

# Orange Grove Public School Preschool

## Leading Continuous Improvement Procedures

Associated National Quality Standards	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
<p>4.2- Professional Collaboration Developing a culture of professional collaboration, recognition and continuous improvement</p> <p>7.1- Governance a continuous improvement approach to all aspects of the service and its educational program.</p> <p>7.2- Leadership Effective leadership builds and promotes a positive organisational culture and professional learning community.</p>	<p>Regulation <a href="#">168(2)(l)</a></p> <p>Regulation <a href="#">31</a></p> <p>Regulation <a href="#">55</a></p> <p>Regulation <a href="#">56</a></p>	<ul style="list-style-type: none"> <li>• <a href="#">NSW Department of Education School Leadership policy</a></li> <li>• <a href="#">NSW Department of Education School Excellence Policy</a></li> <li>• <a href="#">Leading and operating department preschool guidelines</a></li> </ul>

### Pre-reading and reference documents

[OGPS Preschool Governance and Management Procedures](#)  
[Orange Grove Public School Strategic Improvement Plan](#)  
[NSW Department of Education Strategic Planning for continual improvement website](#)  
[NSW Department of Education School Excellence Framework](#)  
[NSW Department of Education School Excellence Cycle](#)  
[ACECQA Self-assessment tool](#)  
[Early Learning Compliance support tool](#)

### Record of procedure's review

#### Date of review and who was involved

First created 28/06/2023 by Lauren Tinslay, Updated 30/08/23

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

- Clarification of the role of families and the community in the continuous improvement process to highlight opportunities for input.
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### Record of communication of significant changes to relevant stakeholders

28/6/23 - Communicated to preschool educators and principal  
 30/08/23- Updates communicated to Principal and preschool educators.

### Staff roles and responsibilities

<b>School principal</b>	<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"> <li>• the preschool is compliant with legislative standards related to this procedure at all times</li> <li>• all staff involved in the preschool are familiar with and implement this procedure</li> <li>• all procedures are current and reviewed as part of a continuous cycle of self- assessment.</li> </ul>
<b>Preschool supervisor (a member of the school executive team- an assistant Principal)</b>	<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.</p> <ul style="list-style-type: none"> <li>• reflecting on how this procedure is informed by relevant recognised authorities</li> <li>• planning and discussing ways to engage with families and communities, including how changes are communicated</li> <li>• developing strategies to induct all staff when procedures are updated to ensure practice is embedded.</li> </ul>

<b>Preschool educators including K-6 staff, relief staff and casual staff</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</li> <li>• storing this procedure in the preschool, and making it accessible to all staff, families, visitors and volunteers</li> <li>• being actively involved in the review of this procedure, at least annually, or as required</li> <li>• ensuring the details of this procedure's review are documented.</li> <li>• analysing complaints, incidents or issues and what the implications are for the updates to this procedure.</li> </ul>
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## National Quality Standards and National Regulations

The National Regulations outline requirements for Early Childhood services relating to continuous improvement. This includes the creation of a Quality Improvement Plan which includes an assessment of the service against the 7 areas of the National Quality Standard, any identified areas for improvement and a statement of the philosophy for the operation of the service. The Quality Improvement Plan must be updated at least annually and made available to the Regulatory Authority on request.

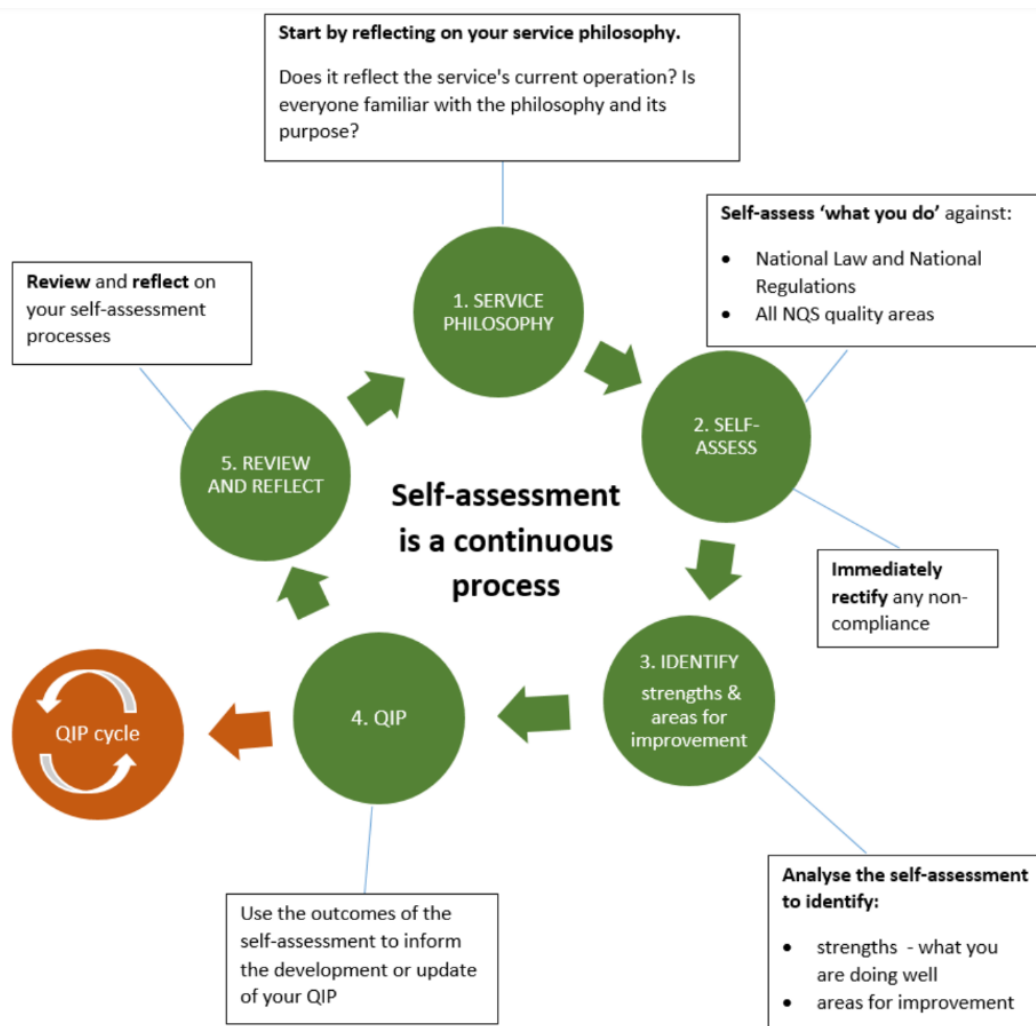
The National Quality Standards specifically refer to continuous improvement under the areas of staffing arrangements, governance and leadership. The standards ask services to consider how staffing arrangements, leadership and governance structures support and promote a culture of continuous improvement. The Orange Grove Preschool Governance and Management Procedure outlines the structure of the governance and leadership of the preschool.

## The Department of Education School Excellence Policy

As a Department of Education school, Orange Grove Public School uses the Department of Education School Excellence Policy. As part of the school, the preschool is involved in the implementation of the policy. The policy outlines the [school excellence cycle](#) which includes school self-assessment against the [school excellence framework](#), situational analysis involving data collected within the school, Strategic Improvement Planning, implementation and reflection on progress. During the 4 year cycle, there is an external validation of the evidence from the school's self-assessment against the school excellence framework. The Strategic Improvement Plan is a 4 year plan developed after the self-assessment and in consultation with the school community including staff and families around 3 strategic direction goals.

As a Preschool to Year 6 school, the Orange Grove Public School Strategic Direction Plan includes consultation with the school community, including families with children in the preschool. The Strategic Direction goals are developed by the principal and executive team, including consideration of the preschool's role in the school, such as developmentally appropriate practices and specific factors relating to children and families in the preschool. School staff, including preschool educators, are organised by the principal into strategic direction teams that are involved in determining action steps for the implementation of the goal, implementing and evaluating the steps. Action steps include provision of professional development across the school and allocated time to work on both implementation and planning for the Strategic Direction Plan.

## The cycle of self-assessment and continuous quality improvement in the preschool



ACECQA Self-assessment tool- <https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.acecqa.gov.au%2Fsites%2Fdefault%2Ffiles%2F2021-10%2FSelfAssessmentTool.docx&wdOrigin=BROWSELINK>

#### Every 4 years

1. The Principal and executive team conduct a self-assessment against the school excellence framework and develop a Strategic Improvement Plan with 3 strategic direction goals in consultation with school staff, preschool educators, families and the wider school community. These 3 strategic direction goals are communicated to staff and the school community, including in the preschool.
2. School staff, including preschool educators, form strategic direction teams to develop steps for implementation of each strategic direction goal and to implement and evaluate the progress.

#### Term 4- before the start of the year

1. The nominated supervisor (school principal and/or the delegated supervisor, an assistant principal) and preschool educators prepare for each new year by reflecting on the preschool philosophy and educational program while becoming acquainted with the new children and families of the service. Through interactions and formal meetings with families and children, prior to them commencing at the preschool, the educators gain insight into the values, needs and aspirations of the cohort of children and families for the following year. In collaboration with the school principal, they reflect on this information to determine how best to provide an inclusive and supportive environment.
2. The school principal and executive team plans for staff professional development across the school for the following year, guided by the priorities within the Strategic Improvement Plan.
3. The principal and executive team plan staffing arrangements for the following school year, including:
  - allocation of a supervisor for the preschool (if required),

- planning time allocation for preschool educators,
- additional allocation of staff to relieve preschool educators for collaborative planning meetings and to participate in self-assessment and continuous quality improvement processes,
- which school staff will relieve preschool educators during these times and for their breaks, taking into account the insight given by preschool educators when reflecting on the context of the incoming children and families.
- additional allocation of staff to support inclusion of children with specific identified needs, based on input from the child's family and any appropriate external professionals involved in their plan e.g. Occupational therapist or speech therapist,

#### Throughout Term 1 of the new year

1. The Preschool educators complete a compliance check against all areas of the National Quality Standard and immediately rectify any areas of non-compliance.
2. The principal and preschool educators reflect on the identified areas for improvement and ongoing self-assessments from the previous year's Quality Improvement Plan to begin consideration of new areas for improvement for the current year. Using feedback gathered during the previous year from families and relevant community members, new goals and strategies are developed, with consideration for the school Strategic Improvement Plan.
3. The self-assessment cycle begins for a new year. The preschool educators reflect on the components of each quality standard from the National Quality Framework and the preschool's practices. Throughout the year, all standards are reflected upon in response to changes implemented as a result of professional development, family and community contributions, incidents and updates to the legislative requirements. Preschool educators create survey questions throughout the year to gather input from families regarding the self-assessment process.
4. Preschool educators individually select professional development goals for their Performance Development Plan (PDP), taking into account the goals in the school's Strategic Improvement Plan, the Preschool Quality Improvement Plan and their own personally identified goals. They identify and record the activities and resources needed to support their goals and the evidence that can be used to indicate progress towards the goal. They meet with the principal or preschool supervisor (if applicable), to discuss their goals and plan for their professional development.
5. Preschool educators and the principal begin reviewing the preschool local procedures, following the review calendar. If required, additional reviews may occur in response to incidents, changes to the regulations and/or as needed. If appropriate, preschool educators seek input from families and other relevant community members to inform the procedure review.
6. The self-assessment cycle begins for a new year. The preschool educators reflect on the components of each quality standard from the National Quality Framework and the preschool's practices. Throughout the year, all standards are reflected upon in response to changes implemented as a result of professional development, family and community contributions, incidents and updates to the legislative requirements.

The self-assessment process is as follows:

- A preschool educator reviews each standard of the National Quality Standard referring the guide to the National Quality Standard.
- Using the information in the guide and the leading and operating department preschool guidelines, the educator reflects on the components of the standard and the ways that these are represented within the preschool.
- The preschool educators create survey questions throughout the year to gather input from families regarding aspects of each quality area relating to the self-assessment.
- The educator utilises the guidelines from the [ACECQA self assessment tool](#):

### Consider your service

- Review the compliance history at the service and how this can, or should, be considered in self-assessment.
- If applicable, revisit the outcomes of your previous assessment and rating report and rating.
- Consider previous self-assessments.
- Think about the key issues your service has faced or tried to address since your last self-assessment.
- Consider how your service type influences your practice.
- What legislative requirement changes need to be considered?

### Know the standards and elements of the NQS

- For each quality area, standard and element, descriptors and concepts are provided.
- Reflect on the level of understanding of the quality area as well as the standard and elements in that quality area.
- If there are any areas where further understanding is needed, refer to Section 3 – National Quality Standard and Assessment and Rating in the Guide to the NQF.

ACECQA Self Assessment Tool- <https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.acecqa.gov.au%2Fsites%2Fdefault%2Ffiles%2F2021-10%2FSelfAssessmentTool.docx&wdOrigin=BROWSELINK>

- The preschool educator shares this reflection with the other Preschool educators and the principal at a fortnightly team meeting and they have the opportunity to share their input into the self-assessment. The reflection is recorded in the minutes of the meeting.
  - If appropriate, the preschool educator creates a family input survey using Microsoft forms to gather perspectives from families.
  - If appropriate, the preschool educators discuss with the children for their input about the standard for example, ways they can keep safe during outdoor play or changes being made to the physical environment.
  - The preschool educator then records strengths and strategies for improvement against the standard into the Quality Improvement Plan.
7. At the end of the term, the preschool educators engage in a collaborative planning day to reflect on aspects of the self-assessment process, Quality Improvement Plan and plan for the following term. The school principal arranges staff to cover the preschool educators for this day and meets with the team during the day.

### Throughout Term 2

1. Self-assessment against the National Quality Standards continues, following the above process, including seeking input from families, the community and children, if appropriate.
2. Preschool educators reflect on progress towards Quality Improvement Plan goals and document these in the One Note file as they occur.
3. Preschool educators and the principal continue reviewing the preschool local procedures, following the review calendar. If required, additional reviews may occur in response to incidents, changes to the regulations and/or as needed. If appropriate, preschool educators seek input from families and other relevant community members to inform the procedure review.
4. The review process for the Preschool philosophy begins with the current families and children. The process for philosophy review is:
  - The principal and preschool educators reflect on their values and beliefs alongside the UN Declaration on the Rights of the Child and Early Childhood Australia Code of Ethics. The ideas are recorded and themes identified.
  - Staff from the K-6 school are invited to give their input via a digital survey. The preschool educators gather and record the responses and identify themes.
  - Families are invited to give their input via digital survey about their beliefs about the preschool and their child's education. The preschool educators gather and record the responses and identify themes.
  - Children are encouraged to provide input through photography or small group discussions about what they value at preschool. The children's input is gathered, recorded and themes are identified.

- The principal and preschool educators meet to discuss the themes that have emerged from all contributors. The team makes a decision about whether the existing philosophy is representative of the values and beliefs of current educators, staff, families and children or whether changes need to be made.
  - If required, a preschool educator reviews the procedure and incorporates the changes.
  - If changes are made, the preschool educators share the updated version of the philosophy with the preschool educators, principal, K-6 staff and families.
5. A mid-year review of each educators Performance Development Plan occurs. Preschool educators reflect on the progress made during the year towards their self-identified professional development goals. A reflective discussion occurs between the preschool educator and the principal about this progress.
  6. At the end of the term, the preschool educators engage in a collaborative planning day to reflect on aspects of the self-assessment process, Quality Improvement Plan and plan for the following term. The school principal arranges staff to cover the preschool educators for this day and meets with the team during the day.

### Throughout Term 3

1. The self assessment process continues against the National Quality Standards, including seeking input from families and children, as required.
2. Preschool educators reflect on progress towards Quality Improvement Plan goals and document these in the One Note file as they occur. If appropriate, preschool educators seek input from families and other relevant community members to inform the procedure review.
3. The philosophy review process concludes and if applicable, the updated preschool philosophy is shared with K-6 staff and families.
4. Preschool educators and the principal continue reviewing the preschool local procedures, following the review calendar. If required, additional reviews may occur in response to incidents, changes to the regulations and/or as needed.

### Throughout Term 4

1. The self assessment process continues against the National Quality Standards, including seeking input from families and children, as required.
2. Preschool educators reflect on progress towards Quality Improvement Plan goals and document these in the One Note file as they occur.
3. Preschool educators and the principal continue reviewing the preschool local procedures, following the review calendar. If required, additional reviews may occur in response to incidents, changes to the regulations and/or as needed. If appropriate, preschool educators seek input from families and other relevant community members to inform the procedure review.
4. The principal and preschool educators meet to reflect on the self-assessment process and evaluate progress towards the Quality Improvement goals. Preschool educators may also use a digital survey to gather further input from families about aspects of the National Quality Standards to support their reflection. Educators begin planning for the following year based on these reflections.
5. The transition to preschool process begins, with interviews and orientation for incoming families and children run by the Principal and preschool educators.
7. An end-of-year review of each educators Performance Development Plan occurs. Preschool educators reflect on the progress made during the year towards their self-identified professional development goals. A reflective discussion occurs between the preschool educator and the principal about this progress.



## Appendix A- current procedure review calendar and continuous improvement schedule

	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sep	Oct	Nov	Dec
<b>Local procedures (NQS 7.1.2)</b>  <i>May also be reviewed in response to particular situations:</i> <ul style="list-style-type: none"> <li>o to rectify a recurring problem</li> <li>o an incident or injury</li> <li>o to address a complaint</li> <li>o a change in legislation</li> </ul>	n/a School holidays	First Aid  Nutrition, Food, beverages and dietary requirements  Dealing with complaints  Nappy change	Emergency and evacuation  Enrolment, Orientation & transition, including expression of interest form  Excursions  Water safety	Sun protection  Sleep and rest  Governance  Infectious diseases	Child safe environment  Delivery and collection of children	Authorisations  Medical conditions  Program and practices	Interactions with children  Staffing	Fees  Incident, injury, illness trauma	Preschool family handbook			
<b>Risk assessments (NQS 7.1.2)</b> <ul style="list-style-type: none"> <li>- Preschool risk management plans</li> <li>- OGPS Emergency Management Plan</li> <li>- OGPS First Aid Plan</li> <li>- Excursion</li> <li>- Individual behaviour management plans</li> </ul>	Preschool risk management plans <ul style="list-style-type: none"> <li>- Emergency</li> <li>- Evacuation</li> <li>- General preschool</li> <li>- Visits to school</li> <li>- Regular outings</li> </ul>	Create individual behaviour management plans and IEPs, as needed	Review individual behaviour management plans, as needed  OGPS First Aid Plan- reviewed by exec  Review individual behaviour management plans, as needed	OGPS Emergency Management plan- reviewed by exec  OGPS First Aid Plan- reviewed by exec  Review individual behaviour management plans, as needed	Review IEPs/PLPs from previous term and plan for following term	Review individual behaviour management plans, as needed  Review IEPs from previous term and plan for following term	Review individual behaviour management plans, as needed  Review IEPs from previous term and plan for following term	Review individual behaviour management plans, as needed  Review IEPs from previous term and plan for following term	Review individual behaviour management plans, as needed  Review IEPs from previous term and plan for following term	Review individual behaviour management plans, as needed  Review IEPs from previous term and plan for following term	Review individual behaviour management plans, as needed  Review IEPs from previous term and plan for following term	Review individual behaviour management plans, as needed  Provide individual behaviour management plans and IEPs to school, as needed, with family permission
<b>Philosophy (NQS 7.1.1)</b>			Begin Philosophy review cycle		Preschool team input for philosophy	Children's input for Philosophy	Family & community input for philosophy	Draft published for families and community	Finalise philosophy			
<b>Self-assessment (NQS 7.1.2)</b>	Self- assessment and goal development using feedback from previous year	Self-assessment and goal development using feedback from previous year  Compliance check & check of required preschool items	Adding to progress notes on collaborative planning day and team meetings	Adding to progress notes at team meetings	Adding to progress notes at team meetings	Adding to progress notes on collaborative planning day and team meetings	Adding to progress notes on collaborative planning day and team meetings	Adding to progress notes at team meetings	Adding to progress notes at team meetings	Adding to progress notes at team meetings	Adding to progress notes at team meetings	Adding to progress notes at team meetings  Collating survey data from families about QIP to plan for following year