaP, with detailed progress notes outlining the steps taken, challenges encountered, and outcomes achieved. Any new goals or initiatives are added to the plan with specific timelines and responsibilities assigned. 4. Staff Review: The updated QIP is shared with all staff for review and further input. This collaborative approach ensures that the plan accurately reflects the collective efforts of the preschool team.
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	<p>5. Communication: Key updates from the QIP are communicated to families and, when necessary, to the regulatory authority. This transparency fosters trust and keeps all stakeholders informed of our continuous improvement journey.</p> <p>The Quality Improvement Plan is a vital tool in our preschool’s continuous improvement process. By ensuring that the QIP is regularly updated, easily accessible, and collaboratively maintained, we demonstrate our commitment to excellence and our dedication to providing the best possible outcomes for the children in our care. Through this ongoing process, we strive to create a learning environment that is responsive, reflective, and always moving forward.</p>
<p>Implement, evaluate and review</p>	<p>Any identified changes are carefully trialled over a set period to evaluate their effectiveness and impact. This approach ensures that changes are evidence-based and genuinely contribute to improving outcomes for children. The evaluation process is collaborative, involving multiple stakeholders to provide a comprehensive understanding of the change’s impact.</p> <p>Evaluating Changes</p> <ul style="list-style-type: none"> • Setting Clear Objectives: Before implementing any change, clear objectives are established. These objectives outline the expected outcomes and criteria for success, providing a benchmark against which the change can be evaluated. • Data Collection: During the trial period, relevant data is collected to measure the impact of the change. This may include: <ul style="list-style-type: none"> ○ Observations: Educators and staff observe and document how the change affects daily practices, children’s engagement, and learning outcomes. ○ Surveys and Feedback: Families, staff, and, where appropriate, children are surveyed to gather their perspectives on the change. Feedback is also collected through informal conversations and meetings. ○ Performance Metrics: Specific metrics related to the change (e.g., attendance, incident rates, learning progress) are monitored to assess its effectiveness. • Reflective Practice: Staff engage in reflective practice throughout the trial period, considering how the change aligns with the preschool’s philosophy, goals, and regulatory requirements. This reflection helps identify any unintended consequences or areas that need further adjustment. <p>Involvement in the Evaluation Process</p> <ul style="list-style-type: none"> • Educators and Staff: All educators and relevant staff members are involved in the evaluation process, contributing their observations, reflections, and feedback. Their hands-on experience with the change provides valuable insights into its practical impact. • Families: Families are encouraged to participate in the evaluation by sharing their observations and experiences related to the change. Their feedback is crucial for understanding how the change affects children and their families. • Preschool Leadership: The Preschool Teacher and Principal lead the evaluation process, synthesising data and feedback from all sources. They ensure that the evaluation is comprehensive and aligned with the preschool’s overall goals. • External Stakeholders (if applicable): In some cases, external stakeholders such as consultants, community members, or regulatory authorities may be

	<p>involved in evaluating the change, providing additional perspectives and expertise.</p> <p>Updating Procedures</p> <ul style="list-style-type: none"> • Evaluation Review: Once the trial period is complete, the Preschool Teacher and Principal review the collected data and feedback to determine whether the change has met its objectives and led to an improvement. • Decision-Making: Based on the evaluation, a decision is made regarding the change: <ul style="list-style-type: none"> ○ Successful Change: If the change is deemed successful, it is fully integrated into the preschool’s practices, and related procedures are updated accordingly. ○ Adjustment Needed: If the change shows promise but requires further adjustment, modifications are made, and the change may be re-trialled. ○ Reversion: If the change does not achieve the desired impact, the preschool reverts to the previous practice or explores alternative solutions. • Procedure Updates: The Preschool Teacher is responsible for updating related procedures to reflect the successful change. This includes: <ul style="list-style-type: none"> ○ Documenting Changes: The updated procedures are documented in the preschool’s policy and procedure manuals, ensuring they are clearly outlined and accessible to all staff. ○ Training: Staff are informed of the updated procedures through meetings, training sessions, or written communications. This ensures that everyone is aware of the new practices and understands how to implement them. ○ Communication: Any significant changes are communicated to families and relevant stakeholders to ensure transparency and continuity of care. <p>By systematically evaluating changes and involving a broad range of stakeholders, our preschool ensures that improvements are meaningful and sustainable. This process not only enhances the quality of our services but also fosters a culture of collaboration and continuous learning. Through careful trialling, evaluation, and procedural updates, we are committed to ongoing improvement that positively impacts the children and families we serve.</p>
<p>Procedures – review</p>	<p>Our preschool is committed to maintaining up-to-date and effective procedures that align with best practices, regulatory requirements, and the needs of our community. The procedure review process ensures that all localised procedures are regularly evaluated, refined, and communicated to ensure they remain relevant and effective.</p> <p>Schedule for Procedure Review</p> <ul style="list-style-type: none"> • Scheduled Reviews: The review of localised procedures follows a scheduled timeline, with each procedure being reviewed annually. A review calendar is maintained, outlining specific dates for the review of each policy and procedure. This ensures a systematic approach to keeping all documentation current. • Continuous Improvement Cycle: In addition to scheduled reviews, the review of procedures is integrated into the preschool’s continuous improvement cycle. This means that any time a change is identified through the self-assessment process, the related procedures are reviewed and updated as part of the overall improvement strategy.

Triggers for Procedure Review

- **Incidents:** Any significant incident, especially those involving child safety, triggers an immediate review of the relevant procedures to identify and implement necessary improvements.
- **Complaints:** Complaints from families, staff, or other stakeholders may prompt a review of procedures to address concerns and prevent future issues.
- **Changes in Legislation:** When new legislation or regulatory guidelines are introduced, relevant procedures are reviewed and updated to ensure compliance.
- **Feedback from Stakeholders:** Feedback received during self-assessment, staff meetings, or from external stakeholders can also trigger a procedure review if it indicates potential improvements.
- **Changes in Practice:** If a new practice or approach is trialled and successfully implemented, the related procedures are reviewed and updated to reflect the change.

Responsibility for Procedure Reviews

- **Preschool Teacher:** The Preschool Teacher is ultimately responsible for ensuring that the procedure review process stays on track. They oversee the review schedule, coordinate reviews, and ensure that all updates are completed on time.
- **Principal:** The Principal supports the Teacher in managing the review process. This includes gathering input from staff, documenting changes, and communicating updates to the team.

Involvement in the Review Process

- **Involved Team Members:** The review process involves staff members who are directly responsible for or impacted by the procedures being reviewed. For example, educators may be involved in reviewing procedures related to curriculum and teaching practices, while administrative staff may review policies related to enrolment or record-keeping.
- **Collaborative Review:** Review sessions are conducted collaboratively, with involved team members participating in discussions to evaluate the effectiveness of current procedures and propose necessary changes.
- **External Input:** Where appropriate, external stakeholders such as consultants, community members, or regulatory authorities are consulted during the review process to provide additional perspectives and ensure compliance.

Communication of Changes

- **Informing Non-Involved Team Members:** Once a procedure has been reviewed and updated, all team members, even those not directly involved in the review, are informed of the changes. This is typically done through staff meetings, email communications, or updates to the preschool's internal documentation system.
- **Training and Support:** If the updated procedure requires new skills or understanding, training sessions are organised to ensure that all staff members are equipped to implement the changes effectively.
- **Documentation:** Updated procedures are documented in the preschool's policy and procedure manuals, and any outdated versions are archived to ensure clarity and prevent confusion.

Our preschool's procedure review process is both scheduled and integrated into the continuous improvement cycle, ensuring that all procedures remain relevant, effective,

	<p>and compliant. By involving the appropriate staff members in the review process and clearly communicating changes, we maintain a cohesive and well-informed team that is equipped to deliver the highest quality care and education. This proactive approach helps us to stay responsive to emerging needs and uphold the standards that our community expects.</p>
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<p>Procedures – Families</p>	<p>Effective communication with families is essential to ensure that they are informed and engaged in our preschool’s operations, policies, and procedures. By making procedures accessible and inviting family input, we foster a collaborative environment that supports the well-being and development of all children in our care.</p> <p>Communication of Procedures During Orientation</p> <ul style="list-style-type: none"> • Orientation Pack: As part of the orientation process, new families receive an orientation pack that includes a summary of key procedures. This pack covers essential topics such as health and safety, child protection, daily routines, and communication protocols, providing families with a clear understanding of how the preschool operates. • Orientation Meetings: During the initial orientation meeting, the Preschool Teacher discusses the key procedures with families, highlighting important points and addressing any questions or concerns. This ensures that families are fully informed from the start and understand how the preschool’s procedures support their child’s safety and learning. • Digital Access: Families are able to access localised procedures on the preschool website. <p>Access to Procedures</p> <ul style="list-style-type: none"> • Digital Platform: All procedures are available to families through the preschool website. This platform is regularly updated, ensuring that families always have access to the most current information. • Physical Copies: Printed copies of key procedures are available at the preschool office upon request. This option is particularly useful for families who prefer to have a hard copy for reference. • Request for Information: Families can request specific procedures at any time by contacting the preschool office or speaking with the Preschool Teacher. The requested information is promptly provided, either digitally or in print. <p>Family Input into Procedures</p> <ul style="list-style-type: none"> • Feedback Channels: Families are encouraged to provide feedback on existing procedures and suggest improvements. Feedback can be submitted through various channels, including: <ul style="list-style-type: none"> ○ Surveys: Regular surveys invite families to share their thoughts on specific procedures and overall preschool operations. ○ Feedback Forms: A feedback form is available on the digital platform, allowing families to submit their input at any time. ○ Parent-Teacher Meetings: During parent-teacher meetings, families are invited to discuss any concerns or suggestions they may have regarding procedures. • Review Involvement: Families may be invited to participate in the review of specific procedures, particularly those that directly impact family engagement or their children’s daily experiences. This involvement ensures that procedures reflect the needs and perspectives of the community.

	<p>Informing Families of Procedure Changes</p> <ul style="list-style-type: none"> • Communication Channels: Any changes to procedures are communicated to families promptly through multiple channels: <ul style="list-style-type: none"> ○ Newsletters: Updates are included in the preschool’s regular newsletters, which are distributed via email and available on the digital platform. ○ Digital Platform: The updated procedures are highlighted on the digital platform storypark, with a summary of changes provided for easy reference. ○ Notice Boards: Key changes are also posted on the preschool’s communication board, ensuring that all families are aware of the updates, even if they do not regularly check digital communications. • Face-to-Face Communication: For significant changes, families may be informed through face-to-face communication, either during pick-up/drop-off times, scheduled meetings, or special information sessions. This allows for immediate questions and clarifications. • Feedback on Changes: After changes are communicated, families are invited to provide feedback on the new procedures. This feedback is taken into account for further refinement, ensuring that the procedures are practical and well-received by the community. <p>By effectively communicating procedures with families during orientation, providing ongoing access, inviting input, and promptly informing them of any changes, our preschool ensures that families are fully engaged in the continuous improvement process. This approach strengthens the partnership between the preschool and families, creating a supportive and transparent environment that prioritizes the best interests of the children.</p>
<p>Procedures – Storage and accessibility</p>	<p>To maintain transparency and consistency, any changes to procedures are communicated clearly and recorded meticulously. This ensures that all stakeholders, including staff, families, and regulatory authorities, are informed and that the preschool operates with up-to-date, accurate guidelines.</p> <p>Communication of Procedural Changes</p> <ul style="list-style-type: none"> • Internal Communication: <ul style="list-style-type: none"> ○ Staff Meetings: Procedural changes are first communicated to staff during regular staff meetings. The changes are discussed in detail, including the reasons for the update, the impact on daily operations, and the implementation timeline. ○ Email Notifications: Following staff meetings, an email summarising the changes is sent to all staff members, ensuring that everyone has a written record of the update. This also serves as a reference point for staff who may need to revisit the information. • External Communication with Families: <ul style="list-style-type: none"> ○ Newsletters: Procedural changes are communicated to families through the preschool’s regular newsletters, which provide a summary of the changes, the rationale behind them, and how they will affect the children’s daily experience. ○ Parent App: The updated procedures are highlighted on the parent App Storypark, where families can easily access both the full text of the updated procedures and a summary of the key changes. ○ In-Person Communication: For major procedural changes, families are informed through face-to-face meetings or special information sessions.

	<p>This allows for immediate dialogue and clarification, ensuring that all questions are addressed.</p> <p>Recording and Storage of Procedures</p> <ul style="list-style-type: none"> • Digital Storage: <ul style="list-style-type: none"> ○ Online Repository: All procedures are stored in a secure online repository accessible through the preschool’s digital platform. This includes the full text of each procedure, along with version histories that document any changes made over time. The repository is regularly updated to reflect the most current versions. • Hardcopy Storage: <ul style="list-style-type: none"> ○ Policy and Procedure Manual: A comprehensive hardcopy manual containing all current procedures is maintained in the preschool foyer. This manual is updated whenever changes are made, with outdated versions archived for reference. ○ Classroom Copies: Key procedures, particularly those related to daily operations and child safety, are also available in printed form in the preschool learning environment. This ensures that educators have quick access to essential information as needed. ○ Archived Versions: Older versions of procedures are archived in a digital file, marked clearly with the date they were replaced. This archive serves as a historical record and a reference in case previous practices need to be revisited. <p>By systematically communicating and recording procedural changes and maintaining both digital and hardcopy versions of all procedures, our preschool ensures that everyone involved has access to accurate, up-to-date information. This meticulous approach to documentation and communication fosters a culture of transparency, consistency, and continuous improvement, which is essential for providing high-quality care and education.</p>
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Record of procedure’s review

Date of review	20/08/24
Who was involved	Preschool Teacher, Nominated Supervisor, Preschool supervisor, Preschool Staff and communicated with families for feedback/input.
Key changes made and reason why	Slight changes to reflective practice.

Record of communication of significant changes to relevant stakeholders

Principal: Lesley Mills communicated at Staff meeting
Staff: Amy Clark, Astoria Chapman, Leanne Davis, Karen Campbell
Parents: Copy for all Parents placed on communication board and in the Localised Procedures folder in foyer.
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.
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Copy and paste the last 4 rows to the bottom of the table each time a new review is completed.