

Alice Springs Steiner School



Pre-School

QUALITY IMPROVEMENT PLAN

May 2015

Service details

Service name	Service approval number
Alice Springs Steiner School	PR-00001284
Primary contact at service	
Mr Brian Dodd (Principal)	
Physical location of service	
Street: 163 Ragonesi Road	Telephone: 08 8953 4578
Suburb: Ross	Mobile: N/A
State/territory: Northern Territory	Fax: 08 8952 3897
Postcode: 0870	Email: office@alicesteiner.nt.edu.au
Approved Provider	
Nominated Supervisor	
Primary Contact: Brian Dodd	Name: Brian Dodd
Telephone: 08 8953 4578	Telephone: 08 8953 4578
Mobile: N/A	Mobile: N/A
Fax: 08 8952 3897	Fax: 08 8952 3897
Email: principal@alicesteiner.nt.edu.au	Email: principal@alicesteiner.nt.edu.au
Postal address (if different to physical location of service)	
Street: PO Box 2736	
Suburb: Alice Springs	
State/territory: Northern Territory	
Postcode: 0871	

Operating hours

Provision of educational and care hours for this service are:

	Monday	Tuesday	Wednesday Morning	Wednesday Afternoon	Thursday	Friday
Opening time	08:30	08:30	08:30	12:00	08:30	08:30
Closing time	14:50	14:50	11:15	14:50	14:50	14:50

Additional information about your service

Provide additional information about your service—parking, school holiday dates, pupil-free days etc.

- The service operates as per the Northern Territory School Calendar and Northern Territory Gazetted Public Holidays.
- The service has three (3) pupil free days per year, generally allocated at the commencement of each term.
- The service provides on-site parking.

How are the children grouped at your service?

- BILLY BUTTON (3-4 year old kindergarten) : 6 hours per week : Thursday and Friday, 08:30 to 11:30.
- RUBY SALTBUSH (4-5 year old kindergarten) : 16 hours per week : Ruby Saltbush 1 : Mon/Tue, 08:30 to 14:50 and Wed, 08:30 to 11:15.
Ruby Saltbush 2 : Wed, 12:00 to 14:50 and Thu/Fri, 08:30 to 14:50.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan

- Nominated Supervisor, Brian Dodd, Principal

Service statement of philosophy

To guide the child towards the good, the beautiful, the affirming and ordered in life, enabling the child to live with joy, security and wellbeing.

Our learning environment will provide a truly holistic education, nourishing the healthy development of the foundational senses as outlined by Steiner: the sense of life, balance, self-movement and touch. Every activity will impact the child on all levels (emotional, social, physical, cognitive and spiritual) and we plan these with this in mind.

In the first seven years, the emphasis is on the will; the physical actions of the child. This enables the child to develop confident self-identity, sense of agency, skill and autonomy. As these grow the child is able to interact with others with care, empathy and respect.

Children will develop a sense of security through daily, weekly, seasonal and yearly rhythms that underlie and support life. The children are supported and reassured in their endeavours and enabled to see continuity and trust in the unfolding of life.

The children will be surrounded with skilful, purposeful, real-life activities for imitation, eg. baking, sweeping, gardening, which will support development of fine and gross motor skills and sense of interdependence so necessary in the world. Their memory is strengthened by the repetition of these authentic tasks.

We believe a close connection with and reverence for nature, as well as gratitude for all that it provides in daily life is vital for wellbeing and foster this through seasonal activities, festivals and daily living practices of gratefulness.

The teachers teach predominantly by example rather than instruction. Warm, trusting relationships with adults are pivotal to the desire to imitate, which is the main way children learn at this age. Teachers are deeply aware of cultivating and living out attitudes conducive to wellbeing, learning and being. A teacher's presence and deeds and expression of wonder, curiosity, security, perseverance and application to daily tasks directly impacts the very same in children.

Good relationships and connection with families and a strong sense of school community are vitally important, and we foster these intentionally.

We promote language development by bringing rich inner pictures to the children through fairy-tale and nature stories, through excellent modelling of language, through song, verse and rhyme combined with movement and through establishing an environment in which children can freely use language in its many different forms. Self-directed play requires rich oral communication. Language experiences are meaningful and connected to the world.

It is essential to provide much time for self-initiated, child-directed creative play. Self-directed creative play is facilitated because it is the way children work themselves into life in a health giving way. The children work with all that they have observed and are learning in everyday life. This gives them the opportunity to process and make sense of what they see and make these experiences their own in a unique, creative and potent way. Play is the key to children's learning and healthy development. Teachers act as sensitive guides during play, value what comes from the child and help create a culture of play. The pre-school/transition environment is aesthetic without over stimulation to support the child in their play and immersion in life.

We believe sound wellbeing results from the satisfaction of a child's basic developmental needs, for tenderness and affection, security and clarity, belonging, competency, physical wellness and for meaning in life. We work with the children's innate openness, curiosity and trust towards their world. Through our approaches to meet children, we help them grow strong and resilient to meet life's challenges in later years.

We strive for continuous improvement in our teaching practice. There is a commitment to staff improvement through on-going professional development internally and externally.

Quality Area 1: Educational program and practice

This quality area of the *National Quality Standard* focuses on ensuring that the educational program and practice is stimulating and engaging and enhances children's learning and development. In school age care services, the program nurtures the development of life skills and complements children's experiences, opportunities and relationships at school, at home and in the community

Quality Area 1: Summary of Strengths

Standard 1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.
Element 1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, and confidence as learners and effectiveness as communicators.
	Our planning and programs are underpinned by the Steiner Education curriculum and our Statement of Philosophy, linked with the ELYF. Staff consultate and plan collaboratively focusing on the child's developmental stage and the EYLF outcomes. There is ongoing development of resource folders for the two programs.
Element 1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
	Our program allows for periods of self-directed, teacher supported play, which values and supports each child's current knowledge, ideas, culture, abilities and interest. Every day children have opportunities to integrate these aspects within the Pre-School curriculum. The enrolment process, family interviews and ongoing child observations contribute to the program.
Element 1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.
	Our programing and planning supports the child's learning through a strong rhythm. The rhythms are daily, weekly and seasonal. Rhythm builds security and allows children to learn at their own pace.
Element 1.1.4	The documentation about each child's program and progress is available to families.
	The Pre-School uses a variety of methods to inform families of a child's program and progress and receive family feedback. These include the Family Handbook, family information evenings and family/teacher conversations regarding the child. Child participation is documented in their folders and shared with families at the termly meetings. Noticeboards and newsletters provide insight into the program.

	Element 1.1.5	<p>Every child is supported to participate in the program.</p> <p>The service uses prior knowledge obtained through the enrolment process as well as ongoing assessment, e.g. daily observations and family/teacher conversations, to enable each child to participate in the program.</p> <p>The Learning Support Team also assists when required. In family meetings and conversations with educators, the Learning Support Team works with families and children to provide strategies e.g. Student Support Plans (SSP) and possible Adjustment Plans, to enable full participation in the program.</p> <p>Our practice of active observation throughout the day enables us to make informed decisions which support children to engage in the program.</p> <p>We are currently reviewing our Interactions with Children/Behaviour policy.</p>
	Element 1.1.6	<p>Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.</p> <p>Our program develops each child's agency through self-directed play, craft activities and participation in 'skilful, purposeful real-life activities' e.g. baking, setting the table etc. Children can also decide to participate in teacher –directed activity or choose to watch the activity in the setting. Educators display encouragement and enthusiasm for children's attempts to gain new skills</p> <p>Children's feelings and interactions in relation to their peers are supported in a caring manner.</p>
Standard 1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	
	Element 1.2.1	<p>Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.</p> <p>Each child's learning and development is continually assessed and documented through various methods, such as individual observations, photos, professional reflective diary, and collegial reflective practice, both formal and informal. This constantly gathered information contributes to future planning.</p>
	Element 1.2.2	<p>Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.</p> <p>Teachers support self-directed play through careful modelling. Considered and timely intervention encourages an environment that supports and extends children's learning. Educators extend play and illicit ideas through offering new objects or a question/provocation "I wonder what would happen if....?" Meal time conversations also provide a listening and sharing of ideas space for children.</p>
	Element 1.2.3	<p>Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.</p> <p>Individual and group reflections are documented and evaluated each day through daily diary entries, child/ren observations and family discussion. Programs are modified and/or prepared with these reflections through collegial discussion.</p>



Quality Area 2: Children's health and safety

This quality area of the *National Quality Standard* focuses on safeguarding and promoting children's health and safety.

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Quality Area 2: Summary of Strengths

Standard 2.1	Each child's health is promoted.	
	Element 2.1.1	Each child's health needs are supported. Our enrolment, medical condition procedures and ongoing student updates ensure that the school is aware of a student's medical condition and the service's capacity to provide adequate care. Sunscreen is applied before outdoor play after family consent. Specific dietary needs are catered for in consultation with families. Appropriate procedures are in place with regard to the administration of medications during service hours and in the event that an incident or emergency occurs with regard to a child's medical condition.
	Element 2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation. Each child has their own sleeping bag for their use during rest time each day. The day is clearly structured to allow the children a time to take rest, relaxation and sleep. If a child needs additional rest a cosy chair/sofa and cushions provide this opportunity.
	Element 2.1.3	Effective hygiene practices are promoted and implemented. All staff model and guide hygienic practices – e.g. hand-washing, nose blowing and tissue use/disposal, own cups. Kitchen area and tables are kept clean. Children are required to have a change of clothing with them and are provided with privacy and help on hand if required. Regular H&S schedules are adhered to.
	Element 2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines. A School wide policy and procedure relating to infection and disease control and the management of injuries and illness is in place in

	<p>accordance with relevant legislation.</p> <p>First aid kits are kept in each room and updated as required. A yard first aid kit is also available in the playground. An Incident report record is kept of any injury, illness or trauma and the family notified. For serious injuries where children are taken to hospital our procedures cover notification to WorkSafe NT.</p> <p>Families are informed through the Family Handbook about all health matters.</p> <p>All families are notified whenever a child/adult at the service contracts an infectious disease and informs them of the signs and symptoms.</p> <p>The Food Safety policy and procedures includes birthday candle protocol to ensure hygienic practice.</p> <p>Through modelling behaviour and shared tasks with educators, children have the opportunity to actively participate in their own health and well-being.</p>
Standard 2.2	Healthy eating and physical activity are embedded in the program for children.
	<p>Element 2.2.1</p> <p>Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.</p> <p>Healthy eating is promoted and encouraged in the school as per our food policy. The Family Handbook and newsletter refers to healthy options for lunch boxes.</p> <p>Our enrolment processes provide information on the dietary requirements of each child.</p> <p>At the pre-school we cook bread, porridge, rice, stewed fresh fruits, soups and fruit salads for morning tea. Water is always available.</p> <p>Children are involved in the preparation of food and setting the tables for a shared mealtime. The termly menu is displayed on the noticeboard.</p> <p>Educators at the pre-school model healthy, nutritious eating practices around the children.</p>
	<p>Element 2.2.2</p> <p>Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.</p> <p>Outside play, walks and planned activities provide numerous opportunities for physical activity which are inclusive and available to all children in a planned or spontaneous manner. Children have access to equipment that promotes gross and fine motor skills both in and outside. Spontaneous, unstructured play occurs outside in the garden where natural play spaces include sand, logs, water mud, trees and rocks. These provide physical challenges and opportunities to climb, dig, jump build, create, explore and adapt the environment.</p> <p>Educators model purposeful engagement in shared activities such as gardening, watering, sweeping, raking, and washing.</p>
Standard 2.3	Each child is protected.
	<p>Element 2.3.1</p> <p>Children are adequately supervised at all times.</p> <p>Children are adequately supervised at all times both inside and outside.</p>

	Where possible the service aims for consistent and inducted relief staff. A relief teacher folder is provided for relief staff. Relief staff are invited to attend volunteer days as part of an induction process.
Element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury. A well maintained environment, hygienic and safe practices, on-going staff education and WHS schedules aim to protect children from harm. Appropriate procedures are in place for child attendance, as well as the drop-off and collection of children by families, including collection by other family authorised persons. All visitors to the service are documented and supervised by relevant staff. All staff are aware of the mandatory reporting requirements regarding child abuse/ neglect.
Element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. All staff are trained in first aid. Relevant student health plans are available. The service contains emergency response equipment, displays appropriate emergency procedures and drills. Regular drills – snake, fire and lockdown are scheduled. Relevant incident/accident reporting is in place. Serious Incidents and Worksafe NT procedures are followed.
Element 2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect. In-service at the beginning of each year outlines the mandatory requirements (child protection and WHS) of care givers and educators. A current listing of local community resources is available to provide information and support for all children, families and staff in relation to children at risk of abuse and/or neglect.



Quality Area 2: Key Improvements Sought

Element 2.1.1	Each child's health needs are supported
Identified issue	Separate bags for storing individual sleeping bags and storage needs to be provided.



Improvement Plan – QA2

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Element 2.1.1	Separate bags for storing individual sleeping bags and storage needs to be provided.	M	Furthering resourcing	Separate bags for and storage in place	Feb 2016	

Quality Area 3: Physical environment

This quality area of the *National Quality Standard* focuses on the physical environment and ensuring that it is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.

Quality Area 3: Summary of Strengths

Standard 3.1	The design and location of the premises is appropriate for the operation of a service.
Element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose. Currently the service is run from a demountable building, however, staff provide adequate spaces, facilities and resources to meet the needs of the children
Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained. The premises, furniture and equipment are safe, clean and well maintained through constant monitoring checklists on a daily and weekly basis. Any hazards are removed/ cordoned off and reported in the maintenance book in the office. Professional cleaners provide a regular cleaning service to buildings and amenities. Refer to H&S Folder - checklists The school has a pest control schedule which is negotiated yearly. (Last check: April 2015).
Element 3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space. We endeavour to adapt our building and outside area to allow access and participation by all the children. Our program has dedicated inside/outside time, however, we also cater for flexible interactions between in and outside as staff ratios allow. We have ramp access into the building.
Standard 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.
Element 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments. Our planning and programing ensure that both the indoor and outdoor space provide children with many choices and natural learning

		<p>experiences, allowing both collaborative and quiet/ individual play options.</p> <p>The garden, vegetable patch, swings, climbing frames, sandpit, digging regions, grassy areas, shade and verandas provide numerous learning environments.</p>
	Element 3.2.2	<p>Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.</p> <p>Educators model the use of resources, materials and equipment, encouraging the child's interest and curiosity.</p> <p>Reflective practices ensure educators organise and reorganise spaces to support the child.</p>
Standard 3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.	
	Element 3.3.1	<p>Sustainable practices are embedded in service operations.</p> <p>The service actively participates in sustainable practices such as solar energy, rain water harvest, monitored and appropriate garden reticulation and mulching, recycling through food scraps to garden, paper and cardboard collection/reuse, use of recyclable catering products and recycling of natural materials for craft and other activities.</p> <p>Alice Springs does not have kerb-side recycling collection; however the service does provide a dedicated cardboard/paper skip.</p> <p>Our school community is made aware of these sustainable practices through modelling these behaviours during family participation at school events</p>
	Element 3.3.2	<p>Children are supported to become environmentally responsible and show respect for the environment.</p> <p>The Steiner curriculum fosters a close connection and reverence for nature. Staff model care of all equipment and toys through mending, oiling and washing. Children put away all equipment after free play as part of their daily routine.</p> <p>Through daily practices such as composting, worm farming, growing/harvesting food and recycling children connect to the natural environment. This creates an awareness of respect and responsibility.</p>

Quality Area 3: Key Improvements Sought

<p>Element 3.1.1</p>	<p>Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose</p>
<p>Identified issue</p>	<p>*Permanent shade on BB veranda *Fence covered with bamboo to ensure children cannot climb</p>
<p>Element 3.1.2</p>	<p>Premises, furniture and equipment are safe, clean and well maintained</p>
<p>Identified issue</p>	<p>Needs: *Outside of building in need of refurbishment *Replace carpets in RSB *Renovate kitchen benches RSB/BB *Internal painting RSB</p>

Improvement plan – QA3

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Element 3.1.1	*Permanent shade BB veranda *Fence	H	<ul style="list-style-type: none"> Assessment of costs Financial prioritising 	Implementation of changes - <ul style="list-style-type: none"> Permanent shade installed BB Bamboo installed over fence 	July 2015	Shade will be erected over June/July school holiday break Bamboo installed by June
Element 3.1.2	*Refurbish front of building *Replace carpets in RSB *Kitchen benches renovated RSB/BB * Internal painting RSB	M	<ul style="list-style-type: none"> Assessment of costs Financial prioritising Fundraising Grants 	Improvements have been met	Jan 2016	Grant applied 31/3/15 for refurbishing front of building.

Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.

Quality Area 4: Summary of Strengths

Standard 4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.
Element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.
	Staffing arrangements are consistent and within the educator/child ratio. Staff are qualified or working towards qualifications. Staff hold first aid certificates.
Standard 4.2	Educators, co-ordinators and staff members are respectful and ethical.
Element 4.2.1	Professional standards guide practice, interactions and relationships. Annual PD covers the ECA Code of Ethics, statement of philosophy and the ELYF. Staff are familiar with the communication policy, including grievance procedures. Beginning of year faculty meetings covered this with all EC staff.
Element 4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships. We acknowledge the personal strengths, professional experiences and diversity that colleagues bring to their work. The personal development of the educator is recognised as a key element in working with young children and educators strive to develop best practise in all interactions with colleagues, families and children. Educators aim to gain new skills and insights through sharing, mentoring and working in a collegial way for the benefit of the children. Lead teachers participate in weekly faculty meetings which focus on planning and practice.

		<p>Educators meet regularly to plan, programme and discuss practice. Refer to QA7 2.2 for formal evaluation process.</p> <p>The school operates a teacher training course two afternoons a week, which afford staff an opportunity to study the underlying principles of Steiner education. This is a free service provided to any staff member.</p> <p>The school provides financial assistance for all early childhood educators to attend the bi-annual Vital Years Conference.</p>
	Element 4.2.3	<p>Interactions convey mutual respect, equity and recognition of each other's strengths and skills.</p>
		<p>Professional standards are adhered to throughout the service by way of conduct codes, policy and procedures, including appropriate grievance procedures.</p> <p>A culture of respect for each person's contribution is actively fostered in all meeting spaces.</p> <p>Our service conveys mutual respect, equity and recognition of each other's strengths and skills through the:</p> <ul style="list-style-type: none"> • strong sense of working towards a common goal and shared purpose • beautiful, peaceful and aesthetic environment • commitment of staff and families to work together in the interests of the child • sense of community created through festivals and class social activities • strong collegial feeling

Quality Area 4: Key Improvements Sought

Element 4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.
Identified issue	Hours for assistant to be reviewed to allow for reflective practice, child study, consultation and planning.

Improvement plan – QA4

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Element 4.2.2	Review hours for assistants to allow for reflective practice, consultation and planning.	H	Review hours worked, Consultation with Business Manager	Assistants more involved in planning and reflective practice	Jan 2016	



Quality Area 5: Relationships with children

This quality area of the *National Quality Standard* focuses on relationships with children being responsive, respectful and promoting children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning

Quality Area 5: Summary of Strengths

Standard 5.1	Respectful and equitable relationships are developed and maintained with each child. In our Pre-School all our interactions with children: <ul style="list-style-type: none"> • encourage children to express themselves and their opinions • allow children to undertake experiences that develop self-reliance and self-esteem • maintain the dignity and rights of each child • give positive guidance and encouragement to each child • consider the family and cultural values, age, and physical and intellectual development and abilities of each child.
	Element 5.1.1 Interactions with each child are warm, responsive and build trusting relationships.
	Our Pre-School program enables educators to interact and communicate with children in a warm, positive, respectful and relaxed manner. Creative playtime, meals and artistic activities all offer 1-1 or small group opportunities for supportive relationships to develop.
	Element 5.1.2 Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
	Children are greeted and farewelled by staff each morning and afternoon. The curriculum and daily rhythm allows time for interactions with individual children and small groups throughout the day. Reflective practices by the educator contribute to developing a program to support the development of each child.
	Element 5.1.3 Each child is supported to feel secure, confident and included.
	We develop a deep understanding of each child by gathering information and building strong links with their family and cultural context through our extensive pre-enrolment and enrolment process, ongoing family communication systems and information sessions. Ongoing observation/assessments and reflective practises by educators enable support for each child needs. Children are given opportunities to become independent and confident in 'self-help' skills through daily activities such as preparing



		<p>food, setting the table, washing dishes and problem solving in collaborative play. Further support and security is given to both children and families through strong rhythms and routine in the program and consistency amongst staff.</p> <p>Teachers meet with family whenever the need arises and to acknowledge each child's achievements.</p>
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	
	Element 5.2.1	<p>Each child is supported to work with, learn from and help others through collaborative learning opportunities.</p> <p>Teacher supported self directed play encourages and supports children to contribute their own ideas and solve practical problems. The spaces are set up to facilitate collaborative learning experiences.</p> <p>Educators provide guidance, model positive relationships, listen attentively, intervene in a timely manner, and provide stories that build images of working together. Children are supported to become aware of their own behaviour and how it affects their peers.</p> <p>We support inclusivity through role modelling, encouragement and acceptance of each other.</p>
	Element 5.2.2	<p>Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.</p> <p>Our enrolment process, including our Learning Support program, provides vital information to enable support for children, families and staff regarding behaviour and resolving conflict.</p> <p>The program further supports children to manage their behaviour through the consistency of the daily rhythm and through modelling effective ways of resolving issues or conflicts.</p> <p>Children are assisted to manage their behaviour through providing re direction, therapeutic stories, activities and acknowledgement of their own and the others feelings.</p> <p>Assistance is provided to children, families and staff through our Learning Support Program to identify and support children through assessments, individual plans and support agencies.</p>
	Element 5.2.3	<p>The dignity and the rights of every child are maintained at all times.</p> <p>Staff endeavour to maintain the dignity and rights of every child through all of the above.</p>



Quality Area 5: Key Improvements Sought

Element 5.2.2

Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts

Identified issue

Revise the Behavioural Procedure and link with Interactions with Children policy.
Revise Interactions with Children policy.

Improvement plan – QA5

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Element 5.2.2	A updated and revised Interactions with Children policy and procedure	H	Policy review by EC coordinator Julia	Policy and procedure in place and in serviced with all EC staff.	August 2015	

Quality Area 6: Collaborative partnerships with families and communities

This quality area of the *National Quality Standard* focuses on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.

Quality Area 6: Summary of Strengths

Standard 6.1	Respectful supportive relationships are developed and maintained.	
	Element 6.1.1	<p>There is an effective enrolment and orientation process for families.</p> <p>The enrolment process provides:</p> <ul style="list-style-type: none"> * school tour pre-school tour * family handbook *interview consultation with reciprocal information gathering and giving between educators and families. *enrolment <p>At the start of the year families are orientated through a 'Welcome day' which includes orientated of the child to the classroom, staff, peers and other families. There is also a staggered intake process at the start of the year to enable a smooth transition. Families are welcome to assist in the settling in process.</p> <p>Daily communication at drop off and pick up time with families enables ongoing communication. Staff are available for 1-1 meetings if needed.</p> <p>Refer to Enrolment folder, Teacher manual and Family handbook</p>
	Element 6.1.2	<p>Families have opportunities to be involved in the service and contribute to service decisions.</p> <p>Families can be involved in the service and share knowledge by participating through activities such as craft, festivals, birthday celebrations, annual fair, fundraising, working bees, gardening, and family evenings. The service in community events such as the Bangtail Muster and Eco Fair.</p> <p>Families are informed of opportunities through weekly newsletters, hand books, notice boards, conversations, invitations and parent evenings.</p> <p>Ongoing family consultation through school surveys, family/teacher conversations, parent evenings develops collaborative partnerships. This enables families to express ideas, hopes and interests which are considered in our planning reflective.</p>



Element 6.1.3	Current information about the service is available to families
	Current information about the services operation is available on noticeboards and through newsletters, emails, handbook and website.
Standard 6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.
Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.
	The initial interview in our pre-enrolment process provides valuable information about a family's culture, values, wishes and expertise. Daily conversations as well as family/teacher interviews provide opportunities to develop relationship
Element 6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.
	Currently families are informed of community services through the newsletter. The Learning Support Team and Early Childhood network assist in maintaining current information about relevant services. Staff liaise with and attend local ECA network meetings.
Standard 6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.
Element 6.3.1	Links with relevant community and support agencies are established and maintained.
	Links are established with Children's Development Team and Holyoake. Learning Support team provide the service with ongoing support and links with relevant community and support agencies.
Element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
	On a daily basis, teachers work intentionally with children and families to assist the transition between home and the pre-school. Sign in and out records, attendance rolls, late and child release procedures are adhered to within the pre-school. Enrolment procedures identify family nominated authorised persons and day to day notifications from families ensure that children are released to appropriate persons. The service offers primary schooling and this transition is well supported through established processes within the school. Those children exiting the service are provided with a transition statement. At the request/approval of families, further information is provided to the child's new education service.



	Element 6.3.3	<p>Access to inclusion and support assistance is facilitated.</p> <p>The enrolment process enables the service to make informed decisions on the pre-schools capacity to enrol a child with specific needs.</p> <p>The Learning Support program enables a child's inclusivity and educational success within the program. The collaborative nature of these processes allows for family and other professional service contribution and inclusion.</p>
	Element 6.3.4	<p>The service builds relationships and engages with their local community.</p> <p>The service builds relationships and engages with the community through school tours, annual fair, biodynamic gardening, fundraising within the community, ECA meetings and activities, building links with CDU, and participates in community functions and initiatives, such as the Bangtail Muster and Eco fair.</p>



Quality Area 6: Key Improvements Sought

Standard/element 6.1.3	Current information about the service is available to families
Identified issue	Noticeboard not weather proof.

Improvement plan – QA6

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Element 6.1.3	Weather proof, adequate noticeboard is required with easy access to parents	H	<ul style="list-style-type: none"> Cost one enclosed notice board and order 	Noticeboard in place	June 2015	Noticeboard ordered 14/5/15

Quality Area 7: Leadership and service management

This quality area of the *National Quality Standard* focuses on effective leadership and management of the service that contributes to quality environments for children's learning and development. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement.

Quality Area 7: Standards and elements

Standard 7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.
	<p>Element 7.1.1</p> <p>Appropriate governance arrangements are in place to manage the service.</p> <p>Leadership is shared between the Principal and the EC Coordinator. EC staff are encouraged to contribute to the development of the pre-school through weekly faculty meetings and team meetings where open discussion and enquiry are fostered. Families at the service are invited at enrolment to become members of The Alice Springs Steiner Association (TASSA), who are the owners of the school. This membership allows for current and past families, as well as other interested parties to participate in nominating and taking up a position on the board, or through the election process vote for their preferred governing body candidates.</p> <p>The TASSA Board operates under a constitution and provides governance, whilst the principal provides the management and leadership, interfacing between governing body and staff. The Board governs through monthly minuted meetings, annual AGM, participation in strategic management planning and relevant Task Groups.</p> <p>Information is provided to families with regard to governance and management through the enrolment procedure, Family Handbook and notices.</p> <p>Families are also encouraged to participate in a whole school survey conducted annually to inform planning and practice at the service.</p>
	<p>Element 7.1.2</p> <p>The induction of educators, co-ordinators and staff members is comprehensive.</p> <p>All staff receive a clear job description and contract at the outset of their employment.</p> <p>The induction process for educators includes receipt of a handbook to guide their understanding of the school's philosophy, relevant programming & planning materials to further assist this process. Staff introductions and introductory processes for meeting children and families is carried out.</p>

	Element 7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service. Efforts are made to provide continuity of staff, however at times this is a challenge in Alice Springs. Recent staff turnover has been a result of changes in personal life or the necessity to upgrade qualifications.
	Element 7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning. A new position has been created for an educational leader with a Steiner background. The service is a member of the Steiner Education Association which provides support, resources and clear goals for the development of curriculum. School supported professional development is ongoing throughout the year. Staff are supported in making connections with professionals in other Steiner early childhood services through attendance at National/International conferences and workshops. Staff are encouraged to participate in the local early childhood network meetings and professional development.
	Element 7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper. All educators have a National Police Check and possess a WWC (Ochre) Card (NT). These requirements are indicated and acquired at time of recruitment. All information is contained on an employee's file and such clearances are accessible to families on request. All staff participate in an annual Child Protection in-service course. Reporting is mandatory. First aid certificates are also required.
Standard 7.2	There is a commitment to continuous improvement.	
	Element 7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations. Educators are guided by the service's Statement of Philosophy throughout all aspects of the pre-school. The Statement of Philosophy is communicated to families through the enrolment process, handbook, website and noticeboards. Review of the Statement of Philosophy is carried out periodically.
	Element 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement. On-going reflective practice is an expectation of all staff members, this includes self evaluation. A formal evaluation is conducted in the first four months of employment. Formal evaluation and review by supervisors is performed in the first, third and fifth years of employment. Further mentoring and observations of educators are arranged when required.

	Element 7.2.3	An effective self-assessment and quality improvement process is in place. Reflective practice and assessments within the educational program, family survey and conversations and collaborative staff meetings all deliver continuous assessment and improvement to the service. The service's Quality Improvement Plan is a dynamic document shared by all staff and families.
Standard 7.3	Administrative systems enable the effective management of a quality service.	
	Element 7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements. Confidential documents, such as employment and enrolment records are stored in locked filing cabinets within the central school office. Electronic records are secured through passwords and isolated drives. All educators and staff are aware of their responsibilities with regard to confidentiality. Student information, programming, planning and assessments are kept in locked filing cabinet in classroom. Past student records are kept centrally.
	Element 7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service. Regular consultation between the EC coordinator, the Nominated Supervisor (Principal) and the Financial Business Manager ensure the effective operation of the service. This includes, budgeting, resourcing and future planning. The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.
	Element 7.3.3	Regulatory Authority (ACECQA) notification is noted and staff are informed through faculty meetings. This will be included in the revised EC Teacher Manual. This also links to WorkSafe NT documentation. Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.
	Element 7.3.4	A Communication Policy, including Grievance Procedures is in place at the service. See enrolment pack and employment policy.
	Element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly. A number of policies and procedures are in review. All policy changes are notified through the newsletter and email system.



Quality Area 7: Key Improvements Sought

Standard/element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.
Identified issue	Review existing policy and procedure to ensure that they reflect pre-school requirements. Families will be encouraged to contribute to this process.

Improvement plan – QA7

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.3.5	Review existing policy and procedure to ensure that they reflect pre-school requirements. Families will be encouraged to contribute to this process.	M	Time allocated by EC coordinator and Principal	All policies and procedures reviewed.	June 2016	