



AISWA

Early Years of Schooling - Year 2

QUALITY IMPROVEMENT PLAN

2022 – 2023

Yallingup Steiner School



School Name	Yallingup Steiner School
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Principal – Responsible for the NQS Audit	
Name	Education Facilitator- Jacqui Morris
Head of Early Childhood	
Name	Charlie Gould
Staff Involved in Developing the Quality Improvement Plan	
Name	Sally Upchurch Karin Hodel Victoria Robertson
Name	Nia Almera Nicky Porter-Smith Julie Vivien-Williams
Name	Noelle Katy

Review Plan	Quality Area Focus	Lead By	Added to QIP
2022 Semester 1 Review of 2021-2022 QIP	1.3.3 Roster of EC contributions to the newsletter	The ECF	Ongoing
	1.1.2 Ensure we have termly communication, parent meetings and the offering of parent workshops	Karin Hodel, Charlie Gould and Sally Upchurch	Ongoing Priority included in QIP 2022-23
	1.3.3 Information for Families. Creation of the Kindergarten handbook	The ECF. Sally Upchurch	Completed and ready for distribution.
	1.1.1 Approved Learning Framework. Clear guidance for the writing and implementations of the ILP in the kindergartens	Charlie Gould (in consultation with Jacqui Morris)	Completed and in action in the ECF.
	2.2.3 Ensure all staff are aware of responsibilities re. procedures etc.	Kindergarten and the College of Teachers	Lockdown procedure plan in place in timetable
	2.2.3 Ensure KPS is explicit in planning for child protection	Charlie Gould and Annie Malcolm	Ongoing
	2.1.2 Upgrade of Buildings and toilet facilities	The Building Committee Strategic Planning document	Ongoing. Plans with the Busselton Shire for outdoor undercover area to be completed in the Rainbow Room garden. Plans for more permanent handwashing facilities outside included in the 2022- 2023 QIP
	3.1.1 Fit for Purpose. Risk assessment for indoor and outdoor areas in the kindergarten. Creation	Charlie Gould, Karin Hodel	Ongoing Included in 2022-2023 QIP

	of a risk assessment audit.		
	3.2.3 Environmentally responsible. Introduction of compost bins / tumblers/ wormeries	ECF	Completed and in daily use across the kindergartens
	4.2.1 Building stronger links with the primary school	The ECF supported by the College of Teachers, the Executive Committee, the Education Facilitator and the Finance department.	The school has seen a progressive move towards a Republican model. This has included and executive committee with representatives from the ECF and the primary. This has allowed the ECF to be more widely represented in the school and form stronger links with the primary staff and classes. Included in the 2022-2023 QIP in transitions.
	4.2.1 Professional Collaboration. Staff appraisal programme for ECF	ECF, Education Facilitator	Ongoing. Included in 2022-2023 QIP
	5.2.2 Support for staff to support children	The Education Facilitator, the Board, the Finance dept.	Successful appointment of a new learning support role. Mostly available in the Primary. Support available in the kindergartens when requested with the added support of the interim educational facilitator.
	6.1.3 Families are supported. Child Health nurse to visit the kindergartens on more than one occasion to offer information of services.	Charlie Gould	Ongoing. Child health nurse has made initial visit and as COVID19 restrictions ease into Term 2 further plans can be reviewed.
	6.1.2 Parents views are respected. Creation of Stories and rhymes library/ book	ECF, Charlie Gould, Sally Upchurch	In progress. Letter to parents has been written. A body of work has been

	celebrating the cultural diversity of the kindergartens		collated and the project is in the next steps.
	6.3.1 Parent Surveys to identify needs for ongoing parent education	ECF, Sally Upchurch Finance Dept	Ongoing
	7.2.1 Continuous improvement. Timetable for staff appraisal for ECF	Charlie Gould	Ongoing. Included in 2022-2023 QIP
	7.2.1 Bring QIP to ECF meetings	Sally Upchurch	Ongoing

Quality Area Review Plan

Early Years Philosophy statement

Kindergarten

A Curriculum Based on Child Development

The young child up to the age of 6 or 7 years is characterised by a gesture of trust and openness toward the world. This includes the capacity of the child to absorb sense impressions right into their being without the reflective or analytic skills of the older student or adult. This can be seen as a potent form of engagement and embodied learning. A focus on bringing to consciousness the child's perceptions and played-out wisdom is best left until later years. In practice it is seen to reduce the very deep body-based learning in which they are engaged.

The Senses

Through the sense of life that the child experiences in self-initiated play with aesthetic materials and outdoor creative activity in the elements of nature, they develop what will mature into the soul quality of contentment and well-being which is a necessary state for the ability to think and reflect. Through strengthening their physical sense of balance in play they not only develop neurological readiness in the proprioceptive system for literacy and numeracy but also experience the counterpart of an inner balance at a soul level. Steadying the wooden tower and balancing the branch on top of the upright log require an inner calmness, focus, and a weighing up. Climbing, running, twirling; in this movement a healthy sense of freedom and of moving towards one's goal is experienced.

Imitation

The curriculum for a Steiner Kindergarten is based on the understanding that the child learns through imitation. The openness of the young child, their reverence and their ability to absorb every nuance of what they experience, allow deep learning to occur. Through imitation they learn authentic home and garden skills and develop artistic and musical capacities. A growing consciousness of the world emerges through the teacher's stories and Kindergarten work. They also experience and take in deeply as part of their education the gesture, attitude and atmosphere created by the teacher. The teachers strive to be worthy of imitation in all that they are and all that they do.

Imitation can take several forms. A young child might imitate someone's actions directly. If a teacher is carding and spinning wool, for example, a child might also want to card and spin. Children might also imitate in their play the actions that they have encountered. For instance, a group of children might join together to form a moving company. They will pack up the toys in the kindergarten into a moving van that they have made of some chairs and boards and drive it to another land. Children also imitate our inner attitude. Kindergarten teachers therefore try to

pervade everything they do with care. This will be reflected in the way they place an object on the seasonal table, or the way they put the toys away at clean-up time and make sure all the babies are tucked in and don't have any cold toes sticking out. If parents and teachers approach common life tasks such as cooking or cleaning with reverence and care, children will develop a deep respect for work and for material things. If, however, such tasks are done quickly and sloppily, this will be reflected in children's difficulties in finding meaning in life.

Rhythms of Learning Robert Trostoli, Anthroposophic Press, 1998.

Child-Initiated Creative Play

All that the child has imitated becomes their own through self-initiated creative play. They do not reflect or conceptualise but take in the gesture and impulse and through their will express this in play. This immersion in life and ability to play bring embodied experience and learning at this age.

There are two forces in the child at work. The child brings the capacity to imitate and also their own inner impulses to engage with the world in a unique, creative and potent way. This connecting together of what is experienced or revealed to the child about the world on the one hand and on the other the awakening and strengthening of what are essential individual impulses and gifts characterises a healthy education.

Young children love to play. Through play, they enter the activities of the adults around them. The best kind of activities for kindergarten children are therefore those that allow them to engage, on a child's level, in the work of adults ... children are offered the possibility of participating in the traditional activities that might take place in a home: cooking and baking, cleaning and washing, sewing and ironing, gardening and building. Because these activities are done rhythmically, they create a feeling of well-being and a sense of security in the child. Because they are real, they help a child become grounded in the realities of life. Because they serve a purpose and are filled with meaning, they help the child enter more fully into life at a later age.

The materials and toys in a Waldorf kindergarten stimulate the children to use their powers of imagination and fantasy. As these powers are developed, children become able to transform natural materials into any kind of toy. They can use pieces of wood that have been left in their natural shapes as tools, musical instruments, telephones, vehicles, tickets to a performance, food for a feast, or the gold and jewels of a buried treasure hidden by pirates.

If one observes children playing with toys that have a great deal of detail, one can see that there is a different quality to the play ... If, for instance, children are given a toy yellow taxicab, they are likely to limit their play to activities involving a taxi. If, however, they are given a plain wooden car ... The possibilities are endless, limited only by the children's imagination.

Rhythms of Learning Robert Trostoli, Anthroposophic Press, 1998

Rhythms

For young children to be able to connect to the participatory consciousness that allows immersion in the life and gesture of the world and also allows them to be engaged in self-initiated imaginative play they need to be held in a secure rhythm and warm aesthetic environment without overstimulation. Rhythm brings reassurance and continuity as well as trust in the unfolding of life. Children's healthy habits are supported by repetition of authentic tasks and their memory is strengthened by recurring meaningful events such as festivals.

A daily rhythm includes Circle Time (music, speech and movement), Indoor Creative Play, Cooking, Morning Tea, Baking, Painting, Beeswax Modelling or Crafts, Outdoor Play in Nature, Lunch, Story and Bushwalk or Games. The curriculum is interwoven in these activities in a natural way.

Concept		Descriptor
QA1		Educational program and practice
1.1	Program	The educational program enhances each child's learning and development.
1.1.1	Approved learning framework	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.2	Practice	Educators facilitate and extend each child's learning and development.
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
1.3	Assessment and planning	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
1.3.1	Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
1.3.3	Information for families	Families are informed about the program and their child's progress.
QA2		Children's health and safety
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
QA3		Physical environment
3.1	Design	The design of the facilities is appropriate for the operation of a service.
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.
3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.

Concept		Descriptor
QA4		Staffing arrangements
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.
QA5		Relationships with children
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
QA6		Collaborative partnerships with families and communities
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.
6.2.3	Community engagement	The service builds relationships and engages with its community.
QA7		Governance and Leadership
7.1	Governance	Governance supports the operation of a quality service.
7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
7.2.3	Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

Quality Area 1: Educational Program and Practice

Quality Area 1 focuses on ensuring that the educational program and practice of educators are child-centred, stimulating and maximise opportunities for enhancing and extending each child's learning and development. It recognises that a quality program that builds on children's individual knowledge, strengths, ideas, culture, abilities and interests is likely to have long term benefits for children and for the broader society.

Quality Area 1: Standards and elements													
Early years self-assessment key:			G	Green (consistently)		A	Amber (sometimes)		R	Red (rarely)		Key: G/A/R	
QA 1.1	Program		The educational program enhances each child's learning and development.										
1.1.1	Approved learning framework		Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.									G	
1.1.2	Child-centred		Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.									G	
1.1.3	Program learning opportunities		All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.									G	
QA 1.2	Practice		Educators facilitate and extend each child's learning and development.										
1.2.1	Intentional teaching		Educators are deliberate, purposeful, and thoughtful in their decisions and actions.									G	
1.2.2	Responsive teaching and scaffolding		Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.									G	
1.2.3	Child direct learning		Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.									G	
QA 1.3	Assessment and planning		Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.										
1.3.1	Assessment and planning cycle		Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.									G	
1.3.2	Critical reflection		Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.									G	
1.3.3	Information for families		Families are informed about the program and their child's progress.									G	
Registration Standards for Non-Government Schools in WA													
Standard 1 – Curriculum – 1.1, 1.2						School Policies Related to QA 1							
Refer to: Standard of Education						<ul style="list-style-type: none">Curriculum PlanAssessment and Reporting Policy							

Early Years Reflection Tool Quality Area 1 – Educational Program and Practice

Section 1

Strengths for QA 1

There has been a huge amount of work dedicated to the maintenance, improvement and development of our educational progress and practice throughout 2021 and into 2022. Our transition opportunities for new children and children arriving from playgroup have been a big success and we have seen a stable retaining of our cohorts over the past few years. The value of the ECF is of great regard and the work proves rewarding and progressive for our faculty. Dedicated co-ordinator hours and the development of the Republican model has allowed the faculty to strengthen, thrive and shine.

We have seen the implementation of a new format for our ILP, with support made available for all ECF staff and families to be actively involved in supporting our children with further needs. Our work with families, beginning back in playgroup and through healthy and vibrant transition to the kindergartens allows our practice to thrive and improve each year. Our routines have been carefully adapted to meet the needs of our children's learning and wellbeing while navigating the restrictions of Covid19. We have maximised the need for smooth and safe transitions between parents and their children while maintaining strong links with our community. The creation of 'take home packs' for our families in isolation have been a nourishing continuation of our striving to provide and program effective learning opportunities for children even in their absence.

Within the Kindergartens our strong routines help to hold and support not only the children in our care, but also their families. The continuation of our programme aids in the development of mental strength in both children and adults. Educators and assistants have specific tasks at set times with the children. These are repeated every day to build confidence in the child. Their learning can be built from this confidence as new skills are introduced. When specific needs are identified we can then introduce opportunities for play, exploration, learning, development of skills and dispositions for learning.

We carefully scaffold learning tasks and everyday experiences for children to learn by imitation, gradually increasing the complexity of the tasks and the development of the will e.g. finger knitting to stick weaving, development of circle time and song, story and repetition. The stability of the staff in the ECF is enabling us to gradually build on further professional development, thus deepening the program and practice for all.

Section 2

Key Improvements Sought

Continuation of work to support all ECF staff in being up to date with their own professional learning and development including critical reflection. The faculty to work on an effective ECF staff appraisal format.

Section 3 Quality Improvement Goal/s					
Quality Improvement Goal/s	How will we achieve the goal? (Identify what needs to be done)	When will we achieve this goal by? (What is the time frame for this goal?)	Who is responsible for achieving this goal? (Identify the staff responsible)	Success Criteria (How will we know when this goal is achieved. What will be different?)	Progress Notes
1.3.2 Critical Reflection	Creation of ECF staff appraisal / self-assessment review	Ready for Term 4	The ECF, Charlie Gould	We will have identified the needs of the ECF in terms of self-development, what they would like it to look like, and of developed a format and timeline that works for the faculty	To be discussed at ECF. Research being done into materials already available.

Quality Area 2: Children's Health and Safety

Quality Area 2 reinforces children's right to experience quality education and care in an environment that provides for their health and safety. Educators support this when they promote each child's wellbeing and healthy lifestyle, and support each child's growing competence, confidence and independence.

Quality Area 2: Standards and elements									
Early years self-assessment key:			G	Green (consistently)	A	Amber (sometimes)	R	Red (rarely)	Key: G/A/R
QA 2.1	Health	Each child's health and physical activity is supported and promoted.							
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.							G
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.							A
2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.							G
QA 2.2	Safety	Each child is protected.							
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.							G
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.							G
2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.							A
Registration Standards for Non-Government Schools in WA									
Standards 5. Premises – 5.1 6. Facilities – 6.1 9. Critical and Emergency Incidents – 9.1, 9.2 12. Child Abuse Prevention Refer to: Levels of Care					School Policies Related to QA 2 Child Safe Environment Polices <ul style="list-style-type: none">• Child Protection Policy• Code Of Conduct• Health Policy• Risk Management• Excursion Policy• Occupational Health and Safety• Critical Incident• Emergency Evacuation and Lock Down• Managing Staff and Volunteers				

Early Years Reflection Tool Quality Area 2 – Children’s Health and Safety

Section 1

Strengths for QA 2

While the building committee continues to work through exceptionally difficult times in the building industry, we have adapted our needs to meet the current times. During the pandemic, even with our wish for more permanent handwashing facilities, we have been able to maintain regular handwashing in a loving and comfortable way for the children. We promote good hygiene and the spread of illness with the use of various hand washing stations at the start of the day, after the toilet, before eating, following daily activity and following outside play. Our outdoor learning and playing settings minimise the risk of the spread of virus and infection. Our outdoor learning environments are well equipped for all weathers with all children being provided with wet weather gear of a high standard. The rhythm of our day allows for periods for rest and consideration for quiet and restful play.

Our work with families during this time has seen the development of our Kindergarten Handbook along with our home learning parts which promote healthy practices for our community. Such materials include immune boosting recipes, managing Covid19 at home, guidelines on how to support children unwell at home, and holistic nourishing activities for wellbeing.

We continue to offer our Bushwalking programme for our K6 children each week, here working alongside families to encourage an active lifestyle in our beautiful environment.

Section 2

Key Improvements Sought

Our short-term goal is to install handwashing facilities on the Rainbow Room veranda, we need to seek further development for the older Kindergarten. We have increasing concerns about the safety of the intersection between Caves Road and Wildwood road. We would like to improve safety around this area with the possibility of bollards on the corner near the Rainbow Room.

We continue to build on or use of the KS CPC curriculum. All staff are well trained and our response to the curriculum is reflected in our daily stories, songs and circle. The prevention of sexual abuse is a key area for our whole school focus and plans are in place to deliver the programme to the parents by way of an information session. Our aim now is to improve the systematic delivery of the KS CPC to ensure the delivery of this curriculum is complete.

Section 3 Quality Improvement Goal/s					
Quality Improvement Goal/s	How will we achieve the goal? (Identify what needs to be done)	When will we achieve this goal by? (What is the time frame for this goal?)	Who is responsible for achieving this goal? (Identify the staff responsible)	Success Criteria (How will we know when this goal is achieved. What will be different?)	Progress Notes
2.1.2 Healthy Practices and procedures	Installation of permanent handwashing facilities on the Rainbow Room veranda	Term 1 2023	Charlie Gould	Handwashing facilities in action.	ECF meeting to discuss options for the Dolphin room and make plan to have the plumbing looked at.
2.2.2 Incident and Emergency management	Explore the erection of bollards on the cnr of Caves and Wildwood Road	Follow up initial communication with City of Busselton for possibility for Term 4.	Charlie Gould	Bollards will be in use on the corner outside the Rainbow Room	Charlie to re contact main roads and to find out about the possibility of bollards on YSS land
2.2.3 Child Protection	Write a termly programme for the delivery of KS CPC	As soon as completed. By the end of Term 3	Charlie Gould Karin Hodel Annie Malcolm Sally Upchurch	Programme will be included in medium term planning and being actively used by all ECF staff.	Charlie is actioning meeting with Annie. Handbooks have all been downloaded and sent to the printers. Discussion of Susan Laing's article 'Prevention of sexual abuse in young children' and best practices poster. Audit of books in the kindergarten for KS CPC. Meeting has been set in term 3 to 'unpack' the curriculum. This will be a sperate EC meeting in

the evening, aside from our regular faculty meeting.

Quality Area 3: Physical Environment

Quality Area 3 focuses on the physical environment. The physical environment is critical to:

- Contributing to children's wellbeing, creativity and developing independence.
- Providing a diverse range of experiences that promote children's learning and development.
- Keeping children safe; and
- Creating/organising spaces to reduce the risk of injury.

Quality Area 3: Standards and elements

Early years self-assessment key:		G	Green (consistently)	A	Amber (sometimes)	R	Red (rarely)	Key: G/A/R
QA 3.1	Design	The design of the facilities is appropriate for the operation of a service.						
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.						A
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.						G
QA 3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.						
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.						A
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.						G
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.						G

Registration Standards for Non-Government Schools in WA

Standards

5. Premises – 5.1, 5.2
6. Facilities – 6.1

Refer to:

Levels Of Care

School Policies Related to QA 3

Child Safe Environment Policies

- Occupational Health and Safety
- Risk Management
- Maintenance Schedule

Early Years Reflection Tool Quality Area 3 – Physical Environment

Section 1

Strengths for QA 3

In the kindergarten we take daily and weekly care of our surroundings and toys, mending and fixing resources to ensure their longevity. We use as many resources as possible that are given to us from the natural environment. These are used in play, craft, storytelling, and puppet shows. We honour the 6 seasons of the first nations people, weaving our teaching into the environments, following the gift it offers. In return we care for the land, using models of imitation for the children to follow, taking nothing that is still growing and leaving nothing but our footprints on the ground. We strive to be as waste free as possible, and our daily practices reflect this.

We teach the children by imitation to look after our work compost and collect food scraps for our chickens. We operate a compost tumbler and use our grinder daily to make flour for our bread and birthday cakes. Children are taught how to separate their scraps for the worms, tend to the bird gardens and ponds and create homes for our native insects and animals seeking shelter. We have labelled recycling bins for paper, cardboard and glass and the children help to take this over to the main recycling bins.

We show the children how to be mindful of water use and rainwater levels by encouraging them to collect falling rain in buckets for the following days play. We limit water use during the dry months using our stories and circles to focus on an appreciation of the gifts of the natural world.

Section 2

Key Improvements Sought

While we maximise our opportunity to teach and learn sustainably in our setting, we have other more logistical building and environment issues that require further attention. These include the consideration of ramps for both kindergartens, more permanent handwashing facilities, permanent outdoor shelters from the rain and sun, and a general need for better maintenance in our outdoor spaces. The halt in the building industry with plans for new purpose-built EC buildings has meant that the needs of our current spaces have become more pressing.

There is currently a continuation of the Phase 1 of building plans which hangs in the balance for now.

Section 3 Quality Improvement Goal/s					
Quality Improvement Goal/s	How will we achieve the goal? (Identify what needs to be done)	When will we achieve this goal by? (What is the time frame for this goal?)	Who is responsible for achieving this goal? (Identify the staff responsible)	Success Criteria (How will we know when this goal is achieved. What will be different?)	Progress Notes
3.1.1 Fit for Purpose	Building of the Rainbow room shelter to ensure the outside environment is fit to be used both in wet and dry weather.	July/ October school holidays	Charlie Gould	Shelter will be in use in time for Summer 2022	Plans are drawn up and currently with the City of Busselton.
3.1.2 Upkeep	Write a termly Audit of safety of equipment	To be ready for the end of the year in preparation for use for 2023 audit	The ECF	Audit being used termly	ECF to discuss what needs to be on the audit.
3.1.2 Upkeep	Look into the possibility of Monkey bars to replace old equipment in both kindergarten spaces	Design and installation ready for the start of 2023	The ECF The P and F- for funding?	Monkey bars in use	Photos of monkey bars in other settings taken, discussion had of space and where they could go. Plan to contact Kid safe to come and look at the outdoor areas.

Quality Area 4: Staffing arrangements

Quality Area 4 focuses on the provision of qualified and experienced educators who develop warm, respectful relationships with children, create predictable environments and encourage children's active engagement in the learning program. A collaborative and ethical culture where professional standards guide all aspects of practice is critical to a quality service.

Quality Area 4: Standards and elements													
Early years self-assessment key:			G	Green (consistently)		A	Amber (sometimes)		R	Red (rarely)		Key: G/A/R	
QA 4.1	Staffing arrangements		Staffing arrangements enhance children’s learning and development.										
4.1.1	Organisation of educators		The organisation of educators across the service supports children’s learning and development.										G
4.1.2	Continuity of staff		Every effort is made for children to experience continuity of educators at the service.										G
QA 4.2	Professionalism		Management, educators and staff are collaborative, respectful and ethical.										

4.2.1	Professional collaboration	Management, educators and staff work with the mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.	A
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.	G

Registration Standards for Non-Government Schools in WA

Standards

- 2. Staff to Student Ratios – 2.2
- 4. Staff – 4.2

School Policies Related to QA 4

- Staff Register
 - Including qualifications
 - WWCC (Working with Children Check)
 - Teachers Registration TRBWA
 - First Aid Qualifications
- Staff Code of Conduct

Early Years Reflection Tool Quality Area 4 – Staffing Arrangements c

Section 1

Strengths for QA 4

The professional collaboration between all teaching staff has improved significantly over the last few years. The Early Childhood faculty continues to thrive with the addition of two new assistants, the development of the EC co-ordinator role and the collaboration of work between the Early Childhood faculty members and the Primary staff. We have seen faculty members greatly dedicated to their own professional development and to the contribution of the life of the kindergarten's. There has been more opportunity for online learning providing a range of options for the Early Childhood to access, supporting collaborative work with other Steiner schools across Australia and the world.

Our working environment is warm, trusting and stoic, with a continual striving to deepen our understanding of our curriculum, pedagogy and delivery. Our move to a republican model has allowed our faculty members to work more collaboratively with each other and across the school. The faculty presence at weekly college meetings is more felt and our termly EC meetings are deep, productive and rewarding.

All staff are up to date with their training with some continuing to deepen their studies outside the classroom.

Section 2

Key Improvements Sought

Staff appraisal and self-reflection opportunities could be further developed within the faculty and across the school.

Section 3

Quality Improvement Goal/s

Quality Improvement Goal/s	How will we achieve the goal? (Identify what needs to be done)	When will we achieve this goal by? (What is the time frame for this goal?)	Who is responsible for achieving this goal? (Identify the staff responsible)	Success Criteria (How will we know when this goal is achieved. What will be different?)	Progress Notes
4.2.1 Professional collaboration	Develop and write our own staff appraisal form that identifies strengths and weaknesses. Consider a termly catch up with EC coordinator.	To commence in Term 4/ end of term 3 in preparation for planning for 2023	The ECF	We will have a working document that can be used by all faculty members.	Sharing of Self- evaluation material from other schools and WECAN at the termly ECF.

Quality Area 5: Relationships with Children

Quality Area 5 focuses on educators developing responsive, warm, trusting and respectful relationships with children that promote their wellbeing, self-esteem, sense of security and belonging. Relationships of this kind encourage children to explore the environment and engage in play and learning.

Quality Area 5: Standards and elements													
Early years self-assessment key:			G	Green (consistently)		A	Amber (sometimes)		R	Red (rarely)		Key: G/A/R	
QA 5.1	Relationships between educators and children		Respectful and equitable relationships are maintained with each child.										
5.1.1	Positive educator to child interactions		Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.										G
5.1.2	Dignity and rights of the child		The dignity and rights of every child are maintained.										G
QA 5.2	Relationships between children		Each child is supported to build and maintain sensitive and responsive relationships.										
5.2.1	Collaborative learning		Children are supported to collaborate, learn from and help each other.										G
5.2.2	Self-regulation		Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.										G

Registration Standards for Non-Government Schools in WA

Standards

14. Management of Student's Behaviour

School Policies Related to QA 5

- Behaviour Management
- Staff Code of Conduct

Early Years Reflection Tool Quality Area 5 – Relationships with Children

Section 1

Strengths for QA 5

Our engagement with our families and children prior to enrolment ensures a smooth transition each year into the kindergarten settings. This continues to improve each year with the revision of our transitions and enrolment process. Further developments in supporting parents who are new to the school and families transitioning from playgroup continue to develop with play afternoons, visits to settings, community invitations and key work around parent education. The stability of the Early Childhood staff and the depth of their experience means we are always building on positive relationships and deepening our work. This means when new staff arrive, we are able to induct them holistically into the work of the faculty.

Our daily rhythm allows for individual and group observation which then inform our future planning, allowing for flexibility of learning opportunities and the ability to meet individual needs where necessary. The careful planning of our cohorts means that each kindergarten setting is selected depending on the need of the child, the dynamic of the group and the suitability for families. The development of our Educational Support role over the past year has seen a better implementation of the ILP when children who require additional support can be planned for. This is adding to our already strong bond with families allowing us to work closely together and provide feedback and progress notes.

Section 2

Key Improvements Sought

While we feel strong in this area there is always a space to improve and we continuously strive to find deeper ways to share the healing and curative side of our work with parents, families and also the wider school. This could include further support for parent education, more frequent and programmed areas for parent learning and access to greater links with the primary in terms of sharing the work we do.

The opportunity for this can be found in widening the use of child study, sharing the journey of the child as they transition between developmental stages. While most of our children find healing place within our pedagogy there are still some, who for various reasons, require a helping hand on their way. Creating a stable process for self-regulation would be beneficial for our faculty, one in which we can explore further professional development for our staff particular to the younger child.

Section 3 Quality Improvement Goal/s					
Quality Improvement Goal/s	How will we achieve the goal? (Identify what needs to be done)	When will we achieve this goal by? (What is the time frame for this goal?)	Who is responsible for achieving this goal? (Identify the staff responsible)	Success Criteria (How will we know when this goal is achieved. What will be different?)	Progress Notes
5.2.2 Self-Regulation	Covering existing goals from 2021-22 QIP we need to identify the needs of our parents for parent education. (Parent survey) We can then approach the finance team for support in developing these and delivering on a more frequent basis.	In preparation for 2023	Charlie Gould Sally Upchurch Finance Educational facilitator	A parent survey will have been completed and we will have the key areas identified for need. The finance team will have been approached about allocating funding for 2023 for the development of the workshops	Workshops have resumed for this year (1 per term) the survey can be also developed through feedback from these.

Quality Area 6: Collaborative Partnerships with Families and Communities

Quality Area 6 focuses on supportive, respectful relationships with families which are fundamental to achieving quality outcomes for children. Community partnerships that are based on active communication, consultation and collaboration also contribute to children's inclusion, learning and wellbeing.

Quality Area 6: Standards and elements					
Early years self-assessment key:	G	Green (consistently)	A	Amber (sometimes)	R Red (rarely)
					Key: G/A/R

QA 6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute the service decisions.	G
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.	G
6.1.3	Families are supported	Current information is available to families about the services and relevant community services and resources to support parenting and family wellbeing.	A
QA 6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	A
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.	G
6.2.3	Community engagement	The service builds relationships and engages with its community.	G

Registration Standards for Non-Government Schools in WA

Standards

- 1. Curriculum
- 8. Enrolment and Attendance Procedures
- 11. Complaints Management

School Policies Related to QA 6

- School Constitution
- Philosophy Statement
- Enrolment Policy
- Assessment and Reporting Policy
- Code of Conduct
- Record Management Policy
- Bullying and Harassment Policies

Early Years Reflection Tool Quality Area 6 – Collaborative Partnerships with Families and Communities

Section 1

Strengths for QA 6

Community engagement has always been a strength across the school. Opportunities for parents to become involved are wide and varied including representation on the Board, The P and F, fundraising, festival preparation and support within the curriculum. As an independent school under the arch of the SEA we have good access to cross community projects, research and resources, all of which can be and are shared with our parent communities through termly meetings, parent education and the enrolment process. We are lucky enough to have a staff with many expertise including Eurythmy, enhancing our ability to deliver and share a richer experience for the children and their families.

Communication with parents is frequent. In the kindergarten this may present as regular progress meetings, play afternoons, meet and greets to daily phone calls on children's progress or needs through out the day. The past year has challenged the nature of how we stay in touch and given us time to rethink more creative ways to engage and maintain healthy relationships with our community. A true sense of partnership was created with the deliverance of our take home packs for families in isolation and experiencing long periods of time away from school. These packs included activities linked to the curriculum along with recipes, remedies and general wellbeing support. Parents were also invited to contribute to a journal documenting life at home, a place to reflect and also meditate on the teachings of Steiner during difficult times. A collaborative craft project was also created for all kindergarten families to join to represent the unity of the community as we passed through the pandemic.

Alongside this we continue to work on a class book to celebrate the diversities of our cultures, languages and traditions. Currently we have collated a body of work from across a range of families to represent our cohorts. These range from First Nations songs to Polish, Italian, Spanish, Welsh and Portuguese. This work will continue as restrictions ease.

Section 2

Key Improvements Sought

This area of work is one which holds great passion and inspiration for the faculty. Our striving to always improve leads us to further exploration of implementing our cultural songs into our daily practice, to learn them as a group and share the gifts of our community in as many ways as we can. We would like to work further with our local indigenous community and explore ways of doing this. We would also like to identify key ways we can reach the community at large during times of difficulty and change.

Our key areas for improvement lay largely within our transition programmes. We feel over the past two years we have greatly enhanced our transitions into the kindergarten and that now it is time to focus our attention on preparing our parents for transition into the primary.

We have worked hard to prepare our children for transition into the primary and we now need to develop a way to prepare parents for their own transition, from one phase of childhood to another. We can explore what these transitions mean in terms of the child's relationship with their parents and their parents' relationship with the school. Perhaps we can consider a separate meeting in Term 4 particularly aimed at the preparation for parents?

This could include the presence of the new Class 1 Teacher where we work together to support the parents in their new roles. The focus will not be on diminishing the authority and autonomy of the new teacher but enabling them to understand families' relationships with the kindergarten. There could be the possibility of an 'Induction to the Primary' led by existing primary parents and supported by the P and F? This could include very practical details of what to expect, what to bring, excursions, lunches, camps etc.

We would also very much like to see Playgroup come back on site for 2023

Section 3

Quality Improvement Goal/s

Quality Improvement Goal/s	How will we achieve the goal? (Identify what needs to be done)	When will we achieve this goal by? (What is the time frame for this goal?)	Who is responsible for achieving this goal? (Identify the staff responsible)	Success Criteria (How will we know when this goal is achieved. What will be different?)	Progress Notes
6.1.3 Families are Supported	Talk to the P and F about approaching existing or ex parents to be involved in creating a support programme for new parents entering the primary	In preparation for new cohort for Class 1 2023 and for current Class 1 cohort if possible	The ECF The P and F Educational Administrator to support	We will have set up our first meeting for the new cohort as part of a transition programme	Sally has mentioned to a few parents who have said they would be happy to take part
6.1.3 Families are supported	Look at the current site plan, numbers and availability to get a playgroup session back on site for 2023	Term 1 2023	Victoria Robertson	We will have at least one session back on site in 2023	Discussion to be had at next ECF meeting in Term 3

6.2.1 Transitions	Brainstorm on key areas for improvement for parental transition to Class 1. Identify key areas of need. Approach current Class 1 teacher for feedback. Create a program of events to assist with transition	Term 4 2022	Charlie Gould Karin Hodel Class 1 teacher	We will have a transition programme for parents in action.	Goals to be set at next ECF meeting in Term 3. Ongoing
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Quality Area 7: Governance and Leadership

Quality Area 7 focuses on effective leadership and governance of the service to establish and maintain quality environments for children's learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear direction for the service's continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service's statement of philosophy.

Quality Area 7: Standards and elements													
Early years self-assessment key:			G	Green (consistently)		A	Amber (sometimes)		R	Red (rarely)		Key: G/A/R	
QA 7.1	Governance		Governance supports the operation of a quality service.										
7.1.1	Service philosophy and purpose		A statement of philosophy guides all aspects of the service's operations.										G
7.1.2	Management systems		Systems are in place to manage risk and enable the effective management and operation of a quality service.										G
7.1.3	Roles and responsibilities		Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.										G
QA 7.2	Leadership		Effective leadership builds and promotes a positive organisational culture and professional learning community.										
7.2.1	Continuous improvement		There is an effective self-assessment and quality improvement process in place.										A
7.2.2	Educational leadership		The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.										G
7.2.3	Development of professionals		Educators, co-ordinators and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.										G

Registration Standards for Non-Government Schools in WA

Standards

- 1. Curriculum
- 4. Staff
- 13. Financial Resources

Refer to:

Levels Of Care
Governing Body Accountability
Governing Bodies Constitution

School Policies Related to QA 7

- Curriculum Policy
- Staff Recruitment
- Staff Code of Conduct
- Staff Handbook
- Duty Statements/Job Descriptions
- Duty of Care
- Behaviour Management
- Child Protection
- Risk Management

Early Years Reflection Tool Quality Area 7 – Governance and Leadership

Section 1

Strengths for QA 7

The continuation of the dedicated EC coordinator role continues to thrive. With a whole school move to a Republican model we have seen the flexibility of this role shared to allow for the representation of EC staff in the Executive committee. This has allowed the strength of the faculty to flourish once more with a shared experience between staff. The load of the work has been spread between colleagues and has allowed other faculty members to step forward in their roles thus lightening the load and taking on different tasks. This flexibility of roles and responsibilities has only been possible with good communication, effective management of time and the honouring of each other's skills.

The Republican model has made it possible for us to work in our own autonomy as individuals contributing to a whole. Roles have been clearly defined which has resulted in effective decision making and progress moving forward. In this way our faculty meetings are much more productive, clear and rewarding. All faculty staff feel valued and are working closely together to manage the ongoing changes and restrictions of our setting. The longevity of our current staff has seen a closer working relationship to support children with additional needs, their families and each other. We have worked through challenging times by supporting each other both physically and spiritually. It has strengthened the spirit of our team.

Section 2

Key Improvements Sought

We value our staff highly and are now at a point where we can dedicate time to improving our own professional needs and development. We reflect daily, our reflections of our own work are a daily spiritual practice within the kindergarten. This is often done at numerous times during the day and largely at our faculty meeting where we come together to share our experiences and practice. It is now time to develop a way to document this as part of our ongoing self-assessment and learning.

The pandemic has allowed many opportunities for online learning to be accessed, particularly to the SEA and Vital Years along with SECA. Our faculty has quietly been attending these according to their own capacity and time. The development of an easy to use termly self-appraisal / assessment would make it possible for us to identify key areas for development individually and as a faculty. We can then plan for these and make best use of our funding for PD and our time away from our own families and personal needs.

Section 3

Quality Improvement Goal/s

Quality Improvement Goal/s	How will we achieve the goal? (Identify what needs to be done)	When will we achieve this goal by? (What is the time frame for this goal?)	Who is responsible for achieving this goal? (Identify the staff responsible)	Success Criteria (How will we know when this goal is achieved. What will be different?)	Progress Notes
7.2.1 Continuous Improvement	Writing a self-appraisal format which can identify needs for professional development / study/ support	To be written across term 3 and ready for evaluation in term 4.	The ECF	We will have a working document	Sally has shared current appraisal formats from WECAN. These are being reviewed by ECF staff to bring to the next ECF meeting. We will then adapt and re-write and put into practice.