



Revised National Standard | Early Years of Schooling - Year 2

# QUALITY IMPROVEMENT PLAN

## 2024-2025

[School Logo] | [Yallingup Steiner School]

**Association of Independent Schools of Western Australia**  
[www.ais.wa.edu.au](http://www.ais.wa.edu.au)

## National Quality Standards in AISWA Schools

### The Registration Standards and Other Requirements for Non-Government Schools states:

*All principals in Western Australia are required to undertake an annual National Quality Standard internal audit with a view to continuously improving the quality of the educational experience in the early years (pre-kindergarten to Year 2). Early childhood staff use the National Quality Standard (NQS) to reflect on and determine the quality of their programmes and to identify priorities for improvement. This is to be completed by the end of first semester each year.*

*The principal conducts an annual NQS internal audit on each of the seven quality areas, determining whether the school's early years programme and practices meet or are working towards the NQS in each quality area (see Chapter 7). A record of the principal's findings must be retained and produced as evidence on request together with evidence that the governing body has been advised of the findings. The principal considers whether to recommend to the governing body that the priorities for improvement identified by the early years staff should be included in the whole-school improvement plan.*

### Step 1: Quality Improvement Plan - Early years self-reflection **To be completed by the early years team**

- In Semester One of a new QIP Cycle a new QIP document is to be developed by the Early Years Team reflecting the Revised Standards. Once the QIP has been developed it becomes a working document with the life of 2-3 years (to be determined by the school).
- Throughout the life of the QIP the early years team review and reflect on each of the Quality Areas. Identify when each area will be reviewed and who will lead the review. Use the QIP Review Table in the QIP to plan and track the reviews. Example provided below (this is a guide only, each school may identify their own timetable/plan)
- Progress notes are added so the QIP is a living, up-to-date document.
- As Quality Areas are reflected on new Goals for continuous improvement can be identified, added to the QIP and implementation planned for.
- The Updated QIP is to be submitted to the Principal by the end of Semester One each year for the life of the QIP.

### Step 2: Internal audit by Principal or Head of Primary

- Completed by the Principal by the end of **Term 3**.
- The minimum requirement of the audit is to show whether schools have met or are working towards The Standard. The rating instruments have a three-point scale that includes the opportunity to assess whether the school is exceeding The Standard.
- Non-government Schools will maintain records of internal audit findings and make them available on request for school registration purposes.
- Principal recommends to the governing body appropriate priorities for improvement.
- These recommendations may become part of your school improvement plan or strategic plan.
- Principal works with Early Childhood Leader/ early childhood team to address areas of improvement.

**Please Note:** These pages are information only and can be deleted from your QIP

### How to use the QIP as a self-reflection tool

- Jointly reflect on your programs and practice in relation to the focus Quality Area.
- Consider to what extent you are meeting each element in all Quality Areas. The *Guide to the National Quality Standard* provides detailed information and will assist in your decision making.
- You may choose to use the Early Years Self-Assessment key to identify to what extent you are addressing each element (Green, Amber Red) across all classes and year levels.
- Section 1: The areas that are marked Green (Consistently) can be reflected in your Summary of Strengths statement.
- Section 2: Critically reflect on the areas that have been marked Amber (sometimes) or Red (rarely) and identify how you are going to move from rarely or sometimes so that you are consistently meeting the element and Quality Area.
- Review current identified QIP goal/s for the Quality Area and consider if these are fully met and the practice embedded in all classes.
- Update the progress notes in the QIP.
- If an area for improvement has been identified write your Quality Improvement Goal. Remember the goal needs to be clear and achievable.
- Section 4: identify how you are going to meet this goal, when this goal will be met, who is responsible for meeting this goal and what your success criteria is so you know when you have met this goal.
- Submit the working QIP to the Principal by the end of Term 2.

Review Plan	Quality Area Focus	Lead By	Added to QIP	Progress Updates
Year 1 Semester 1	All 7 Quality Areas			
Year 1 Term 3	QA 4 & 7			
Year 2 Term 1	QA 1			
Year 2 Term 2	QA 2			
Year 2 Term 3	QA 3			
Year 3 Term 1	QA 1			
Year 3 Term 2	QA 5			
Year 3 Term 3	QA 6			

### Sample Review Plan

*This is an example only. Schools determine their own review cycle. Your review cycle will be influenced by the priority areas that emerge from your review of the 7 Quality Areas in Semester 1.*

[insert school logo here]

School Name	Yallingup Steiner School
School Contact Details	
Telephone	0897552230
Mobile	
Fax	
Email	admin@yss.wa.edu.au
Principal – Responsible for the NQS Audit	
Name	Educational 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 Julie Vivien-Williams Julie Blair Jen Harris
Name	Noelle Gilmour Katie Oakley Yvonne Suares

Review Plan	Quality Area Focus	Lead By	Added to QIP
	2.2.3 Ensure KPS is explicit in planning for child protection	Charlie Gould	<b>Ongoing</b> Kindergarten safety guidelines have been written and distributed to parents and in use across kindergartens.
	2.1.2 Upgrade of Buildings and toilet facilities	The building committee Strategic planning committee.	<b>Shaded area completed in the Rainbow Room.</b> <b>New Strategic plan under consultation for YSS.</b>
	3.1.1 Fit for Purpose. Risk assessment for indoor and outdoor areas in the kindergarten. Creation of a risk assessment audit.	Charlie Gould, Karin Hodel	<b>Ongoing</b> <b>Included in 2023-2024 QIP</b>

	3.2.3 Environmentally responsible. Introduction of compost bins / tumblers/ wormeries	<b>ECF</b>	<b>Worm compost in operation. Move garden shed to make room for composter and garden bin</b>
	4.2.1 Professional collaboration. Staff appraisal programme for ECF	<b>ECF, The College of teachers and education facilitator</b>	<b>Ongoing. Included in 2023-2024 QIP and being actioned by College of teachers in 2024</b>
	6.1.3 Families are supported. Child Health nurse to visit the kindergartens on more than one occasion to offer information of services.	<b>EC coordinator</b>	<b>Ongoing. Jill Rogers CHN booked to come to school and offer an information session with families. Completed in term 1 2024</b>
	6.3.1 Parent Surveys to identify needs for ongoing parent education	<b>ECF, Finance Manager, Executive committee, Communications working group</b>	<b>Ongoing Surveys also being written and implemented to inform the new strategic plan.</b>
	7.2.1 Bring QIP to ECF meetings	<b>EC coordinator</b>	<b>Ongoing</b>

# 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
<b>QA1</b>		<b>Educational program and practice</b>
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.
<b>QA2</b>		<b>Children's health and safety</b>
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.
<b>QA3</b>		<b>Physical environment</b>
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
<b>QA4</b>		<b>Staffing arrangements</b>
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.
<b>QA5</b>		<b>Relationships with children</b>
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.
<b>QA6</b>		<b>Collaborative partnerships with families and communities</b>
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.
<b>QA7</b>		<b>Governance and Leadership</b>
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.										A
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.										A
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.										A

## Registration Standards for Non-Government Schools in WA

### Standard 1 – Curriculum – 1.1, 1.2

#### Refer to:

Standard of Education

### School Policies Related to QA 1

- Curriculum Plan
- Assessment and Reporting Policy

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

### Section 1

#### Strengths for QA 1

The kindergarten philosophy and programme allow each child to come to it at their own level of development and take from it what is needed for their continued growth and learning. The mixed age kindergarten caters for the needs of the youngest children, providing them with a supportive, well structured, well-resourced environment in which to begin their first steps of learning outside the home, while also allowing the older children opportunities to refine complex gross and fine motor skills, imaginative and language skills and opportunities to help and support others.

Families are invited to parent meetings and all requests for individual conversations with teachers are responded to promptly and with care. Families are invited to class meetings so that they are well informed about the programme and the experiences the children are having while at kindergarten.

Child studies are carried out as a way of critically reflecting on a child's learning and development with an intention of ensuring that all educators are responding to each child in a deliberate, purposeful and informed way.

Speech screening is carried out for all K5 children and any new K6 children in Term 3. K4 students are offered the opportunity to take part if they want the screening done before their child is in K5.

### Section 2

#### Key Improvements Sought

We endeavour to continue to tailor our information sharing events and class meetings to meet the expressed needs of our families. Information can be gathered as part of individual parent meetings, collated and then shared in the form of resources and readings, class meeting and experiences. There is an ongoing need to continue to meet parents changing needs and to respond with the information they need. Parents are not involved in the kindergarten on a day-to-day basis so it is important that we do all we can to ensure they feel included and well informed about what their children are doing at kindergarten.

Children in our kindergartens are referred to Child Health Services when a need is perceived for speech, OT, physio intervention. Some families are not confident using the services of Child Health services or reluctant to take part in screening so we must endeavour to build closer relationships with our child Health Nurse.

While the mixed age kindergarten provides all the benefits outlined above, the composition of the kindergartens has changed and is now unbalanced in terms of the places we have available for each year group. This year there are only 2 K4 students and the rainbow room has the highest number of K6 children it has ever catered for. Mixed age kindergartens work best when there is a balance of the year groups. Planning for 2025 will need to include ways to offer more K4 places in an age-appropriate setting while still providing the primary school with a full class of Class 1 children.

The College of teachers is working towards a whole school programme of assessment. This will ensure that we begin to be able to assess and compare achievements across year groups and over time. We will also work towards reviewing our K6 reporting format.

Intentional teaching of keeping safe child protection curriculum. Some aspects of the KS CPC need to be covered in an intentional way to ensure that all children have access to all aspects of the curriculum. This will need planning and mapping across the programme as well as creating some specific tasks.

## 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	Review of staff appraisal / self-assessment review	Staff appraisal to be discussed in term 2 PD days.	The College of Teachers, The Education Facilitator, HR working group	Staff appraisal schedule created and begun to be implemented.	Topic introduced to College. A shortened version of the WECAN self evaluation form has been drawn up. A schedule for observations has been created.
1.2.1 Intentional teaching Ensure KS CPC is being covered in an intentional way whether through intentional teaching or mapping the KS CPC across the programme.	Mapping KSCPC across programme and writing and implementing specific tasks.	To be worked on throughout 2024.	Kindergarten teachers.	All major topics have an intentional teaching activity written and ready to be implemented.	Trust and Networks topic covered in Enormous Turnip activity.
1.3.3 Information for families available from specialists and other agencies who work with young children.	Child Health nurse to visit kindergarten parents on school site with a kindergarten teacher present to provide an introduction to the service and supports available.	In term 1 and ongoing each year.	Early childhood coordinator.	Child health nurse visits school to meet with parents on an ongoing basis.	Child health nurse visited parent body on school site in term 1 2024.

1.3.3 Information for families	Creation of proforma to be completed as part of individual parent meetings to identify what parents need in terms of information about the programme and their child's progress.	Semester 2	EC Coordinator to write and distribute proforma.	Proforma is being used and information collated and informing subjects covered in meetings, workshops and resource sharing.	In progress
1.3.3 Information for families	Parent education and information about pathways of communication and shared management model is available and held with a shared understanding.	By the end of term 2 2024 and ongoing.	Communications working group and the College of Teachers.	Parents know where to access information about the shared management of the school and know who to talk to about different aspects of their child's education.	Information about communications pathways has been distributed. Work on shared management model is ongoing.
1.3.1 Assessment and planning cycle	Speech screening to be carried out by Learning support teacher across K5.	Speech screening to take place term 3 each year.	Executive committee. Learning support teacher. EC coordinator.	All K5 children are screened for speech difficulties.	Speech screening was carried out in 2023 and is scheduled to continue in 2024.
1.3.1 Assessment and planning cycle	Whole school schedule for assessment to be created and implemented.	Professional development days in Term 2	College of teachers and Education Facilitator	Schedule created and assessment tasks being written.	Schedule has been created to include speech screening in K5 and Phonological awareness testing at the end of K6.
1.3.1 Assessment and planning cycle  Ensure that assessment information is effectively shared with class 1 teachers.	Create a summary of class 1 readiness to hand over to class 1 teacher at the end of kindergarten.	Class 1 readiness and transition the Class 1 summary proforma to be created.	Early childhood teachers	Proforma has been created and is in use for transitions 2024.	Proforma creation has begun.

## 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.							A
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.							A
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									
<b>Standards</b> 5. Premises – 5.1 6. Facilities – 6.1 9. Critical and Emergency Incidents – 9.1, 9.2 12. Child Abuse Prevention  <b>Refer to:</b> Levels of Care					<b>School Policies Related to QA 2</b> <b>Child Safe Environment Polices</b> <ul style="list-style-type: none"><li>• Child Protection Policy</li><li>• Code Of Conduct</li><li>• Health Policy</li><li>• Risk Management</li><li>• Excursion Policy</li><li>• Occupational Health and Safety</li><li>• Critical Incident</li><li>• Emergency Evacuation and Lock Down</li><li>• Managing Staff and Volunteers</li></ul>				



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

### Section 1

#### Strengths for QA 2

The primary toilet block which provides toilet facilities for the primary children has been fully renovated. Requests for improvements to the kindergarten toilets have been formally lodged to be included on the annual improvement plan as well as the strategic plan.

We continue to offer our Bushwalking programme for our K6 children each week, working alongside families to encourage an active lifestyle in our beautiful environment. Preparation for children and families is more formal in 2024 to ensure the highest standard of safety for the children. Key skills such as the understanding of a physical as well as imaginary boundary are to be formally discussed with families and children. Parental involvement will be requested if there is any question about the children's ability to work within these boundaries while off-site.

As a College of teachers we are systematically working through the ‘Child Safe Organisations’ standards to ensure that all are met and to plan for improvements if needed.

### Section 2

#### Key Improvements Sought

With the Master plan attached to the strategic plan ending in 2025 now obsolete, work is underway on a new strategic plan in order to find new solutions for housing the needs of our growing school. The strategic planning committee is working alongside all stake holders in the writing of the new plan. Many of the key improvements sought as part of Quality area 2 will be addressed within this new strategic plan which is being written in 2024.

Good hygiene and hand washing practices continue to be problematic. While teachers find solutions to these issues, such as taking the whole class to the toilet block in order that they can all go to the toilet and then wash their hands in running water, these are not ideal and certainly detract from the children’s homely kindergarten experience.

Huge amounts of work has gone into the fencing and gates within the rainbow room during recent years. Care needs to be taken to maintain gates and closing mechanisms to ensure safety at all times. Gate and fence maintenance to be added to the whole school maintenance schedule.

We continue to build on our 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 circles. The prevention of sexual abuse is a key area for our whole school focus and plans are in place to share key elements of the programme with parents by way of information sessions and class meetings. Our aim now is to improve the systematic delivery of the KS CPC to ensure the delivery of this curriculum is complete. All staff are receiving further training and refresher courses during the year 2024.

### 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 and Dolphin Room veranda. Kindergarten toilets are relocated. Addition of this on the 2024 Annual improvement plan.	Term 1 2025	EC coordinator, College of Teachers, Strategic planning committee.	Even though building plans are stalled, the importance of appropriate handwashing facilities continues to inform the strategic planning with the school.	Formal request for Inclusion in the Strategic plan.
2.1.2 Health practices and procedures	Installation of paper towel dispensers in all classrooms and toilets	Term 2	Business manager	Paper towel dispensers have been installed.	Classroom paper towel dispensers are installed. 2 toilet dispensers are now installed.
2.2.1 Supervision	All fences and gates are fit for purpose and self-closing. Latch on the pool gate in the Dolphin Room is heightened and spring is installed to enable automatic closing.	On going audits and maintenance when required. Always a priority.	EC teachers to carry out safety and maintenance audit.	All gates and fences are continually in good working order and fit for purpose.	Audit has been written and circulated to EC teachers. Teachers in inform executive if there are any incidents on boundary fences, walls and gates.
2.2.3 Child Protection	Write a termly programme for the delivery of KS CPC	KS CPC explicitly linked to long term and medium-term planning in 2024.	EC teachers	Programme will be included in medium term planning and being actively used by all ECF staff.	Audit of books in the kindergarten for KS CPC. Planning shared with Education facilitator.
2.2.3 Child Protection	Stable type door installed in rainbow room to ensure children can safely lock the door while going to the toilet.	Asap	Executive committee.	Door installed.	New door has been installed. Children are now able to safely lock the door while using the toilet.

2.2.3	Include aspects of KS CPC in class meetings and in parent discussions	Throughout 2024	Class Teachers	Aspects of KS CPC brought to class meeting discussions.	Segment of Susan Laing's article 'Prevention of sexual abuse in young children' brought to K6 meeting in term 2 2023.
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## 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.										A
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.										A
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 Polices

- 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 our local environment. 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 environment and compost and collect food scraps for our worms. The garden shed has been moved to allow easier access to the compost tumbler. 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. An area of the garden has been ear marked as a bug home. We have labelled recycling bins for paper, cardboard and glass and the children help to take this over to the main recycling bins.

A grant has been given to add gutters to the rainbow room shelter so that we can collect water. This will give the children a more concrete understanding of where our water from the taps comes from and how quickly it gets used. 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.

A beautiful native garden has been planted in the Dolphin Room, which is flourishing in spite of the long period of dry weather.

A new set of large wooden blocks has been purchased to allow our children the opportunity to create and transform the space. These provide good physical and creative work especially for our younger children who still need to play with their whole bodies.

### 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, upgrades to the toilets, permanent outdoor shelters from the rain and sun, and a general need for better maintenance of the buildings and outdoor spaces. A maintenance schedule has now been developed and work is ongoing.

The kindergarten gardens, particularly the Rainbow Room garden, is relatively small and the older children require opportunities to transform and interact with the environment. Programming and staffing allow us to meet these needs by visiting other places and spaces within the school, but this has an impact on both the children and the staff in walking to other spaces and not being in their 'home kindergarten.'

A native garden planting project is due to begin in the Rainbow Room as soon as we have sustained rainfall.

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	Providing more shade in the Dolphin Room.	Year beginning 2025	Strategic planning committee.	Fixed shade structure constructed in Dolphin Room playground.	Added to annual improvement plan.
3.1.1 Fit for Purpose  Toilet doors provide privacy for children and are also safe to access.	New door on the rainbow room toilet. A stable door would allow children to have privacy and be able to lock the door while also providing adults the opportunity to access the toilet if needed.	Term 1 2025.	Executive committee	New door is hung in rainbow room.	The new door is in use in the Rainbow Room.
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 2024 audit.	The ECF	Audit being used termly.	Draft audit has been written and circulated to EC teachers. ECF to discuss what needs to be on the audit.
3.1.2 Upkeep	Education Facilitator to organise a full maintenance audit of all the school.	End of semester 1 2023.	Education facilitator in consultation with executive committee.	Audit completed and schedule written.	Initial survey of the grounds and buildings is underway. Some works completed or in planning stage. Painting has commenced. Primary toilets have been completely refurbished.
3.2.3 Environmentally Responsible	Planting a native garden in the Rainbow Room to ensure a beautiful water-wise environment.	As soon as we have sustained rain-fall.	Executive Committee.	Ready to go once we have rain.	Waiting for the rain.

## 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.							G
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.							G
Registration Standards for Non-Government Schools in WA									
<b>Standards</b>					<b>School Policies Related to QA 4</b>				
2. Staff to Student Ratios – 2.2					<ul style="list-style-type: none"><li>• Staff Register<ul style="list-style-type: none"><li>○ Including qualifications</li><li>○ WWCC (Working with Children Check)</li><li>○ Teachers Registration TRBWA</li><li>○ First Aid Qualifications</li></ul></li><li>• Staff Code of Conduct</li></ul>				
4. Staff – 4.2									

## Early Years Reflection Tool Quality Area 4 – Staffing Arrangements

### Section 1

#### Strengths for QA 4

Early Childhood faculty continues to thrive and the shift to the shared model of management continues to be empowering for the EC as well as continuing to build strong relationships with The College of Teachers. The ECF have identified that channels to communication between The College of teachers and the ECF can sometimes be lacking. The early childhood coordinator has committed to keeping the ECF up to date possibly by way of a staff newsletter.

We have seen faculty members greatly dedicated to their own professional development by taking CERT IV courses as well as Steiner Early Childhood courses. Our working environment strives to be warm and trusting, with a continual striving to deepen our understanding of our curriculum, pedagogy and delivery.

The Early Childhood faculty is richly staffed as we welcome new staff members and returning staff members to the ECF. Leave and sickness can be covered almost exclusively by staff already known to and trusted by the children.

Our ECF is part of an AISWA Behaviour Engagement Project which includes professional development days as well as mentoring and collaborative work. Closer links are being formed with our Child Health Nurse as well as weekly visits from a specialist teacher of the deaf.

### Section 2

#### Key Improvements Sought

As the shared structure of management continues to mature at YSS, we are continually growing and learning. The HR committee did a wonderful job in 2023 for staffing for 2024, however this is a difficult and complex task. Further transparency and communication in the process would benefit our assistants who do not have the benefit of attending College meetings. Care should be taken in 2024 to strengthen communication channels between the HR committee, the EC coordinator and the assistants within the school as mentioned above.

As class one students transition from the kindergarten to the primary school, learning support is needed to ensure all children manage this transition smoothly and are able to access all aspects of their new curriculum and programme. This has been managed well through the budget over the last couple of years, however, a more systematic acknowledgement of this need and planning to meet this need would be of benefit to staff and students. 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	Development of new staff appraisal procedures. See 7.2.1				
4.2.1 Professional collaboration	Clearer and more effective channels of communication	ASAP	IT works group Executive committee	Effective channels of communication will be in use.	New email systems have been set up to allow staff to communicate with “all staff” “all teachers” etc.
4.1.1 Organisation of staffing. The kindergartens have complex and large classes in which rhythms need to be complex in order to meet the needs of all children. Simplifying kindergartens and their staffing would benefit staff and students alike.	Seeking solutions to simplifying staffing of the kindergartens.	Year beginning 2025.	Strategic planning committee, the College of Teachers, the Executive Committee.	Kindergartens are organised in a way that allows the group to be held by one teacher and one assistant.	To be included in strategic planning for 2024 – 2025.

## 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.	A
Registration Standards for Non-Government Schools in WA			
Standards		School Policies Related to QA 5	
14. Management of Student's Behaviour		<ul style="list-style-type: none"><li>• Behaviour Management</li><li>• Staff Code of Conduct</li></ul>	

## 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 informs 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 Education Support role over past years has seen a better implementation of IEPs so that 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.

The whole school has undertaken training on Restorative Practices with the aim to have a consistent approach to supporting positive relationships and managing challenging behaviour. Within the kindergarten this approach has at its core, a simple premise; in this kindergarten, if something is broken, we fix it. This supports children in beginning to understand that their actions have consequences, but that things can be mended. Time has been allocated to the learning support team to further embed these practices within our school.

### 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 and community. This could include further support for parent education, more frequent and programmed areas for parent learning and access to greater links with the primary school and wider community in terms of sharing the work we do.

The work that the EC team undertake in the AISWA Behaviour engagement project as well as whole school Restorative Practices will be an important journey over 2024 with the aim of having a clear, transparent and collectively understood approach to supporting children's behaviour and learning.

### 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	Develop a whole school approach to building positive and trusting relationships, behaviour management and conflict resolution.	To begin in the school year 2024	The College of Teachers	Restorative practices will be embedded in our relationships with children as well as between the children themselves. Staff will have received appropriate and adequate training as well as ongoing support.	All staff completed a 2 day course on Restorative Practices at the beginning of 2024. Learning support team have time set aside to help implement this.
5.2.2 Policies and procedures to ensure students, staff and families have a clear understanding of how we support children's behaviour and self-regulation.	Update YSS policies, review Student Code of conduct, produce procedures which are understandable to children and adults.	ongoing	College of Teachers, Policy committee, Education facilitator.	Policies and Codes of Conduct updated and ratified. Procedures completed and in use with staff, students and families.	Policies are being updated and drafts discussed at College. Members of College are working on procedures in order to bring them to College for discussion.
5.1.1 Positive Educator to child interactions	Develop skills and strategies consistent across the ECF to enable staff to confidently manage challenging behaviour. Use the support of AISWA consultants to write a document to share with families and staff.	During the school year 2024.	Karin, Charlie and Katie are taking part in AISWA's behaviour engagement project.	Karin, Charlie and Katie share lessons learnt during the year on the Behaviour Engagement Projects with the rest of the ECF team,	PD dates are booked in. AISWA consultant to visit school in June.
5.2.2 self-regulation	Timely referral to Child Health services.	Continuing.	Kindergarten teachers.	All children who require support for speech services, OT, physio are referred in a timely manner.	All children who require support for speech services, OT, physio are referred in a timely manner.

## 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:		<b>G</b>	Green (consistently)	<b>A</b>	Amber (sometimes)	<b>R</b>	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.						
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 services and relevant community services and resources to support parenting and family wellbeing.						
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.						
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.						

## 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

There are opportunities for parents to become involved in a wide and varied ways in school life 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 as well as AISWA 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, newsletters, parent education and the enrolment process. We are lucky enough to have a staff with varied expertise including eurythmy and music, 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 takes the form of regular progress meetings, play afternoons, meet and greets and daily phone calls when needed on children's development or needs.

Our communications working group has clarified channels of communication for our parents and produced a clear and transparent 'flyer' outlining who to contact in relation to different aspects of their children's schooling. This working group is now working with College to produce needed information about our management structure in clear and practical language in order to build a shared vocabulary and understanding.

Transitions into the Primary school in 2024 were confident and straightforward. Reasons for this were:

- Well thought out timeline of information and guidance to parents regarding what to expect and when.
- Class teacher was well known to and well trusted by families of transitioning children.
- Children had been well prepared for their transition and were ready for the challenges ahead.
- The whole school held the transition.

### Section 2

#### Key Improvements Sought

The restrictions of Covid had a massive impact on many of our community engagement projects and activities. As restrictions ended, many of these activities were not reinstated. As a result, our profile in the wider community has reduced. The College of Teachers has identified the need for YSS to begin to rebuild its presence in the wider community such as art displays in the Margaret River/ Busselton shows, Sculptures by the Bay etc.

Parents are not always aware of the resources they have available to them in the community. Plans to improve relationships between school, child health nurse and families are underway.

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
6.2.1 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 2024	The College of Teachers	We will have a transition programme for parents in action. Approach primary school parents able to 'mentor' parents as they transition from kindergarten parents to primary school parents.	K6 parents informed about transition meetings scheduled for school year 2023. Term 2 – first K6 meeting Term 3 – Meeting with primary school and K6 families – Open Day Term 4 – meeting about the practicalities of transitions and how to support the children.
6.2.3 Community Engagement increasing the school's profile in the wider community.	Displays in MR and Busselton shows, Sculptures by the Bay.	Ongoing	College of Teachers with the support of parents and families.	School is represented in events in wider community.	Identification of this need and commitment to increasing profile of the school in the wider community.
6.1.3 Families are supported	Information given to families about the resources available to them.	Term 4 2023	The College of Teachers – the 'Communications working group'	Parents are aware of who to contact in the event of questions or enquiries on a range of subjects.	'Communication working group' working on ways to gather and disseminate this information.

## 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:		<b>G</b>	Green (consistently)	<b>A</b>	Amber (sometimes)	<b>R</b>	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.						<b>A</b>
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.						<b>G</b>
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.						<b>A</b>
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.						<b>A</b>
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.						<b>G</b>
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.						<b>G</b>

## 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

Strong working relationships between the College of Teachers and the Board continue to grow. A shared understanding of our management structure continues to mature, and focus has now shifted to communicating this shared understanding with our families and prospective families.

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 as well as being the basis of adjustments and improvements to our programme. This is done at numerous times during the day, during and at the completion of our planning cycle as well as at our faculty meeting where we come together to share our experiences and practice. We now strive to create a more systematic approach to staff appraisal and self-evaluation and peer support.

### Section 2

#### Key Improvements Sought

As we continue to work within a shared management structure, we continue to strive to be able to explicitly define the roles and responsibilities of all stake holders, including The College of Teachers, the Executive committee, the education facilitator. This work is ongoing and a priority for us as a school as well as communication with the wider community.

Extensive work is ongoing regarding our policy and procedures documents. As we continue to use IT in new ways, we sometimes find ourselves in unfamiliar territory regarding the sharing and access to information. Issues of confidentiality, clarity and transparency are being discussed in order that all stake holders have access to the documents and information they require in a way that is easy to use, as well as being secure and confidential.

### 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	Creating a staff appraisal schedule and opportunities for peer support and self-evaluation.	Worked on in PDs in term 2 2024.	The College of Teachers and the executive committee.	Schedule created and proformas ready for use.	Initial schedule has been created ready to be built on by other methods of peer support and self-evaluation and improvement.



7.1.2 Management systems	Ensuring policies are up to date and effectively shared to The College of Teachers. This includes a clean-up of our shared drive and IT system, so all College members have access to the current policies.	Ongoing	The Education Facilitator, The College of Teachers, IT working group.	All staff are aware of the contents of updated policies and where to find them and how to access them.	Policies continue to be updated and brought to College for comment and editing. College decision has been made to employ Michael Smart to begin to work with Jacqui regarding the clean up and structuring of our shared drive.
7.1.1 Service philosophy and purpose	Bringing aspects of the Statement of Philosophy to ECF meetings in order to explicitly discuss our philosophy amongst colleagues, therefore ensuring that new members of staff have the opportunity to be involved in these discussions.	2023 and ongoing until all aspects of the philosophy have been covered. With new staff joining the faculty, aspects will need to be revisited.	The EC coordinator	All members of staff feel confident that they understand our philosophy, what we do and why we do it.	The first aspect of our philosophy was brought to the ECF meeting in Term 2. To be continued each termly meeting.
7.1.1 Service philosophy and purpose	Communications working group working with College to produce a clear and transparent explanation of the shared management model and a shared language and vocabulary surrounding this.	As a matter of priority.	The communications working group, The College of Teachers and then communicated to the ECF through the EC coordinator.	A piece for the newsletter has been written using Principle 7 of the SEA core principles.	Background reading distributed. Drafts written and feedback given by College. SEA Core principles being utilised.