



Self-assessment and continuous improvement

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
NQS: 7.1 and 7.2 Law Section: Regulations: 55 and 56	Leading and Operating Department Preschool Guidelines School excellence procedure [PDF 289 KB]	ACECQA information sheets: <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	<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"> • 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. <p>These tasks may be delegated to other members of the preschool team, but the responsibility sits with the principal.</p>
Preschool supervisor	<p>In the event a preschool supervisor is appointed by the principal, 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

	<p>ensure practice is embedded.</p> <p>Where a preschool supervisor is not appointed by the principal, the principal as nominated supervisor will be responsible for the leading the review of this procedure as outlined above.</p>
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>Engaging in continuous improvement means regularly making informed changes to operations and practices (big and small), resulting in improved outcomes for children.</p> <p>As part of a P-6 school, the preschool is integral to the learning journey of children as it helps establish strong foundations for children's learning.</p> <p>The school's name, using the Darug word <i>gulyangarri</i>, translates to children and was selected because children are at the centre of all that we do. The school motto – Opening the door to possibility – and school vision – A learning community focussed on excellence in teaching, learning and wellbeing that empowers all to flourish today and into the future – commit us to ensuring each child is supported to grow into successful adults.</p> <p>To support continuous improvement, an annual cycle of self-assessment and evaluation is used. We collaborate with stakeholders in different ways to refine, improve, remove or introduce new ways of teaching and learning to continually meet the needs of each child.</p>
Philosophy review	<p>The philosophy is a guiding statement that helps staff make decisions about how we care for and educate children. It is based on the values and goals we share with children, their families, staff and the wider community. The philosophy reflects what we believe is important for children's development and helps us to work together to give children the best start in life.</p> <p>To demonstrate our commitment to the philosophy, it is shared widely with the community. It is displayed in the preschool foyer, included in the enrolment pack, available on the school website and copies are included in preschool and school documentation.</p> <p>The philosophy is a living document. It is reviewed annually in Term 4 as part of the schedule of review. It is also reviewed when new staff begin or there are significant changes to the preschool context. Contributions from children, their families and staff across the school are collected as part of the review process. Current children in the preschool and their families are involved to gain insights into their preschool experience. Future children and their families are involved to gain insight into their aspirations. Staff are involved to align the insights from children and their families with the National Quality Framework to ensure the philosophy is reflective of our school vision and responsive to our context.</p>

	<p>To support the involvement of stakeholders in the philosophy review, we use:</p> <ul style="list-style-type: none"> • feedback book and suggestion box • focus groups • surveys • planned learning experiences with children to collect their ideas <p>After feedback has been collated, we share these findings with the community. Preschool staff then review the philosophy wording to incorporate feedback received. During this process, staff use the consultation strategies above to test and gain feedback on changes to the philosophy to ensure the views of all stakeholders have been captured and aligned with the National Quality Framework.</p> <p>Once the philosophy has been finalised it is shared with the community through regular communication channels. Preschool documentation and displays are updated accordingly.</p>
Self-assessment	<p>The purpose of the self-assessment is to document what the preschool is doing well and potential areas for improvement. It involves individuals and teams thinking critically about how and why things are done.</p> <p>A schedule of review is used to guide self-assessment. The schedule is reviewed annually along with this procedure. In addition to the schedule, ongoing review of daily practice or specific situations may prompt self-assessment outside of the schedule of review. Examples of this may be following a serious incident, complaint or response to individual child need. Self-assessment may also be prompted when patterns emerge that warrant investigation.</p> <p>Self-assessment is built into ongoing practice. Regular team meetings occur during the school year that are allocated to self-assessment and continuous improvement. These meetings are separated into two distinct focus areas. The first is to focus on the educational program. The second is to focus on regulatory requirements. Self-assessment meetings have a structured agenda. A schedule of review is attached to this procedure.</p>
Documentation of the outcomes of the self-assessment	<p>The outcomes of the self-assessment must be documented in either the QIP template or Self Assessment and Planning (SAaP) app.</p> <p>The QIP is updated on an ongoing basis in line with the schedule of review or when prompted by a situation. Preschool staff are responsible for collating self-assessment outcomes and entering them in Microsoft Teams. Evidence to support self-assessment is stored in Microsoft Teams. Notes from critical reflections are stored in Microsoft Teams. The preschool supervisor uses the evidence collated to update the SAaP app.</p> <p>All staff have access to the QIP through the SAaP app. A printed copy of the QIP is available in the preschool foyer for families to access. Updated sections are then replaced in line with the schedule of review to ensure families have access to the current QIP.</p>
Implement, evaluate and review	<p>It is recommended that any identified changes be trialled for a set period to evaluate if the change has the desired impact and to determine if an improvement has been made.</p> <p>The educational program follows the Early Years Learning Framework planning cycle. Staff follow the planning cycle to ensure the educational program meets the learning needs of every child in the preschool. All changes are implemented, evaluated and reviewed as part of the planning cycle.</p>

	<p>Other changes that have been agreed may be subject to a trial period. The length of the trial period depends on the proposed change. However, the time period should not be longer than 5 weeks. At the end of the trial period, the change will be evaluated by the preschool team. Involved stakeholders will be included in the evaluation where there is direct impact on them. Strategies may include:</p> <ul style="list-style-type: none"> • feedback book and suggestion box • focus groups • surveys • planned learning experiences with children to collect their ideas <p>Once the impact of the changes have been confirmed, the relevant documentation will be updated accordingly and communication of the updates made to stakeholders.</p>
Procedures – review	<p>Procedures are formally reviewed as part of the schedule of review. They may also be reviewed in response to specific situations such as an incident, complaint, change in legislation, or patterns emerge in the preschool further investigation identifies changes are necessary. The schedule of review is planned so that the formal review of procedures aligns with self-assessment against the quality standards in the QIP.</p> <p>The preschool supervisor ensures the schedule of review is followed and incorporated into staff meetings. All preschool staff are involved in procedure reviews.</p> <p>Updated procedures are uploaded to Microsoft Teams. All school staff are advised of the procedure update by email and directed to review the procedure. Preschool staff sign a preschool procedure update register to acknowledge they are aware of the change to procedure.</p>
Procedures – Families	<p>Procedures are accessible to families in the following ways:</p> <ul style="list-style-type: none"> • Preschool foyer contains a folder with printed copies of procedures • School website with links to pdf copies of procedures • QR code links to pdf copies of procedures is shared as part of the orientation <p>Families are invited to contribute to relevant procedure reviews. Contributions vary depending on the procedure under review. Strategies may include:</p> <ul style="list-style-type: none"> • feedback book and suggestion box • focus groups • surveys • planned learning experiences with children to collect their ideas <p>Families are notified of changes to procedures by email through School Bytes and a sign posted in the preschool foyer. Changes that may significantly impact families are notified at least 14 days prior to implementation.</p>
Procedures – Storage and accessibility	<p>Procedure changes are recorded on procedure documents.</p> <p>Procedures are stored in the following locations:</p> <ul style="list-style-type: none"> • Preschool foyer • School website • Microsoft Teams preschool channel • Microsoft Teams general channel

Record of procedure's review

Date of review	June 2025
Who was involved	Preschool staff
Key changes made and reason why	Creation of new procedure.
Record of communication of significant changes to relevant stakeholders	<p>Principal: Involved in the procedure creation.</p> <p>Staff: Preschool staff were involved in the procedure creation. School staff were advised by email.</p> <p>Parents: Parents and carers were advised by email. A notice was placed in the preschool foyer. School website was updated.</p> <p><i>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.</i></p>

Copy and paste the last 4 rows to the bottom of the table each time a new review is completed.