

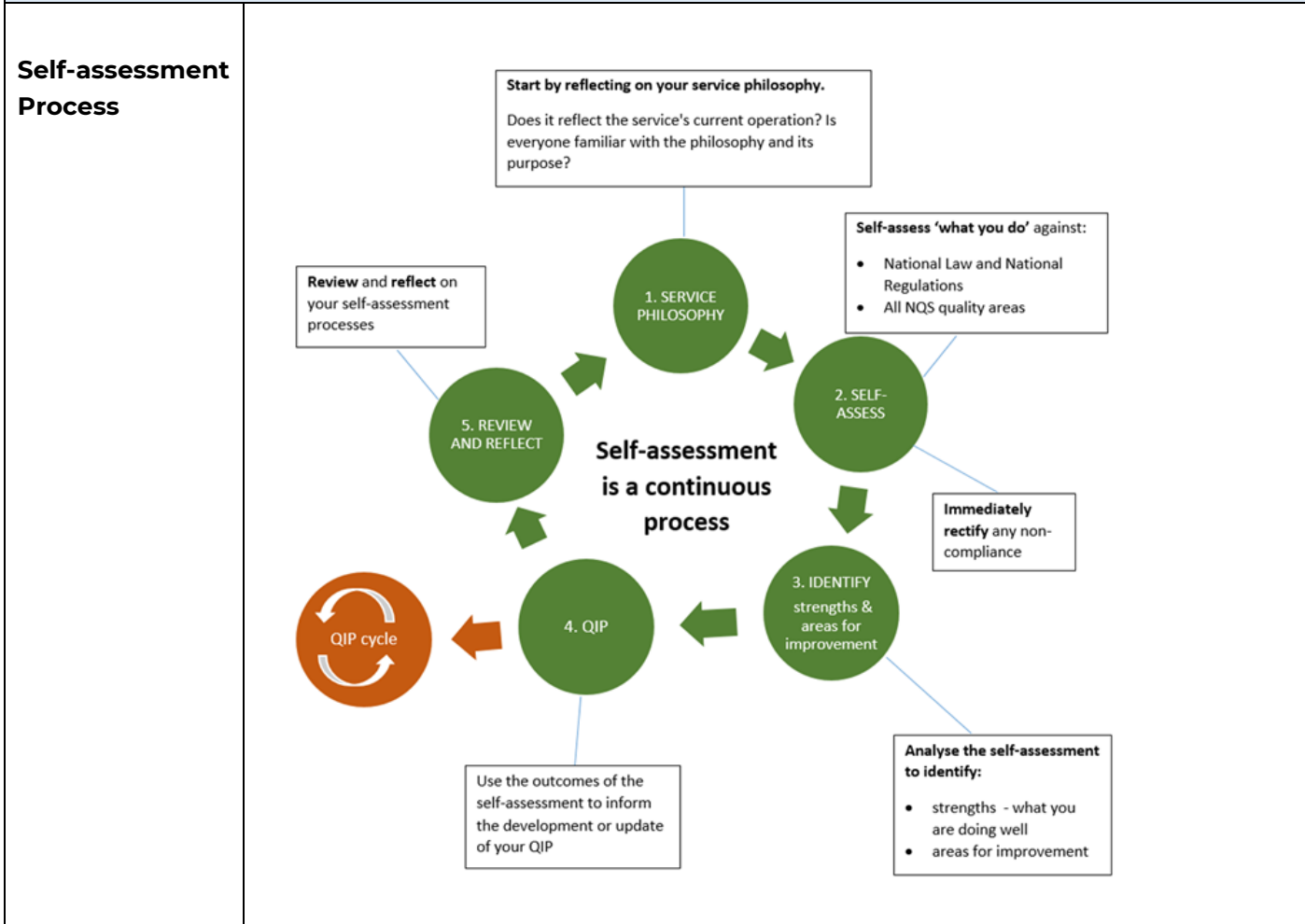
## Continuous Improvement Procedure

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
<p><b>Element 7.2.1</b></p> <p>There is an effective self-assessment and quality improvement process in place</p>	<p>Regulations <a href="#">55 and 56</a></p>	<p><a href="#">School Excellence Policy</a></p> <p><a href="#">School Excellence Procedure</a></p>
<p>Pre-reading and reference documents</p>		
<p>ACECQA information sheets:</p> <ul style="list-style-type: none"> <li><a href="#">Practical ideas to support continuous quality improvement</a></li> <li><a href="#">Using complaints to support continuous improvement</a></li> <li><a href="#">Developing and reviewing your quality improvement plan</a></li> </ul>		
<p>Related local procedures</p>		
<ul style="list-style-type: none"> <li>Prescribed Information to be Displayed Procedure</li> <li>Notification of Change to Policies or Procedures Procedure</li> </ul>		
<p>Staff roles and responsibilities</p> <p>Who will do what?</p>		
<p>School principal</p>	<ul style="list-style-type: none"> <li>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.”</li> <li>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.</li> <li>The Principal is responsible for the Quality Improvement Plan and works in consultation with the Preschool educators to lead continuous</li> </ul>	

	improvement in the preschool.
Preschool educators	<ul style="list-style-type: none"> <li>• Preschool educators are responsible for working collaboratively with the Principal to develop goals that become our current Quality Improvement Plan.</li> <li>• Preschool educators purposefully plan for and implement changes to reflect the goals for the current year. Educators critically reflect on program and practices employed to achieve the goals and gather evidence to demonstrate the steps taken to achieve all goals.</li> <li>• Lead Preschool educators are responsible for updating the QIP to ensure that current programs and practices are reflected and strengths are noted.</li> </ul>

**Procedure**

Describe how the quality improvement cycle will be implemented in your preschool; what will be assessed, how, when and by whom? (Refer to the guiding questions at the end of this document, if needed)



**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 preschool philosophy is reviewed each year in Term 1 by preschool educators, school staff including the nominated supervisor and families. All stakeholders have the opportunity to provide feedback on the philosophy which reflects our practice and purpose.

<p><b>School Excellence Framework and The National Quality Framework</b></p>	<p>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).</p> <p>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).</p> <p>The NSW Department of Education (DoE) <i>guidelines for developing and implementing the Quality Improvement Plan (QIP) are followed</i>. We use a DoE tailored QIP template, featuring the required sections, as specified in <a href="#">regulation 55</a>. These documents are both available on the <a href="#">Early Learning website</a>.</p>
<p><b>The Early Years Learning Framework (EYLF)</b></p>	<p>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.</p>
<p><b>Self-Assessment Process</b></p>	<p>We ensure that throughout this process we are critically reflecting on our practice across the National Quality Standards three exceeding themes: <i>Practice is embedded in service operations; Practice is informed by critical reflection; Practice is shaped by meaningful engagement with families and/or the community</i>. We use the <i>observed, discussed and sighted</i> techniques when critically reflecting and documenting our continuous improvement.</p> <p><b>Educators provide opportunities for all stakeholders to provide input to our continuous improvement process through:</b></p> <ul style="list-style-type: none"> <li>• Ongoing conversations/ verbal interactions</li> <li>• Reflection surveys</li> <li>• Questions of the month</li> <li>• Newsletter feedback</li> <li>• Weekly reflection meetings between educators</li> <li>• Fortnightly stage meetings between educators and Principal/Educational Leader</li> <li>• P-6 staff meetings</li> <li>• Ongoing professional discussions between educators and P-2 Initiatives Officer</li> <li>• Preschool Community Hub Meetings</li> </ul> <p>• <b>P-2 Initiatives Officer</b></p> <p>We work closely with our P-2 Initiatives Officer regularly throughout the year to ensure that we are continuously engaging in self-assessment processes and improvements. Over the year we self-assess progressively through each of the seven Quality Areas. We self-assess our current practices, then our P-2 Initiatives officer performs a detailed assessment each term and provides us with feedback on our strengths and areas for improvement. The feedback is shared amongst preschool educators and we work collaboratively to make changes and improvements where necessary, using this information to strengthen and inform our QIP and all areas of compliance.</p>

- **Critical Reflection**

We use a reflection template on a weekly basis to record any self-assessment reflections in our programming and practices. Each week we critically reflect and plan accordingly in our Preschool Communication meetings. Here we collaboratively find solutions and assign roles and responsibilities to make relevant and critical changes to maintain a quality service.

- **Whole School Processes**

Our preschool QIP is aligned with the Lismore South Public School Strategic Improvement Plan's (SIP) Direction 1 'Student Growth and Attainment' with a focus on the explicit teaching model to develop strong foundations in literacy and numeracy. In 2021, the preschool will focus on enriching the preschool environment with environmental print and planning for intentional teaching for phonological awareness and varied numeracy activities focused on number sense through rhyme, song, literature and hands on learning.

The preschool staff combine with the whole school team for ongoing professional learning aligned to the SIP with a particular focus on Strategic direction 1 and 3 for preschool staff.

Strategic Direction 1 – Student growth & Attainment (Explicit teaching for literacy and numeracy).

Strategic Direction 2 Excellence in Teaching (Professional Learning Communities).

Strategic Direction 3 – A Strong Learning Culture (trauma informed practice, self-regulation strategies, wellbeing and learning and support).

- **Self-Assessment Process for Literacy and Numeracy**

The preschool team utilises the Early Childhood Environmental Ratings (ECERS) framework to assess and critically reflect upon our current program and practice. We use our findings to guide change and improvement towards delivering a high-quality literacy and numeracy program for our children.

Our focus on literacy and numeracy is shared through Quality Area 7's goals and is communicated and promoted to parents and carers through Class Dojo, school newsletter and the visible weekly program on display, as well as learning stories on Storypark, which is a shared IT communication platform for families.

- **Performance and Development Framework**

Improvement goals are identified by educators consistent with the requirements of the Performance and Development Framework for Principals, Executives and Teachers in NSW Public Schools (Jan 2015), which includes three phases: Plan, Implement and Review. The performance and development cycle is a dynamic process characterised by ongoing feedback, reflection and refinement. Progress towards achieving personal and professional goals identifies strengths within the self-assessment process.

- **Feedback from families and children**

Feedback from families and children is consistently encouraged and respected. We invite families to share ideas, thoughts and opinions through various means of communication including our question of the month, weekly newsletters, questionnaires, ideas and communication box, and through our Preschool committee meetings. Children are recognised as competent and capable, therefore they are involved in decisions which impact their learning and development.

- **Feedback, complaints and analysis**

While most complaints are resolved informally with the relevant staff member, there are provisions for the use of formal procedures depending on the nature and seriousness of the complaint. Informal issues by a parent or caregiver are dealt with by the relevant LSPS Preschool teaching staff at the time of the issue or as soon as practically possible. A record of any informal issues are kept on file and noted in our critical reflection folder. Informal issues that cannot be resolved by the LSPS Preschool staff and all serious incidents are directed to the supervisor, which is the Principal/Nominated Supervisor/Responsible Person/Educational Leader. Collected feedback and complaints are incorporated into weekly preschool communication meetings to action future changes in processes and practices. Serious incidents or complaints regarding the health and/or safety of a child are notified to Early Learning and formalised processes are followed. Necessary changes in processes and practice are discussed and actioned as soon as practically possible.

- **Collaborative meetings**

We have a variety of formal and informal meetings that occur on a regular basis that provide opportunity for collaboration and self-assessment reflection reaching a range of stakeholders across our preschool community. The purpose of our meetings is to critically reflect on practice.

- Each week staff participate in a communication meeting to discuss current practices, changes in programming and routines, student wellbeing and critical reflection, minutes are noted in Sentral. During this meeting we refer to our critical reflection notes and action future changes in processes and practices.
- We meet with our Preschool leadership team in fortnightly stage meetings to discuss the progress and implementation of the QIP, including changes and improvements in practice, whole school directions, forward planning collaborative discussions and child and family wellbeing.
- Community Hub Meetings – We meet with families and community once per term to discuss the philosophy, preschool program and staffing.
- Whole School staff meetings- Professional Learning and alignment with school Strategic Improvement Plan.
- AECG termly meetings- To make links with wider Aboriginal community leaders and ensure indigenous perspective are embedded in everyday practices.
- Learning Support Meetings and Outside Support Agency Meetings – Team meetings are facilitated with key staff, families, the school learning and support team and/or outside support agencies on a needs basis to reflect on practice, enhance collaboration, and ensure that the specific learning needs of children experiencing difficulties are met.

- **Localised Procedures**

A schedule for Annual Reviews of our localised procedures 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. It aligns with the schedule of Quality Areas that we self assess, critically reflect upon and make informed changes and improvements in consultation with our P-2 initiatives officer. Where issues arise, a localised procedure will be reviewed at an earlier time in the schedule.

See attached Schedule for Annual Review

Localised Procedure Annual Review 2021

Term 1	Quality Area	Week displayed	Procedure	Reviewed
Complaints and Review Philosophy		2	Observation and relational program	
		4	Prescribed information to be displayed	
		4	Dealing with medical conditions in children	
		6	Incident, injury, trauma and fitness	
		6	Administration of First Aid	
		8	Providing a child safe environment	
		8	Delivery and collection of children	
		8	Children arriving and departing by bus (private)	
		10	Emergency and Evacuation and Lockdown	
		10	Sun Protection	

Term 2	Quality Area	Week displayed	Procedure	Reviewed
2 & 3		1	Dealing with infectious diseases	
		2	Sleep and rest for children	
		3	Staffing	
		5	Delivery and collection of children	
		5	Nutrition, Food and beverages and dietary requirements	
		7	Water Safety	
		9	Physical activity and screen time	
9	Acceptance and refusal of authorisations			
9	Social distancing			

Term 3	Quality Area	Week Displayed	Procedure	Reviewed
4 & 1		1		
		3	Communicating with Preschool	
		5	Excursions	
		7	Notification of change to policies or procedure	
		9	Interactions with children	
		9		

Term 4	Quality Area	Week Displayed	Procedure	Reviewed	
4 & 1		1	Enrolment and orientation		
		3	Dealing with complaints		
		5	Leading continuous improvement and management		
		7	Payment of fees		
		9	Governance and management of the service		

## Quality Improvement Plan (QIP)

The Preschool team have developed a Quality Improvement Plan (QIP) which includes a self-assessment proforma for each Quality Area, 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. Our strengths and developing goals are a demonstration of our ongoing engagement with continuous improvement. It is on display in the Preschool and is accessible to staff, families and community members at all times.

Our QIP goals are shared with families at our Preschool Community Hub meetings to ensure that 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, Preschool community, p-6 staff and community members. Progress notes are recorded here by staff and family input is encouraged. As goals are achieved it is the responsibility of lead preschool educators to update the QIP to include these as areas of strength within our practice.

- Family Sign in area

A hard copy of the QIP is easily accessible in the family sign in/out area alongside our feedback/suggestion box.

- The Preschool educators' administration office & community room

The lead Preschool educators have 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

	<p>Initiatives Officer, Instructional Leader or any members of our preschool community.</p> <p><b>Our QIP Process is informed by:</b></p> <ul style="list-style-type: none"> <li>• Our current QIP, used as a guide to review strengths and goals.</li> <li>• Previous assessment and rating reports to ensure we have adjusted and strengthened our practice.</li> <li>• Input from children, families, P-6 school staff and the wider community about strengths and suggestions for improvements.</li> <li>• Current research and professional readings from The <a href="#">ACECQA website</a> and The <a href="#">early childhood resource hub</a>.</li> <li>• The <a href="#">Guide to the National Quality Framework</a> – page 322 is a useful reference that supports our Preschool educators with understanding the self-assessment, planning and evaluation process.</li> <li>• Compliance documents, updated regulations and law.</li> <li>• The Education and Care Services <a href="#">National Regulations</a> , stipulating the regulatory requirements of services in relation the QIP.</li> </ul> <p>• <b>Microsoft Office Teams and OneNote</b></p> <p>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 the P-2 Instructional Leader. This is also a common area where all preschool documentation, localised procedures, professional learning and research can be shared between educators in a collaborative way. This Team can be accessed from home and/or work place and all preschool team members have access to this communication space.</p> <p>Our Preschool team uses OneNote as a collaborative space to store and collect evidence that reflects our progression and achievement of goals across all 7 Quality Areas.</p>
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Record of procedure's review
Date of review and who was involved
<p><b>Reviewed: 1<sup>st</sup> September 2021</b></p> <p><b>Next review: September 2022</b></p>
Key changes made and reason/s why
Record of communication of significant changes to relevant stakeholders

