

Lismore South Public School Preschool - Ngulliboo Jarjums

Leading Continuous Improvement Procedure



Reviewed: 10th June 2020 Next review: June 2021

Education and care services regulation/s	NSW Department of Education policy, procedure or guidelines	Preschool leadership and operational guidelines (April 2019)	School policy or procedure, where applicable
<p><u>Regulation 168(2)(I)</u></p> <p><u>Regulation 31</u></p> <p><u>Regulation 55</u></p> <p><u>Regulation 56</u></p>	<p>The following department policies and relevant documents can be accessed from the preschool section of the department's website;</p> <ul style="list-style-type: none"> Leading and Managing the School Policy PD/2004/0024/V01 	<p>Leadership – standard 7.2</p> <p>Preschool leadership and operational guidelines, Page 100-104 , April 2019.</p>	

This procedure outlines our systematic approach to the continuous improvement at Lismore South Public School Preschool - Ngulliboo Jarjums.

The Principal

- In keeping with Leading and Managing the School (PD2004/0024) “the Principal occupies the pivotal position in the school and is accountable for leadership and management consistent with State legislation and the policies and priorities of the NSW Government.”
- The Principal/Nominated Supervisor/Responsible Person in Charge/Educational Leader has overriding responsibility for the supervision of the Preschool however he/she may delegate the supervision of the preschool education program to an executive staff member.
- The Principal is responsible for the Quality Improvement Plan and works in consultation with the Preschool educators to lead continuous improvement in our Preschool.

School Excellence Framework and The National Quality Framework

- The School Excellence Framework and the National Quality Framework supports schools in their pursuit of excellence and the provision of high quality educational opportunities for each and every child. (School Excellence framework Version 2, July 2017).
- The National Quality Framework aims to raise quality and drive continuous improvement and consistency in children’s education and care. (Guide to the National Quality Framework. October 2018/ Revised September 2020).

Preschool Philosophy

At the beginning of each year the Preschool team establishes the needs of the cohort of children and their families, ensuring these are reflected in the Preschool philosophy.

The Early Years Learning Framework (EYLF)

The Early Years Learning Framework (EYLF) underpins the curriculum at Lismore South Public School Preschool - Ngulliboo Jarjums. Principles, practices and outcomes are discussed at stage meetings and weekly preschool communication meetings, reflected on and action is taken to ensure the EYLF informs and guides our practice.

Quality Improvement Plan (QIP)

The Preschool team has developed a Quality Improvement Plan including a self-assessment, as well as strengths and goals, to guide and improve the Preschool practice and operations. Our QIP supports staff to focus on improvements that will lead to better outcomes for children and families.

Our QIP is a dynamic working document that is reviewed and revised regularly throughout the year. It is on display in the Preschool and is accessible to staff, families and community members at all times.

All stakeholders have opportunities to provide input into the self-assessment process, ensuring a collective ownership and responsibility to continual improvement of our Preschool.

At Lismore South Public School Preschool - Ngulliboo Jarjums the QIP is accessible in:

- the Preschool foyer

The QIP is available in the Preschool foyer and goals are displayed on the Preschool foyer noticeboard for easy access and input from families and the Preschool community.

- the Preschool educators' administration office & community room

The Preschool educator has a hard copy of the QIP in the office and the goals are displayed on the office wall and community room whiteboard to ensure easy access for all educators and preschool team members. This is where reflections, ideas, notes and progress can be quickly added during reflective conversations with educators, interactions with children or families and meetings with educators and Principal/Educational Leader, P-6 staff, P-2 Initiatives Officer, Instructional Leader or any members of our preschool community.

- Microsoft Office Teams.

Our Preschool leadership team has created a collaborative space on Microsoft Office Teams where the QIP is stored and shared between all Preschool educators, Principal/Educational Leader, P-2 Initiatives Officer and P-2 Instructional Leader. Progress notes are updated online on the first Wednesday of each month by the Preschool educator.

Our Preschool community, including children, families, P-6 staff and community members, are

encouraged to provide input into the QIP at any time throughout the year.

Educators will provide opportunities for all stakeholders to provide input to the QIP through:

- Ongoing conversations/ verbal interactions
- Reflection surveys
- Questions of the month
- Newsletter feedback
- Weekly reflection meetings between educators
- Fortnightly stage meetings between educators and Principal/Educational Leader
- P-6 staff meetings
- Ongoing professional discussions between educators and P-2 Initiatives Officer
- Preschool Committee Meetings

Our QIP Process is informed by:

- The NSW Department of Education (DoE) *guidelines for developing and implementing the Quality Improvement Plan (QIP)*. We use a DoE tailored QIP template, featuring the required sections, as specified in [regulation 55](#). These documents are both available on the [Early Learning website](#).
- Our current QIP, used as a guide to review strengths and goals.
- Previous assessment and rating reports to ensure we have adjusted and strengthened our practice.
- Input from children, families, P-6 school staff and the wider community about strengths and suggestions for improvements.
- Current research and professional readings from The [ACECQA website](#) and The [early childhood resource hub](#).
- The [Guide to the National Quality Framework](#) – page 322 is a useful reference that supports our Preschool educators with understanding the self-assessment, planning and evaluation process.
- Compliance documents, updated regulations and law.
- The Education and Care Services [National Regulations](#) , stipulating the regulatory requirements of services in relation the QIP.

A schedule for Annual Reviews was developed in consultation with our preschool educators, Principal, P-2 Initiatives Officer and Instructional Leader to ensure we reflect and refine current practice, procedures and documents and we are leading continual improvements at Lismore South Public School Preschool - Ngulliboo Jarjums. Where issues arise, a localised procedure will be reviewed at an earlier time in the schedule.

See attached Schedule for Annual Review

Lismore South Public School Preschool - Ngulliboo Jarjums

Schedule for Annual Review

QIP	Local Procedures	Health and Safety	Staffing Arrangements	School Website Information
Reviewed weekly, fortnightly, monthly as required.	Reviewed fortnightly in Stage meetings. T1 T2 T3 T4	Review in first 2 weeks Term 1	Review in first 2 weeks Term 1	Reviewed throughout Term 1
<ul style="list-style-type: none"> • Update Monthly on Teams • Review throughout year as needed <ul style="list-style-type: none"> ❖ Add additional strengths ❖ Revise Identified Improvement Plans – add progress notes, timelines, who? • Formal guideline to gain input/survey for self assessment strengths (not limited to) <ul style="list-style-type: none"> ❖ Children (Term 1) ❖ Families (Term 2) ❖ Staff (Term 3) 	<ul style="list-style-type: none"> • Acceptance and refusal of authorisations • Administration of First Aid • Communicating with Preschool • Dealing with complaints • Dealing with infectious diseases • Dealing with medical conditions in children • Delivery and collection of children • Emergency and evacuation and lockdown • Enrolment and orientation • Excursions • Governance and management of the service • Incident, injury, trauma and illness • Interactions with children • Leading continuous improvement and management • Notification of change to policies or procedure • Nutrition, Food and Beverages and dietary requirements • Payment of fees • Physical activity and screen time • Proscribed information to be displayed • Observation and educational program • Providing a child safe environment • Sleep and rest for children • staffing • Sun Protection • Water Safety 	<ul style="list-style-type: none"> • Health Care Plans <ul style="list-style-type: none"> ❖ Anaphylaxis ❖ Asthma plans ❖ Risk minimisation plan • Communication Plans • Service risk assessment including risk minimisations <ul style="list-style-type: none"> ❖ Indoor Environment ❖ Outdoor Environment ❖ Preschool visits to the main school – walking around the school • Indoor / Outdoor Active Supervision plan • Injury, illness and trauma forms. • Preschool site map with exits and hydrants • Identifying risks at emergency exit location • First aid supplies date checks • Check dates on information posters displayed. 	<ul style="list-style-type: none"> • Educational qualifications check – Degrees and Certificate 3. • Staff rosters • Staff qualifications including casuals and staff regularly covering breaks or release from face to face teaching time (RFF) <ul style="list-style-type: none"> ❖ WWCC verified check ❖ First aid qualifications check, including asthma, emergency care, CPR, anaphylaxis. 	<ul style="list-style-type: none"> • Check information is current on Preschool tab. <ul style="list-style-type: none"> ❖ Philosophy ❖ Preschool Handbook ❖ Photos ❖ Children and parents thoughts about Preschool – ensure they are current. • Office Administration <ul style="list-style-type: none"> ❖ Program Regulatory Documentation ❖ Term 1 Excursion notes, General permission ❖ Individual profiles on each child ❖ Parent information contact details ❖ Immunisation ❖ Group Profile ❖ Children's goals and interest
Philosophy			Early Years learning Framework	
<ul style="list-style-type: none"> • Input sought from families at Meet and Greet in Term 1 or upon enrolment throughout year. • Input sought from educators, children and staff weeks 1-5 Term 1. • Updated after first committee meeting – replaced in TEAMS, school and Preschool foyer, classroom, staffroom, handbook and website. 			<ul style="list-style-type: none"> • Review implementation at Stage meetings 	