

Quality Improvement Plan template

Revised National Quality Standard
commencing 1 February 2018

Updated July 23 2020



Australian Children's
Education & Care
Quality Authority

The National Quality Standard and Quality Improvement

The National Quality Standard is the standard against which providers self-assess the performance of their service/s in delivering quality education and care, and plan future improvements to their service/s. One result of this process is a Quality Improvement Plan.

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (r55) for each service that:

- includes an assessment by the provider of the quality of the practices of the service against the National Quality Standard and the National Regulations; and
- identifies any areas that the provider considers may require improvement; and
- contains a statement of philosophy of the service.

The National Regulations do not prescribe a format for a Quality Improvement Plan. The purpose of this template is to offer a format that supports approved providers to meet their obligations under the National Regulations.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard.

A Quality Improvement Plan must be reviewed and/or submitted to the Regulatory Authority on request.

Service details

Service name		Service approval number	
Periwinkle Preschool		SE-00008697	
Primary contacts at service			
Simon McLean			
Physical location of service		Physical location contact details	
Street	5 Sunrise Boulevard	Telephone	02 6685 8898
Suburb	Byron Bay	Mobile	0488047122
State/territory	NSW	Fax	
Postcode	2481	Email	info@periwinkle.nsw.edu.au
Approved Provider		Nominated Supervisor	
Primary contact	Simon McLean	Name	Simon McLean
Telephone	02 6685 8898	Telephone	02 6685 8898
Mobile	0488047122	Mobile	0488047122
Fax		Fax	
Email	info@periwinkle.nsw.edu.au	Email	info@periwinkle.nsw.edu.au
Postal address (if different to physical location of service)			
Street		State/territory	
Suburb		Postcode	

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided. For centre-based services, this does not include non-contact hours for staff.

Describe the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than 'AM' and 'PM'.

Round times to the nearest quarter of an hour.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

Family day care services or multi-site services should list the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	09.15	09.15	09.15	09.15	09.15		
Closing time	15.15	15.15	15.15	15.15	15.15		

Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit.

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

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Periwinkle Preschool is a Rudolf Steiner Preschool.

It has an off-street parking area at the front of the Preschool which will accommodate 6 cars at a time.

Periwinkle is operating for 40 weeks a year according to the State School Calendar Year.

There are two pupil free days, the first day of term 1 and the last day of term 4.

During the year pupil free days occur during the preschool holiday vocations.

Periwinkle is closed on all Public Holidays.

How are the children grouped at your service?

Two groups of 23 children attending Five Days a fortnight. 600 hours per year.

Multi Age children turning 4 & 5

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. 'Cheryl Smith, Nominated Supervisor)

Simon McLean Director, Nominated Supervisor

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educators: _____

Service statement of philosophy

Please insert your service's statement of philosophy here.

Periwinkle Preschool Philosophy

Periwinkle's approach to early childhood education is guided by the indications of Rudolf Steiner - a platform from which we embrace and link our daily practices to the Early Years Learning Framework and the Australian Government's National Quality Standards for early childhood education and care.

Rudolf Steiner spoke about the experiences that are essential for the healthy development of the young child. These include:

- Love and warmth
- An environment that nourishes the senses
- Creative and artistic experiences
- Meaningful adult activity to be imitated
- Self-initiated free, imaginative play
- Protection of the forces of childhood
- Gratitude, reverence and wonder
- Joy, humour and happiness, and
- Early childhood educators on a path of inner development.

Each child is respected as an equal spiritual being and childhood is valued as a unique aspect of their human development. Their family and individual culture is respected as a vital part of the child's learning experience. As educators" we journey together with each family. This supports the children to develop a positive self-concept; a foundation for each of them to continue to be lifelong learners

Being a community based preschool Periwinkle encourages and places great value in fostering community involvement. This is strongly valued both in

walking with parents to support them through their child's early childhood years and for the continuation of Periwinkle's sustainability.

More information on how each of these experiences are incorporated into Periwinkle's program are provided in the article, "The Essentials of Rudolf Steiner Early Childhood Education" in the "Reading" section of the parent handbook.

"The preschool years, the kindergarten years, (the years before formal schooling) are the most important of all in the education of the child."

"It is absolutely essential that before we begin to think, before we so much as begin to set our thinking in motion, we experience the condition of wonder."

— Rudolf Steiner

The Essentials of Rudolf Steiner Early Childhood Education

Love and Warmth

"Children who live in an atmosphere of love and warmth, and who have around them truly good examples to imitate, are living in their proper element."

— Rudolf Steiner, *The Education of the Child*

Love and emotional warmth create the basis for the child's healthy development. These qualities should live between the adult caregiver and the child, in the children's behaviour toward one another, and among the adults in the early childhood centre. Children are also served if this love and warmth exist in the relationships between the educators and the parents, between the early childhood educators and in the surrounding community.

An Environment that Nourishes the Senses

"The essential task of the early childhood educator is to create the proper physical environment around the children.

'Physical environment' must be understood in the widest sense imaginable. It includes not just what happens around the children in the material sense, but everything that occurs in their environment, everything that can be perceived by their senses, that can work on the inner powers of the children from the surrounding physical space."

— Rudolf Steiner, *The Education of the Child*

Early learning is profoundly connected to the child's own physical body and sensory experience. Everything the young child sees, hears, and touches has an effect. Thus a clean, orderly, beautiful, quiet setting is essential. The physical environment, both indoors and outdoors, should provide varied and nourishing opportunities for self-education—experiences in touch, balance, lively and joyful movement, and also inward listening. The children should experience large-group, small-group, and solitary activities. The educators, in integrating diverse elements into a harmonious and meaningful environment, provide surroundings that are accessible to the child's understanding, feeling and active will. The care, love and intention expressed through the outer materials and furnishings of the environment are experienced unconsciously by the child. The child experiences the immediate environment as nurturing. The adult shapes the temporal environment as well as the spatial. Through a rhythmic schedule, in which the same thing happens at the same time on a daily, weekly, or monthly basis, the child gains a sense of security and confidence in the world. Also, the different activities of the day should take place in a comfortable flow with smooth transitions.

Creative and Artistic Experience

“In order to become true educators, we must be able to see the truly aesthetic element in the work, to bring an artistic quality into our tasks. . . . If we bring this aesthetic element, then we begin to come closer to what the child wills out of its own nature.”

— Rudolf Steiner, *A Modern Art of Education*

In the early childhood class, the art of education is the art of living. The teacher is an artist in how she perceives and relates to the children and to the activities of daily life. She orchestrates and choreographs the rhythms of each day, each week, and each season in such a way that the children can breathe freely in a living structure. In addition, the teacher offers the children opportunities for artistic experiences in singing and music, in movement and gesture—through eurhythmy and rhythmic games—and in creative speech and language—through verses, poetry, and stories. The children model with beeswax, draw, and do watercolour painting. Puppet and marionette shows put on by the teacher are an important element in the life of the kindergarten.

Meaningful Adult Activity to be Imitated

“The task of the early childhood educator is to adapt the practical activities of daily life so that they are suitable for the child's imitation through play. . . . The activities of children in early childhood must be derived directly from life itself rather than being “thought out” by the intellectualized culture of adults.

...The most important thing is to give children the opportunity to directly imitate life itself.”

— Rudolf Steiner, *The Child’s Changing Consciousness*

”Children do not learn through instruction or admonition but through imitation. Good sight will develop if the environment has the proper conditions of light and colour, while in the brain and blood circulation, the physical foundations will be laid for a healthy sense of morality if children witness moral actions in their surroundings.”

— Rudolf Steiner, *The Education of the Child*

Real, meaningful work with a purpose, adjusted to the needs of the child, is in accordance with the child’s natural and inborn need for movement, and is an enormously significant educational activity. The teacher focuses on the meaningful activities that nurture life in the preschool “home”, such as cooking and baking, gardening, doing laundry and cleaning, creating and caring for the materials in the immediate environment, and taking care of the bodily needs of the children. This directed attention of the teacher creates an atmosphere of freedom in which the individuality of each child can be active. It is not intended just that the children copy the outer movements and actions of the adult, but that they experience also the inner attitude—the devotion, care, sense of purpose, focus, and creative spirit of the adult.

Self-Initiated Free, Imaginative Play

“In the child’s play activity, we can only provide the conditions for education. What is gained through play, through everything that cannot be determined by fixed rules, stems fundamentally from the self-activity of the child, the real educational value of play lives in the fact that we ignore our rules and regulations, our educational theory, and allow the child free rein.”

— Rudolf Steiner, *Self Education in the Light of Anthroposophy*

In a seemingly contradictory indication, Rudolf Steiner also said:

“Giving direction and guidance to play is one of the essential tasks of sensible education, which is to say an art of education that is right for humanity. . . . The early childhood educator must school her observation in order to develop an artistic eye, to detect the individual quality of each child’s play.”

— Rudolf Steiner, Lecture of February 24, 1921 in Utrecht, The Netherlands

Little children learn through play. They approach play in an entirely individual way, out of their entirely individual ways, out of their unique configuration of soul and spirit, and out of their unique experiences of the world in which they live. The manner in which a child plays may offer a picture of how they will take up their destiny as an adult. The task of the teacher is to create an environment that supports the possibility of healthy play. This environment includes the physical surroundings, furnishings, and play materials; the social environment of activities and social interactions; and the inner/spiritual environment of thoughts, intentions, and imaginations held by the adults.

Protection of the Forces of Childhood

“Although it is highly necessary that each person should be fully awake in later life, the child must be allowed to remain as long as possible in the peaceful, dreamlike condition of pictorial imagination in which his early years of life are passed. For if we allow his organism to grow strong in this non-intellectual way, he will rightly develop in later life the intellectuality needed in the world today.”

— Rudolf Steiner, *A Modern Art of Education*

The lively, waking dream of the little child’s consciousness must be allowed to thrive in the early childhood group. This means that the educators refrain as much as possible from verbal instruction. Instead, her gestures and actions provide a model for the child’s imitation. Familiar daily rhythms and activities provide a context where the need for verbal instruction is reduced. Simple, archetypal imagery in stories, songs, and games provides experiences that the children can internalise but that do not require intellectual or critical reflection or explanation.

Gratitude, Reverence, and Wonder

“An atmosphere of gratitude should grow naturally in children through merely witnessing the gratitude the adults feel as they receive what is freely given by others, and in how they express this gratitude. If a child says ‘thank you’ very naturally—not in response to the urging of others, but simply through imitating— something has been done that will greatly benefit the child’s whole life. Out of this an all-embracing gratitude will develop toward the whole world. This cultivation of gratitude is of paramount importance.”

— Rudolf Steiner, *The Child’s Changing Consciousness*

“Out of these early, all-pervading experiences of gratitude, the first tender capacity for love, which is deeply embedded in each and every child, begins to

sprout in earthly life. If, during the first period of life, we create an atmosphere of gratitude around the children, then out of this gratitude toward the world, toward the entire universe, and also out of thankfulness for being able to be in this world, a profound and warm sense of devotion will arise . . . upright, honest, and true.“

—Rudolf Steiner, *The Child’s Changing Consciousness*

This is the basis for what will become a capacity for deep, intimate love and commitment in later life, for dedication and loyalty, for true admiration of others, for fervent spiritual or religious devotion, and for placing oneself wholeheartedly in the service of the world.

Joy, Humour, and Happiness

“The joy of children in and with their environment must therefore be counted among the forces that build and shape the physical organs. They need educators who look and act with happiness and, most of all, with honest, unaffected love. Such a love that streams, as it were, with warmth through the physical environment of the children may be said to literally ‘hatch out’ the forms of the physical organs.”

— Rudolf Steiner, *The Education of the Child*

“If you make a surly face so that a child gets the impression you are a grumpy person, this harms the child for the rest of his life. What kind of school plan you make is neither here nor there; what matters is what sort of person you are.”

— Rudolf Steiner, *The Kingdom of Childhood*

The teacher’s earnestness about her work and her serious striving must be balanced with humour and a demeanour that bespeaks happiness. There must be moments of humour and delight in the preschool every day.

Early Childhood Educators on a Path of Inner Development

“For the small child before the change of teeth, the most important thing in education is the teacher’s own being.”

— Rudolf Steiner, *Essentials of Education*

“Just think what feelings arise in the soul of the early childhood educator who realizes: What I accomplish with this child, I accomplish for the grown-up person in his twenties. What matters is not so much knowledge of abstract educational principles or pedagogical rules. . . . [W]hat does matter is that a deep sense of responsibility develops in [the educator’s heart and mind] and that this affects her or his worldview and the way she or he stands in life.”

— Rudolf Steiner, ‘Education in the Face of the Present-Day World Situation’, Lecture of June 10, 1920

Here we come to the spiritual environment of the early childhood setting: the thoughts, attitudes, and imaginations living in the adult who cares for the children. This invisible realm that lies behind the outer actions of the teacher has a profound influence on the child’s development. The spiritual environment includes recognition of the child as a threefold being—of body, soul, and spirit—on a path of evolutionary development. This recognition provides a foundation for the daily activities in the kindergarten, and for the relationship between adult and child. Such an understanding of the nature and destiny of the human comes out of the inner life of the adult, the life of the individual Ego. This is a realm that is largely hidden, and hence is difficult to observe directly and to evaluate objectively. Yet ultimately this realm may affect the development of the children most profoundly. It is not merely our outer activity that influences the growing child. What lies behind and is expressed through this outer activity also is crucial. Ultimately, the most profound influence on the child is who we are as human beings—and who we are becoming and how.

Rudolf Steiner’s advice to the first early childhood educator, Elizabeth Grunelius, in the early 1920s, can be paraphrased as follows: Observe the children. Actively meditate. Follow your intuitions. Work so that all your actions are worthy of imitation. Today, those of us who work with young children are challenged to engage in a constant process of renewal. We must actively observe the children in our care, carry them in our meditations, and seek to work consciously and artistically to create the experiences that will serve their development. Our devotion to this task awakens us to the importance of self-education and transformation in the context of community. Our ongoing study of child and human development, our own artistic and meditative practices, and our work with Anthroposophy, independently and together with others, become essential elements for the practice of early childhood education. Here we can come to experience that we are not alone on this journey. We are supported through our encounters with one another and with our sharing of insights, experience and knowledge. We are helped also by those spiritual beings who are committed to our continued development and to the renewal of culture that Steiner Education seeks to serve.

The Essentials of Rudolf Steiner Early Childhood Education provides a deeper understanding of the Philosophy of Periwinkle Preschool and provides the platform from which we embrace and link our daily practices to the National Quality Standards and The Early Years Learning Framework.

Reference: Susan Howard

This article was published in Gateways, the newsletter of the Waldorf Early Childhood Association of North America, in 2006 and is an abridged version of a chapter in Mentoring in Waldorf Early Childhood Education, published by WECAN and available through <http://www.waldorfearlychildhood.org>

Ellon Gold for Periwinkle Preschool has adapted the above article. 2012



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: Standards and elements

Standard 1.1 The educational program enhances each child's learning and development.		
Approved learning framework	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, confidence as learners and effectiveness as communicators.
Child-centred	Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
Standard 1.2 Educators facilitate and extend each child's learning and development.		
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
Standard 1.3 Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.		
Assessment and planning cycle	Element 1.3.1	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.



Critical reflection	Element 1.3.2	Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation.
Information for families	Element 1.3.3	Families are informed about the program and their child’s progress.

Quality Area 1: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
1.1.1, 1.1.3, 1.2.1, 1.2.2, 1.2.3	section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)
1.1.1	section 168(1)(a)-(b)	Program designed for each child
1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2	section 168(1)(c)-(d)	Program designed for each child
1.1.1, 1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2	regulation 73	Educational program
1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
1.3.1, 1.3.3	regulation 75	Information about the educational program to be kept available
1.3.3	regulation 76	Information about educational program to be given to parents
1.3.3	regulation 111	Administrative Space
1.1.3, 1.2.1, 1.2.2,	regulation 155	Interactions with children



Standard/element	National Law (section) and National Regulations (regulation)	
1.2.3, 1.3.2		
1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.2	regulation 156	Relationships in groups
1.3.1	regulation 177(1)(a)	Prescribed enrolment and other documents to be kept by approved provider – the documentation of child assessments or evaluations for delivery of the educational program
1.3.1	regulation 178(1)(a)	Prescribed enrolment and other documents to be kept by family day care educator – the documentation of child assessments or evaluations for delivery of the educational program
1.1.1	Regulation 254	Declared approved learning frameworks
1.3.1, 1.3.3	regulation 274A NSW	Programs for children over preschool age
1.3.1, 1.3.3	regulation 289A NT	Programs for children over preschool age
1.3.1, 1.3.3	regulation 298A Qld	Programs for children over preschool age

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths

[Summarise strengths identified in the self-assessment process. Delete if not required.]

Standard 1.1

Element 1.1.1

Program acknowledges the child as an active participant of their learning and self-initiated play is deeply valued as supporting their learning. Developing warm and respectful relationships with children supports wellbeing and confidence to engage with the program. The environment is prepared to encourage the child to take ownership of their play allowing them to be, feel a sense of belonging and becoming. Teachers consistently respond to children's ideas and play. Intentional teaching is embedded within the program to extend the child's learning and supports children in becoming effective communicators.

Each child is supported to participate in every aspect of the preschool program: in the preparation of food, housekeeping, gardening, art and play. The program allows a flexibility, which reflects the needs, strengths and interests of each child. A rhythmic schedule in which the same thing happens at the same time on a daily basis allows the child to feel safe, secure, confident, and allows a positive self-concept to develop.

Through our curriculum Periwinkle endeavours to build connections with the local and wider community in a variety of ways. For example:

- Paying our respects to the custodians of the land that Periwinkle stands on (the Arakwal People of the greater Bundjalung Nation) by including an acknowledgement of country at appropriate occasions such as parent evenings and seasonal festivals.
- Excursions to the local community for the children to experience aspects of the local Indigenous culture and history.
- Incursions from students and staff from the nearby Cape Byron Rudolf Steiner School where many of the children's older siblings attend.

Element 1.1.2

Children's current knowledge, strengths, ideas, culture and interests are highlighted and form the foundation of the program.

At Periwinkle this information is gathered in a variety of way. For example:

- A one hour meeting at time of enrolment
- Parent feedback, discussion with colleagues, & children.
- Birthday celebrations (incorporating aspects of families' cultures).
- Two sessions daily totalling up to 180mins of self-directed play indoors & outdoors.
- Transitions, Story, Morning Circle, Domestic work & Food Program, show and tell.
- Information about the children is also accumulated via the ongoing planning cycle of daily review including reflections and observations that flow back into the daily program

Element 1.1.3

Repetition of routines, transitions, and teacher-led experiences incorporated into the daily rhythm and program allows time for each child's learning to develop at their own pace. The strong rhythm & routine provides the opportunities for children to build a positive sense of self, supports self-regulation and healthy will development. It provides an opportunity for the children to manage the routine with flexibility if needed.

Standard 1.2

Element 1.2.1.

At Periwinkle, intentional teaching is highly valued and is embedded into all aspects of our program throughout the day. Educators respond to children's ideas and play, promote positive social interactions to support peer learning, utilise spontaneous teachable moments and facilitate the learning space. Planned opportunities for intentional teaching are created via our daily and weekly review process whereby 'follow-ups' which emerge from our ongoing observations and reflections are acted upon. Educators strive to be role models worthy of imitation for the children in all of their actions.

Our knowledge of the practices and principles of the EYLF, in addition to the educational philosophy of Rudolf Steiner underpin our pedagogy, with a great deal of consideration going into 'how' and 'why' we plan for and work with children.

Element 1.2.2.

The program and learning environment at Periwinkle allows many opportunities for both educators and peers to scaffold deeper learning. Educators consider themselves as facilitators of play. Children's learning is extended through providing open-ended play materials, open-ended questions, positive interactions and feedback is given where necessary. Our program allows for many spontaneous teachable moments throughout the day.

Element 1.2.3.

Through engagement in self-directed play children are constantly making choices and decisions as they resource their own learning. The physical environment is organised to allow the children to use their sense of agency and direct their own play. Open-ended play materials invite the children to use their imagination and creative ability to manifest their ideas. The children's sense of agency is promoted as they acquire self-help skills by participating in the domestic program. This supports their sense of ownership of the preschool environment. Through participation in domestic activity and the food-focus curriculum, the children are learning to make positive choices around healthy eating habits.

Standard 1.3

Element 1.3.1 and 1.3.2

Every day educators meet for thirty minutes to reflect, evaluate, discuss individual children, spontaneous and planned intentional teaching moments and whole group learning. This is done in order to identify the children's strengths, emerging interests and knowledge to support future planning. This is made visible in a weekly and daily format that incorporates written reflections, observations, interpretations and follow-ups. This process offers insights into children's individual learning journey, informing future programming.





Element 1.3.3

There is regular contact with all families, with many opportunities for information to be relayed and exchanged – for example, the initial enrolment meeting, the parent handbook, parent orientation night, informal conversations, emails, communication book at sign-in area and veranda noticeboard, newsletters, festivals, and curriculum nights. A one to one meeting can be arranged when needed or requested. Teachers are also available daily at the end of the program if there is a need for individual communication with families. In addition, Periwinkle has a mobile phone, allowing the director to be contacted after hours if needed.

Key improvements sought for Quality Area 1

Improvement Plan

Standard / element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.2 Reg 74	Visible evidence of the children's learning progress. All staff contributing their observations and links to the EYLF/NQS in a written format.	Systems on making visible each child's documentation is linked to the EYLF.	H	Using new review format begun in 2018. All staff to participate in written observations and interpretations with links to the EYLF and NQS.	Asking each staff member to contribute written observations over the week. All staff have handed to the teacher at least one written observation per week linked to the EYLF.	Weekly all year	Follow up with staff -are we on track? Discussed and reviewed at staff meetings throughout 2020. Staff are collaborating on observations during review. Each educator responsible for one observation from each group each week. Noted at recent staff meeting 14/5/20 that contributions from staff are progressing well.
1.1.1	Continue to develop connections to the local Indigenous community. Find curriculum opportunities for	All children become familiar with the culture of our indigenous community	H	Apply for grant funding when available. Collaborate with parent community, liaise with other preschools that have implemented a RAP, contact the Arakwal	Excursion to dolphin dreaming for all children and staff. Have a Local Indigenous Elder visit the centre. Creation and implementation of a Reconciliation Action	Term 4 TBC TBC	Excursions to be booked for Term 4 – by Simon by end of term 2 (if able to go ahead due to COVID-19 restrictions). July 2020- Dates have been provisionally booked – COVID-19



	<p>further exploration of the local Arakwal history and culture. Periwinkle to create and develop a Reconciliation Action Plan (RAP) in consultation with the parent community and wider community.</p>			<p>Corporation for advice.</p>	<p>Plan for Periwinkle Preschool.</p>		<p>restrictions pending.</p> <p>Simon & Kellie have booked to attend Gowrie Webinar – That’s a RAP! July dates postponed due to technical difficulties, new dates TBC.</p>
<p>1.1: 1.1.2; 1.1.3</p> <p>1.2: 1.2.1; 1.2.2; 1.2.3</p> <p>1.3: 1.3.2; 1.3.3</p>	<p>Identified in early 2019 that storage on back veranda for children’s belongings and resource was ineffective. Storage not centralised for children’s belongings which were located in three places - locker, slipper pocket and shoe-shelves. Current lockers are inadequate size to house bag, shoes, gumboots and slippers. Slipper pocket was old and</p>	<p>New storage solutions and re-design of veranda would create additional space for group time transitions, craft activities, meal prep activities (fruit cutting), and space for children’s breakfast. A centralised storage system for children’s belongings would support children in their own management of belongings and promote self-help skills. Permanent storage solutions</p>	<p>H</p>	<p>Staff to finalise ideas and plans for new lockers and sign-in area. Present to PMC and parent body for input and for designer/builder to be found to develop and execute ideas.</p> <p>Fundraising projects initiated by Periwinkle Parent Management Committee will contribute to funding. Christmas Fair and additional fundraisers. Application for grant funding from NSW Department of Education submitted June 2019 was successful.</p>	<p>Initiation of the veranda renovation and extension including a new wheelchair accessible ramp enabling access to veranda and outdoor playground (completed Jan 2020). Storage, sign-in area and locker upgrade. Addition of sink to sign-in area. Completion of renovation resulting in the entire veranda being screened in against elements (rain, mosquitos) to create a flexible indoor/outdoor space.</p>	<p>First stage completed late Jan 2020 (veranda extension and new wheelchair accessible ramp and path). Lockers and sign in to be completed by commencement of term 2 if plans are finalised.</p>	<p>First stage completed late Jan 2020 (veranda extension and new wheelchair accessible ramp and path).. Staff have had a meeting -Wed 19/02/20 to discuss plan for lockers. May 2020 -Katherine has created a locker design which has been sent to Balanced Earth to create a prototype to trial with the children. Katherine has also drafted a re-design of sign-in area. PMC have approved going ahead with having new lockers made when design agreed upon and sign-in area upgrade to go ahead as soon as is</p>



	degrading. Currently no fixed or easily accessible storage for children's resources such as cloths, blankets, horse reigns, art materials.	for children's resources on veranda would promote agency during free-play sessions indoors and outdoors.		Builders Balanced Earth who have completed stage 1 of veranda upgrade to be employed to complete lockers and sign-in.			practical (during a term break).
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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.

Quality Area 2: Standards and elements

Standard 2.1		
Wellbeing and comfort	Element 2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.
Standard 2.2		
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

Quality Area 2: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3	section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)
2.2.3	section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training
2.2.1	section 165	Offence to inadequately supervise children
2.1.1	section 166	Offence to use inappropriate discipline
2.2.1	section 167	Offence relating to protection of children from harm and hazards
2.2.1	section 169	Offence relating to staffing arrangements
2.2.1	section 170	Offence relating to unauthorised persons on education and care service premises
2.2.1	section 171	Offence relating to direction to exclude inappropriate persons from education and care premises
2.2.1	section 189	Emergency removal of children
2.1.2, 2.1.3, 2.2.1	regulation 77	Health, hygiene and safe food practices
2.1.3, 2.2.1	regulation 78	Food and beverages
2.1.3, 2.2.1	regulation 79	Service providing food and beverages
2.1.3, 2.2.1	regulation 80	Weekly menu
2.1.1	regulation 81	Sleep and rest
2.2.1	regulation 82	Tobacco, drug and alcohol free environment



Standard/element	National Law (section) and National Regulations (regulation)	
2.2.1	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
2.2.3	regulation 84	Awareness of child protection law
2.1.2, 2.2.2, 2.2.3	regulation 85	Incident, injury, trauma and illness policies and procedures
2.1.2, 2.2.1, 2.2.2, 2.2.3	regulation 86	Notification to parents of incident, injury, trauma and illness
2.1.2, 2.2.1, 2.2.2, 2.2.3	regulation 87	Incident, injury, trauma and illness record
2.1.2	regulation 88	Infectious diseases
2.1.2	regulation 89	First aid kits
2.1.2, 2.2.1	regulation 90	Medical conditions policy
2.1.2, 2.2.1	regulation 91	Medical conditions policy to be provided to parents
2.1.2, 2.2.1	regulation 92	Medication record
2.1.2	regulation 93	Administration of medication
2.1.2	regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency
2.1.2	regulation 95	Procedure for administration of medication
2.1.2	regulation 96	Self-administration of medication
2.2.2	regulation 97	Emergency and evacuation procedures
2.2.2	regulation 98	Telephone or other communication equipment





Standard/element	National Law (section) and National Regulations (regulation)	
2.2.1	regulation 99	Children leaving the education and care premises
2.2.1	regulation 100	Risk assessment must be conducted before excursion
2.2.1	regulation 101	Conduct of risk assessment for excursion
2.2.1	regulation 102	Authorisation for excursions
2.1.2	regulation 136	First aid qualifications
2.2.1	regulation 161	Authorisations to be kept in enrolment record
2.1.2, 2.2.1	regulation 162	Health information to be kept in enrolment record, including the immunisation status of the child
2.2.2	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.2.2	regulation 161	Authorisations to be kept in enrolment record
2.2.2	regulation 162	health information to be kept in enrolment record
2.2.1	regulation 166	Children not to be alone with visitors
2.1.2, 2.1.3, 2.2.1, 2.2.2	regulation 168	Education and care service must have policies and procedures
2.1.1	regulation 168(2)(a)(v)	Education and care service must have policies and procedures in relation to sleep and rest for children



Standard/element	National Law (section) and National Regulations (regulation)	
2.1.2, 2.2.2, 2.2.3	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
2.1.2, 2.2.2, 2.2.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
2.2.1	regulation 274 NSW	Swimming pools
2.2.1	regulation 344 Tasmania	Safety screening clearance – staff members
2.2.1	regulation 345 Tasmania	Swimming pool prohibition

Quality Improvement Plan for Quality Area 2.

Summary of strengths for Quality Area 2

Standard 2.1

Element 2.1.1

- Allocated rest time daily with books, lavender face wash and a comfortable bed (Peaceful and a time to be kind to oneself). There is not an expectation that children need to sleep, but it is important to rest.
- A bed is offered earlier to meet individual children's needs for rest if required.
- Educators are attuned and responsive to each child's wellbeing
- Program allows for quieter times. Indoor has a 'cosy area' with lounge or soft comfy spaces created if needed. Lemon footbaths are provided if children need extra support to feel calm and peaceful. During outdoor play children can choose to engage in quieter play on back veranda.

Element 2.1.2

- Hand washing upon arrival. Supervised hand washing prior to each meal, after meals and after using toilets. "Catching your cough". Tissues available for use. Handkerchiefs discouraged. Immediate notification of infectious disease.
- Children who become ill are made comfortable. We discuss the child with other educators/director and contact family as needed. Continue to monitor child's wellbeing and respond accordingly.
- All staff follow hygiene procedures & food safety.
- With parents' written permission staff can re-apply sunscreen or insect repellent.

Element 2.1.3

- Nutritionally balanced food & planning menus to meet recommended dietary guidelines.
- Curriculum focus food program. Ensuring all children have the opportunity to be involved in preparation and clearing away throughout the day.
- Children offered fresh mostly local and organic food three times daily.
- Relevant documentation (Allergy List) displayed for immediate reference.
- Sense of Movement is valued in Steiner Pedagogy, as an important part of the child developing a strong physical body in the early years. Each morning the children begin their day with a run. Morning circle is a whole group time that also has a strong movement focus. Periwinkle has a natural and appropriate challenging out door environment to support physical activity.

Standard 2.2

Element 2.2.1

- Excellent Staff ratios of 1 to 8 allows adequate supervision ensuring all children are protected from harm.

Element 2.2.2

Relevant authorities are notified with regards to mandatory illnesses. All relevant policies, forms, and procedures are in place.

Element 2.2.3

- Periwinkle has a child protection policy which is current.
- All staff are continually maintaining current child protection courses.
- All staff have current first aid certificates



Key improvements sought for Quality Area 2

Improvement Plan

H	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1: 2.1.2 regulation 89	First aid kits	Ensure the first aid kit is complete and up to date.	H	Review everything in the first aid kit is not out of date. All items are replaced if not.	First-aid kit to be regularly checked and maintained every six months by company the kit was purchased from - Accidental Health and Safety.	May 2020	First aid kit was re-stocked and checked by Accidental Health and Safety on 17/6/20. A new Child's Epi-pen has been purchased June 2020.
2.2:2.2.2	Several dead trees in playground/front carpark and crack in mulberry tree joined to monkey bars.	Removal of dead or unsafe trees.	M	Consultation with an Arborist.	Work carried out to remove dead trees and any unsafe branches.	Beginning of term 3	Arboricultural assessment report carried out on 15 May. Recommendations made for removal of dead trees and hazardous branches. Waiting on Arborist Julian Cohen (former parent) to advise when work can commence.
2.2:2.2.2	Periwinkle emergency risk assessment for potential emergencies does not include a Tsunami action						Dead trees and hazardous branches removed and all recommended essential jobs from report completed Sat 18 July.

	plan.	Inclusion of Tsunami action plan within the potential emergencies risk assessment or a separate emergency risk assessment for this.	H	Consult with local SES services.	Tsunami action plan for Periwinkle created and included in risk assessments.	Beginning of term 3	Simon to contact local SES services for advice/consultation.
2.1: 2.1.1; 2.1.2; 2.1.3 2.2: 2.2.1	On rainy days and during warmer months when there are large outbreaks of mosquito's the children are confined to being inside for most of the program and space for play, transitions, meals and activities is limited to the indoor play room only. Supervision for the veranda from inside is currently through one large window and double sliding doors. During outside play or activities	Renovation of veranda in stages with completion resulting in the entire veranda being screened in against elements (rain, mosquitos) to create a flexible indoor/outdoor space. New storage solutions and extension of veranda area would provide more space for an indoor/outdoor play area and flexible area used for group time transitions, craft activities, meal prep activities (fruit cutting), and space for children's	H	Staff to finalise ideas and plans for sign-in area (to include sink). Present to PMC and parent body for input and for designer/builder to be found to develop and execute ideas. Staff to finalise ideas and plans with consultation from PMC and parent body for final stage of veranda renovation and possible addition of screens around veranda. Fundraising projects initiated by Periwinkle Parent Management Committee will contribute to funding.	Initiation of the veranda renovation and extension including a new wheelchair accessible ramp enabling access to veranda and outdoor playground (completed Jan 2020). Storage, sign-in area and locker upgrade. Addition of sink to sign-in area. Completion of renovation resulting in the entire veranda being screened in against elements (rain, mosquitos) to create a flexible indoor/outdoor space.	First stage completed late Jan 2020 (veranda extension and new wheelchair accessible ramp and path). Sign -in area with sink added to be completed during 2020. Dates for work commencing TBC.	First stage completed late Jan 2020 (veranda extension and new wheelchair accessible ramp and path).. Staff have had a meeting -Wed 19/02/20 to discuss plan for lockers. May 2020 -Katherine has created a locker design which has been sent to Balanced Earth to create a prototype to trial with the children. Katherine has also drafted a re-design of sign-in area. PMC have approved going ahead with having new lockers made when design agreed upon and sign-in area upgrade to go ahead as soon as is practical (during a term break).



	<p>on veranda there are currently no facilities for staff handwashing and staff need to go inside, therefore another staff member is required to disrupt their activities to replace them outside to maintain ratio.</p>	<p>breakfast.</p>		<p>Christmas Fair and additional fundraisers. Application for grant funding from NSW Department of Education submitted June 2019 was successful.</p> <p>Builders Balanced Earth who have completed stage 1 of veranda upgrade to be employed to complete lockers and sign-in area.</p>			
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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: Standards and elements

Standard 3.1		
Fit for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
Standard 3.2		
Inclusive environment	Element 3.2.1	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.
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, enable every child to engage in play-based learning.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

Quality Area 3: Related sections of the National Law and National Regulations


Standard/element	National Law (section) and National Regulations (regulation)	
3.2.3	section 168	Offence relating to required programs
3.2.3	regulation 73(2)(b)	Educational program is to contribute to the outcome that each child will be connected with and contribute to his or her world
3.1.1, 3.1.2	regulation 103	Premises, furniture and equipment to be safe, clean and in good repair
3.1.1	regulation 104	Fencing and security
3.2.1, 3.2.2	regulation 105	Furniture, materials and equipment
3.1.1, 3.1.2	regulation 106	Laundry and hygiene facilities
3.1.1	regulation 107	Space requirements—indoor
3.1.1	regulation 108	Space requirements—outdoor space
3.1.1, 3.1.2, 3.2.1	regulation 109	Toilet and hygiene facilities
3.1.1	regulation 110	Ventilation and natural light
3.1.1	regulation 111	Administrative space
3.1.1, 3.1.2	regulation 112	Nappy change facilities
3.1.1, 3.2.1, 3.2.2	regulation 113	Outdoor space—natural environment
3.1.1	regulation 114	Outdoor space—shade

3.1.1	regulation 115	Premises designed to facilitate supervision
Standard/element	National Law (section) and National Regulations (regulation)	
3.1.1, 3.1.2	regulation 116	Assessments of family day care residences and approved family day care venues
3.1.1	regulation 117	Glass (additional requirement for family day care
3.1.1, 3.1.2	regulation 274 NSW	Swimming pools
3.1.1, 3.1.2	regulation 345 Tasmania	Swimming pool prohibition

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths	[Summarise strengths identified in the self-assessment process. Delete if not required.]
	<p>Standard 3.1 Element 3.1.1 & 2</p> <ul style="list-style-type: none">• Periwinkle provides an ordered and aesthetically pleasing physical environment where time and care is also taken to ensure resources, equipment, materials, the building and garden are well maintained and in good working order. Care is also taken to ensure there are adequate and well stocked resources. (Regulations 103 & 105)• The indoor space is well ventilated with adequate natural light. Staff maintain temperatures in the room to ensure the safety and wellbeing of the children. (Regulation 110)• The indoor space is open-planned, including a kitchen and laundry, which allows flexibility of use. (Regulation 107)• The outdoor space offers flexibility of use. It includes a covered veranda (that is used as an extension of both the indoor <i>and</i> the outdoor space), a large covered sandpit and shady established trees. This provides sheltered play options for hot, windy or wet weather. (Regulations 113 & 114)• Children are actively involved in maintaining the physical environment (sweeping floors, cleaning tables, washing up, emptying the compost, packing away, sanding back wooden resources as needed) along-side of the educators as part of the daily program. This is supported by a working bee that many families attend once a term. (Regulation 103). <p>Standard 3.2 Element 3.2.1 Element 3.2.2</p> <ul style="list-style-type: none">• Attention is paid to beauty and detail. Fresh flowers are always in the room, the toys and resources are packed away with care into their right places. Staff strive to create an atmosphere that feels warm and inviting.• The program is designed to allow the children large periods of time where they have the choice to utilise either indoor or outdoor play spaces.• Furniture, equipment and resources are made from natural and sustainable resources wherever possible and practicable.• Many open-ended materials (natural and man-made) are available for the children indoors and outdoors to facilitate their self-directed play. For example- cloths, silks, planks, wooden boxes, play-stands, collections of shells, stones, seedpods.• Separate administrative space also utilised for parent- teacher meetings (Regulation 111) <p>Element 3.2.3</p> <ul style="list-style-type: none">• Sustainable practices are embedded in the daily program (rainwater tank supplies water for sandpit play, regular planting and eating



from our veggie garden, an awareness of the seasons and elements through songs/ stories / nature table, solar hot water and panels installed).

- New garden beds including sub-surface composting system have been a valuable addition and complement to the food-focus curriculum and daily program whereby children are participating in composting the food waste from the kitchen.
 - Parents are encouraged to provide a waterproof bag for wet or soiled clothing, thus minimising the use of plastic bags.
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Key improvements sought for Quality Area 3

Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1: 3.1.1; 3.1.2; 3.2: 3.2.1; regulation 113	Current ramp for wheelchair access to rear veranda only provides access up on to veranda. Paved area and outdoor playground is currently not wheelchair accessible. Current wooden ramp is deteriorating in places and has been recommended that repairs or replacing necessary by Dec 2019. Locked cupboards underneath sign	Back veranda renovation and extension including a new wheelchair accessible ramp enabling access to veranda and outdoor playground. New storage solutions and re-design of veranda would create additional space for play and program group activities and meals. Renovation of veranda in stages with completion resulting in the entire veranda being screened in against elements	H	Staff to formulate ideas of how to improve area and wish-list of resources needed. Present to PMC and parent body for input and for designer/builder to be found to develop and execute ideas. Apply for grant funding when available. Fundraising projects initiated by Periwinkle Parent Management Committee will contribute to funding. Christmas Fair and additional fundraisers. PMC to source a professional to develop plans and	Initiation of the veranda renovation and extension including a new wheelchair accessible ramp enabling access to veranda and outdoor playground. Storage, sign-in area and locker upgrade. Addition of sink to sign-in area. Completion of renovation resulting in the entire veranda being screened in against elements (rain, mosquitos) to create a flexible indoor/outdoor space.	Work to provision ally commence during summer holiday period prior to term 1 2020 commencing.	First stage completed late Jan 2020 (veranda extension and new wheelchair accessible ramp and path). Staff have had a meeting -Wed 19/02/20 to discuss plan for lockers. May 2020 -Katherine has created a locker design which has been sent to Balanced Earth to create a prototype to trial with the children. Katherine has also drafted a re-design of sign-in area. PMC have approved going ahead with having new lockers made when design agreed upon and sign-in area upgrade to go ahead as soon as is practical (during a term break).

	in area are not accessible or fit for use by children due to age and in state of disrepair and are currently storage for tools and maintenance resources that could be relocated to a shed. Storage on back veranda for children's belongings and resources is ineffective (see QA1).	(rain, mosquitos) to create a flexible indoor/outdoor space.		cost to project.			
3.1:3.1.2	Flying Fox not working - identified.	A new Flying Fox to be purchased and installed.	M	Chris Grant (2019 maintenance coordinator) to research where to purchase a new one that is comparable to the existing one.	A working flying fox.	As soon as possible during Term 1	Term 2 2020 – Tim our current maintenance manager has temporarily fixed the flying fox so that it works but has identified that due to age and wear it would be preferable to install a new one. Researching options and will advise.
3.2:3.2.1	Staff have requested purchase and installation of a sensory swing.	A sensory swing installed to be provided as an option for children needing the	H	Order of and installation of swing.	Swing available for children to utilise.	By end of Term 2 (late June)	Swing has been purchased and installed 13/6/20 on outdoor veranda.

		sensory stimulation/proprioception input provided by a swing.					
3.2; 3.2.1	Periwinkle physical environment still not 100% wheelchair accessible due to screen door access issue and width of gate to kitchen issue to be addressed. Wheelchair ramp to veranda still requires handrail.	A physical environment that is 100% accessible and inclusive. Identified issues to be addressed.	H	Balanced Earth to complete work on identifies issues regarding screen door and kitchen gate when work on veranda door renovation is to be completed. Balanced Earth to follow up on quote for timber handrails and installation completed.	Screen door to upgraded to become fully wheelchair accessible, kitchen gate widened and hand rails installed.	Handrail - as soon as possible. Door and gate TBC.	June 2020 -Simon has followed up with Balanced earth re handrails-waiting to hear back.
3.2/3.2.2; 3.2.3	Staff discussed that a rain water tank for the outdoor playground to provide water for	A rain water tank installed that the children and staff can use. To increase sustainable	M	Xiola to obtain a quote and Simon to discuss with PMC regarding funding a purchase.	Rain water tank installed and functioning.	Term 3 2019	January 2020 -rainwater tank purchased and installed during veranda renovation and build. Tank now working from commencement of term 1



	the gardens would be a beneficial addition to the environment and curriculum.	practices within the preschool and to increase potential for teachable moments with the children regarding sustainable practices.					2020 and in use by staff and children.
3.1:3.1.2	Several dead trees in playground/front carpark and crack in mulberry tree joined to monkey	Removal of dead or unsafe trees.	H	Consultation with an Arborist.	Work carried out to remove dead trees and any unsafe branches.	Beginning of Term 3	Arboricultural assessment report carried out on 15 May. Recommendations made for removal of dead trees and hazardous branches. Waiting on



	bars.						<p>Arborist Julian Cohen (former parent) to advise when work can commence.</p> <p>Dead trees and hazardous branches removed and all recommended essential jobs from report completed Sat 18 July.</p>
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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: Standards and elements

Standard 4.1 Staffing arrangements enhance children's learning and development.		
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.
Standard 4.2 Management, educators and staff are collaborative, respectful and ethical.		
Professional collaboration	Element 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.

Quality Area 4: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	section 161	Offence to operate education and care service without nominated supervisor
4.1.1	section 162	Offence to operate education and care service unless responsible person is present
4.1.1	section 163	Offence relating to appointment or engagement of family day care coordinators
4.1.1	section 164A	Offence relating to the education and care of children by family day care service
4.1.1	section 169	Offence relating to staffing arrangements
4.1.1	regulations 119–120	Age and supervision requirements
4.2.2	regulation 117A-117C	Minimum requirements for a person in day-to-day charge, nominated supervisor and family day care educator
4.1.1, 4.1.2	regulations 121–124	Minimum number of educators required
4.1.1	regulations 125–128	Educational qualifications for educators
4.1.1, 4.1.2	regulations 129–135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications
4.1.1	regulations 137–143	Approval and determination of qualifications
4.1.1, 4.1.2	regulation 144	Family day care educator assistant
4.1.1	regulations 145–152	Staff and educator records—centre-based services

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	regulation 153	Register of family day care educators
4.1.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
4.1.1, 4.1.2, 4.2.1, 4.2.2	regulation 168(2)(i)	Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining the responsible person present at the service and the participation of volunteers and students on practicum placements.
4.2.1	regulation 169(2)(d)	Additional policies and procedures in relation to monitoring, support and supervision of family day care educators (family day care service)
4.2.1	regulation 169(2)(g)	Additional policies and procedures in relation to the provision of information, assistance and training to family day care educators (family day care service)
4.1.1	regulation 239	Centre-based service offering a preschool program in a composite class in a school
4.1.1	regulation 239A	Centre-based services in remote and very remote areas—attendance of early childhood teachers
4.1.1	regulation 240	Qualifications for educators (centre-based service)
4.1.1	regulation 241	Persons taken to hold an approved early childhood teaching qualification
4.1.1	regulation 242	Persons taken to be early childhood teachers
4.1.1	regulation 243	Persons taken to hold an approved diploma level education and care qualification
4.1.1	regulation 243A	Persons taken to hold an approved diploma level education and care qualification for regulation 128 in Queensland
4.1.1	regulation 244	Persons taken to hold an approved certificate III level education and care qualification
4.1.1	regulations 260-262 ACT	Children over preschool age – minimum number of educators and qualifications required

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	regulations 266-267 ACT	Transitional provisions – staffing arrangements (centre-based services)
4.1.1	regulations 271-272 NSW	Minimum number of educators and qualifications and training required
4.1.1	regulation 278 NSW	Qualifications for primary contact staff members-saving
4.1.1	regulation 290 NT	General qualification requirements for educators – children over preschool age
4.1.1	Regulation 294 NT	Early childhood teacher – 60 or more children
4.1.1	regulation 385 ACT	Resignation of early childhood teacher

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths	[Summarise strengths identified in the self-assessment process. Delete if not required.]
	<p>Standard 4.1</p> <p>Element 4.1.1</p> <ul style="list-style-type: none">• Ratio's 3 to 4 staff to 23 children at all times in the room• Qualified staff in the room at all time. There are 2 Staff University Trained, 1 Staff Diploma, 4 Cert 3 working over the week ensuring everyday there is a qualified teacher with the group at all times. The full- time director has a 37ertification in Rudolf Steiner early childhood education.• Thirty minute daily reflection meetings include all staff of the day.• A commitment from those sharing roles to keep the other informed.• College 1.5hrs once a fortnight. Deeping our understanding of Rudolf Steiner Pedagogy & Early Childhood Education• Staff meetings twice a term.• An extra member is employed at the beginning of each year for the first four weeks of term to support children to transition into the program. <p>Element 4.1.2</p> <ul style="list-style-type: none">• There is a continuity of the same educators with each group every week. <p>Standard 4.2</p> <p>Element 4.2.1</p> <ul style="list-style-type: none">• There is a passion to be a political free environment where a trust and respect is developed for all staff to share their highs and lows of their working environment. This encourages learning from each other, recognising each other's strengths and skills which nurtures relationships and collaborative empowering team approach. Wherever possible tasks are shared and rotated in our daily work. Daily review of 30 mins helps to facilitate collaborative critical reflection of program and practices.• Periwinkle acknowledges and adheres to the Early Childhood Australia Code of Ethics which all new staff and students are referred to.• The director and educational leader meet regularly to discuss the program, practices and emerging issues. <p>Standard 4.2</p> <p>Element 4.2.2</p> <ul style="list-style-type: none">• All documents such as service handbook, EYLF, NQS, Regulations and law are available at the centre and are used to guide

reflection and practices as necessary.

- All staff are encouraged to speak at review times, staff meetings and one to one conversations. There is a staff appraisal once a year.
- Staff come together between terms and at the beginning and end of year for pupil-free days to prepare the environment and develop the program.
- PMC have provided a P. D. Budget to support staff to attend workshops, webinars and bi-annual Rudolf Steiner Residential Conference.
- Regional meetings of the Australian Association of Rudolf Steiner Early Childhood Education provide professional development opportunities
- Periwinkle has implemented DiffuzeHR software. This ensures staff are kept up to date on all policies and updates.

Key improvements sought for Quality Area 4

Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.1:4.1.1; 4.1.2	Extra staff required for Banksia group	Extra staff scheduled to improve ratio	H	PMC to approve adding extra staff.	Four staff available per day for Banksia group	From week 4 of Term 1 2020.	PMC approved additional staff for Banksia group days for term 1 then to be reviewed ongoing each term.

4.2/4.2.1; 4.2.2	Kellie Dean asked for mentoring to support her in role as Educational Leader and supporting Simon in his role as director.	To receive mentoring from Ellon Gold (former Director and colleague of Periwinkle).	M	Ellon to be employed as required for mentoring opportunities.	Regular mentoring sessions in place.	Ongoing over the year	PMC have given a budget for mentoring with Ellon. Kellie has had ongoing mentoring sessions with Ellon in 2019, and early in 2020 (also to support Simon) regarding programming for Term 1.
4.2: 4.2.1; 4.2.2	Ongoing PD opportunities are available	Staff to be able to access PD opportunities thought to be beneficial. Staff attend fortnightly teacher's college meetings where Marilyn Myers attends to provide regular eurythmy sessions that	H	Simon to monitor email and pass on information related to training opportunities to the team. College meetings scheduled once per fortnight with Marilyn in attendance.	Staff attendance/access to regular PD opportunities. Staff attend college once per fortnight.	Ongoing over the year	2020 -Simon and Kellie have accessed a variety of webinar based PD ranging from Educational Leadership, Leadership in a time of change, Autism and ADHD. Simon booked to attend Webinar 8 July on ACECQA Implementing the Self-Assessment tool. Simon & Kellie have booked to attend Gowrie

		support and strengthen team building and collaboration.					Webinar – That’s a RAP! July dated postponed due to technical difficulties, new dates TBC.
4.2: 4.2.1; 4.2.2	Preschool and staff are kept informed and up to date regarding current issues and updates related to the early childhood/preschool sector (at local, state and national level).	Periwinkle staff and PMC are informed of ongoing ECED issues, current regulatory requirements/changes, training opportunities etc.	H	Periwinkle maintains memberships with CCSA CELA Northern Rivers Preschool Alliance. Simon to attend the meetings of local directors of Community Based Preschools & Northern Rivers Preschool Alliance held once per term.	Ongoing attendance at both meetings held once per term.	Ongoing over the year	All memberships are current. Simon will continue to attend meetings whenever possible and feedback to staff and PMC.

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: Standards and elements

Standard 5.1		
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.
Standard 5.2		
Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
Self-regulation	Element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Quality Area 5: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
5.1.2, 5.2.2	section 166	Offence to use inappropriate discipline
5.1.1, 5.2.1, 5.2.2	regulation 73	Educational program
5.2.1, 5.2.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 155	Interactions with children
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 156	Relationships in groups
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 168(2)(j)	Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths	[Summarise strengths identified in the self-assessment process. Delete if not required.]
Strengths	<p>Standard 5.1 Element 5.1.1 At Periwinkle we acknowledge that learning occurs when trusting and authentic relationships are developed with all children and their families. The educators at Periwinkle ensure our relationships with children & families are based on respect, warmth and sensitivity, as is evident in the pedagogical indications given by Rudolf Steiner and is consistent with the EYLF. A strength of Periwinkle educators is that we wholeheartedly create a loving and warm environment where children feel secure and protected. The rhythm of the program supports this experience and adds to the development of each child's positive self-concept. The program and interactions are developed out of a deep understanding of the child, child development and Rudolf Steiner Education. The children are respected as independent active learners. As educators, we strive to meet or connect with each child in our preschool and to tailor our program to meet the unique needs of each individual. This is evident in our program, our daily interactions with children throughout the day, and our reflection processes. A strong domestic program allows the children to learn from life, for life, including interactions with peers and adults, valuing each child's contributions and highlighting cultural diversity. The program provides many opportunities for warm and meaningful 1:1 interactions. Educators also support the children to develop healthy and respectful relationships with their peers.</p> <p>Element 5.1.2 The staff at Periwinkle respect and uphold the dignity and rights of all children attending the preschool. This is demonstrated in our respectful and positive relationships with children and families. All children are recognised and respected as individual spiritual beings on a unique journey of development and individual path of learning. All staff adhere to the Early Childhood Australia Code of Ethics and United Nations Convention on the Rights of the Child. As educators, we strive to meet and connect with each child in our preschool to tailor our program to meet the unique needs of each individual. This is evident in our program, our daily interactions with children throughout the day, and our reflection processes.</p> <p>Standard 5.2 Element 5.2.1 All aspects of the Periwinkle program support the children to collaborate, whether participating in free self-directed play,</p>

moving through transitions, meal times and engagement in the domestic work of the program. The peer education and scaffolding provided by a mixed age group allows ongoing, spontaneous and implicit learning. At Periwinkle we value child-initiated learning. This is achieved through a range of activities and experiences including: play, songs, cooking, gardening, story-telling and interacting with visitors to the preschool. It also includes participating in adult-initiated activities, some of which stem from observations of the children's ideas and interests observed during the children's play. All of which supports the child's confidence, positive self-concept and meaningful interactions with peers & adults. At Periwinkle we respect the child's own creative process to play and learn, making meaning and evolving as they mature. At the end of the preschool year, each child is gifted with a record of their artwork and a photo portfolio of each child's involvement in all aspects of the program.

Element 5.2.2

Many aspects of the Periwinkle program support the development of self-regulation: The predictable daily rhythm, the daily two long sessions of self-directed play allow children the time and space to choose what they would like to do, where, and who with. The environment provides adequate space for children to play both collaboratively and individually if required. Each educator works to create warm and comfortable relationships with every child, nurturing the child's sense of wellbeing and belonging. Educators are observant of the children and their relationships and are on hand to support each child to self-regulate.

Planned, daily teacher-led experiences such as morning circle and story time also provide an opportunity for children to learn self-regulation as they learn to participate in focussed group activities. These activities are intentionally planned to be short in order to support successful and sustained engagement, and are repeated daily on a three- weekly cycle, giving children ample time to maximise their learning potential. Rest time supports the development of self-regulation whereby children are provided with an opportunity to make their own-beds, self-settle, and "be kind to themselves" by resting their bodies. Our locker system on the veranda provides individual storage for each child's belongings. This allows the children an opportunity to manage their own bag, shoes, etc thereby supporting and promoting self-help skills.

We work with the belief that young children's learning is through imitation and self -regulation is highly valued; therefore, the educator's model, scaffold and extend healthy relationships, communication and interactions. We support children to understand that they have choices, and we empower and support children to manage their own behaviour through a variety of strategies, each strategy tailored to the needs of the children.



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Key improvements sought for Quality Area 5

Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2.1, 5.2.2 Reg 74	All staff being responsible for the recording of data of child assessments in order to ensure all children are supported to build and	Each staff member contributes to the gathering of information of children’s learning and/or evaluation of program delivery	M/H	Each staff member to work towards consistently contributing written observations of children’s learning or evaluation of program delivery.	Simon and Kellie to monitor everyone’s contribution against the EYLF & NQS.	Weekly Throughout The terms 1,2,3 & 4	Progress is being made, with staff contributing to reflections and observations and a considerable amount of data gathered tracking all children’s progress towards meeting all five outcomes of the Early Years Learning

	maintain sensitive and responsive relationships. Evaluations and follow on planning for delivery of the program required from all regular staff.						Framework. Discussed and reviewed at staff meetings throughout 2020. Staff are collaborating on observations during review. Each educator responsible for one observation from each group each week. Noted at recent staff meeting 14/5/20 that contributions from staff are progressing well.
5.2: 5.2.1; 5.2.2	Storage on back veranda for children's belongings and resources is ineffective. Storage is not centralised for children's belongings which are currently located in three places -locker, slipper pocket and shoe-shelves. Current lockers are inadequate size to house	New storage solutions and re-design of veranda would create additional space for group time transitions, craft activities, meal prep activities (fruit cutting), and space for children's breakfast. A centralised storage system for children's belongings would support children in their own management of belongings and	H	Staff to formulate ideas of how to improve area and wish-list of resources needed. Present to PMC and parent body for input and for designer/builder to be found to develop and execute ideas. Apply for grant funding when available. Fundraising projects initiated by Periwinkle Parent Management Committee will contribute to funding. Christmas Fair and	Initiation of the veranda renovation and extension including a new wheelchair accessible ramp enabling access to veranda and outdoor playground. Storage, sign-in area and locker upgrade. Addition of sink to sign-in area. Completion of renovation resulting in the entire veranda being screened in against elements (rain, mosquitos) to create a flexible indoor/outdoor space	Work to provisionally commence during summer holiday period prior to term 1 2020 commencing.	First stage completed late Jan 2020 (veranda extension and new wheelchair accessible ramp and path). Staff have had a meeting -Wed 19/02/20 to discuss plan for lockers. May 2020 -Katherine has created a locker design which has been sent to Balanced Earth to create a prototype to trial with the children. Katherine has also drafted a re-design of sign-in area. PMC have approved going ahead with having new lockers made when design



	bag, shoes, gumboots and slippers. Slipper pocket is old and degrading. Currently no fixed or easily accessible storage for children's resources such as cloths, blankets, horse reigns, art materials.	promote self-help skills. Permanent storage solutions for children's resources on veranda would promote agency during free-play sessions indoors and outdoors.		additional fundraisers. PMC to source a professional to develop plans and cost to project.			agreed upon and sign-in area upgrade to go ahead as soon as is practical (during a term break).

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: Standards and elements

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

Quality Area 6: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
6.1.2	section 168	Offence relating to required programs
6.1.3	section 172	Offence to fail to display prescribed information
6.1.3, 6.2.1	section 175	Offence relating to requirement to keep enrolment and other documents
6.1.1, 6.1.3	regulation 31	Condition on service approval – quality improvement plan
6.1.1, 6.1.2, 6.2.2, 6.2.3	regulation 73	Educational programs
6.1.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
6.1.3	regulation 75	Information about the educational program to be kept available
6.1.3, 6.2.2	regulation 76	Information about educational program to be given to parents
6.1.3	regulation 80	Weekly menu
6.1.1, 6.1.2, 6.1.3, 6.2.1	regulation 111	Administrative space (centre-based services)
6.1.2	regulation 155(e)	Interactions with children have regard to the family and cultural values, age, and physical and intellectual development and abilities of each child
6.1.1	regulation 157	Access for parents
6.1.1, 6.1.2	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
6.2.1	regulation 168(2)(j)	Education and care service must have policies and procedures in relation to interactions with children
6.1.1	regulation 168(2)(k)	Policies and procedures are required in relation to enrolment and orientation

Standard/element	National Law (section) and National Regulations (regulation)	
6.1.3	regulation 171	Policies and procedures to be kept available
6.1.1, 6.1.3, 6.2.2	regulation 172	Notification of change to policies or procedures
6.1.3	regulation 173	Prescribed information is to be displayed
6.1.3	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
6.1.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
6.1.3	regulation 181	Confidentiality of records kept by approved provider
6.1.3	regulation 182	Confidentiality of records kept by family day care educator
6.1.3	regulation 183	Storage of records and other documents
6.1.2	regulation 274A NSW	Programs for children over preschool age
6.1.2	regulation 289A NT	Programs for children over preschool age
6.1.2	regulation 298A Qld	Programs for children over preschool age

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths	[Summarise strengths identified in the self-assessment process. Delete if not required.]
	<p>Standard 6.1 Element 6.1.1</p> <ul style="list-style-type: none">• Periwinkle has a commitment to working closely with the families of every child.• The first step to developing a relationship with families is at the enrolment when each family is invited to an individual meeting. This is their opportunity to get to know on a more personal level Periwinkle Preschool and for the Preschool to hear about their child and the dreams and hopes they hold for their child's education. Parents are encouraged to become actively involved in the areas that suit their expertise. For example – joining the parent management committee, fundraising, working bees, craft and being able to contribute any relevant individual skills that will enhance the preschool's environment or program. Eg. Woodworking skills, musical skills, arborist, building and trades. <p>Element 6.1.2</p> <ul style="list-style-type: none">• We acknowledge the family as the first educator of the child and value it is the development of our interdependent roles that will foster the child's identity and ability to be an active participant in their learning. We appreciate and respect the multiple cultural ways of knowing, seeing and living, celebrate the benefits of diversity and have an ability to understand and honour differences. For the young child, the educators at Periwinkle Preschool consider the culture and the context of family as central to children's sense of being and belonging, and to success in lifelong learning.• The educators understand this is also a commitment to their own self education by:<ol style="list-style-type: none">1. Being aware of one's own world view2. Developing non-judgemental & positive attitudes towards cultural differences & families' diversity.3. Gaining knowledge of different cultural /family practices.4. Establishing skills for communication and interaction across cultures• At least twice every term we come together as a community at festivals and working bees. On both of these occasions we enjoy food from everyone's household and allow time to socialise and get to know each other on a more personal level. On both occasions the children are very much part of the gathering; working, celebrating and playing together. <p>Element 6.1.3</p> <ul style="list-style-type: none">• There is a communication book at the sign-in area for parents to pass on quick messages to the educators and receive information about the preschool and an area and noticeboard available at the sign-in area for relevant information to be passed on regarding parenting resources and community services. Parent curriculum nights held once per term are another opportunity

to provide parenting support.

- A detailed book is available for parents to read which gives insight into the program and practices at Periwinkle.
- Periwinkle has a mobile phone & email contact. Contact via the mobile phone is available after hours for important calls.
- There are two newsletters sent out to families per term that are produced by a parent and that all parents are invited to contribute to. It is distributed by email and a hard copy is available upon request.

Standard 6.2

Element 6.2.1, 6.2.2, 6.2.3

- Before the Preschool year begins there is an orientation night with all the parents to support a smooth transition for their children into the new school year. For the first three weeks there is an extra staff member to support children and parents to transition into the preschool.
- There is a Periwinkle Handbook. Each new family is given a hard copy and an updated copy is uploaded to the website each year.
- A visit to share a day at Periwinkle with your child can be arranged.
- Parents are invited to join us for a daily morning run with their child before saying goodbye.
- The director or teacher are available at the end of each day for parents.
- A more formal meeting can be arranged by appointment.
- Periwinkle acknowledges the importance of building effective working relationships with relevant external community services. For example, a local early intervention service, Shaping Outcomes have been working collaboratively with us this year for additional occupational therapy and speech therapy in order to facilitate access and inclusion to our program for a child with a medical diagnosis of Autism Spectrum Disorder..
- Local businesses from within the community work in partnerships with the preschool for fundraising, and Periwinkle contributes to the local community sending fresh food gathered at our harvest festival to donate to local charity organisation Liberation Larder.
- Noticeboard available at the sign-in area for relevant information to be passed on regarding parenting resources and community services.
- A local business – Compost Central has been active in enabling the preschool to implement a successful new composting system that the children are able to participate in. Many current families worked with the company to construct and establish the new garden beds and system. Free assistance from the company has been ongoing. Periwinkle preschool has been showcased on the company's website to promote the system and inspire other schools and services to work with sustainable practices.
- <https://www.compostcentral.org/projects-posts/2018/3/22/periwinkle-preschool>
- Periwinkle is dedicated to hosting a number of students each year to help them complete their early childhood qualifications for practicum placements and work experience.

- We collaborate with Cape Byron Rudolf Steiner school annually for a joint fundraising initiative.
- Periwinkle periodically hosts the regional meeting of Australian Association of Rudolf Steiner Early Childhood Education for Northern New South Wales.
- We liaise with all the local primary schools to support the children’s transition to kindergarten.

Key improvements sought for Quality Area 6

Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.2.3	Increase engagement and involvement in learning related to the local Indigenous community and culture. Periwinkle to create and develop a Reconciliation Action Plan (RAP) in consultation with the parent community and wider community.	All children become familiar with the local Arakwal culture and history of our indigenous community	H	Apply for grant funding	Excursion to local National Park and Wildlife area at ‘The Pass, Byron Bay’ to experience ‘Dolphin Dreaming’ excursion for all children and staff. Follow-on learning to be implemented into term 4 program.	Term 4 2020 TBC	Excursions to be booked for Term 4 if possible (June 2020 -current restrictions on excursions due to COVID-19). July 2020- Dates have been provisionally booked – COVID-19 restrictions pending. Simon & Kellie have booked to attend Gowrie Webinar – That’s a RAP! July dated postponed due to technical difficulties, new

							dates TBC.
6.2.3	The preschool has not continued with having Biodynamic preparations put on the gardens annually.	Contact with a biodynamic farmer/gardener who could help us to make preparation's and apply.	M	Contact with Sandra Frain and gardener at Cape Byron Rudolf Steiner School.	When this practice is resumed.	Term 4 2019	May 2020 – First preparation of two made and applied to gardens during teachers college, early in Term 2. Second preparation still to be made and applied -date TBC.
6.1: 6.1.1; 6.1.2;6.1.3	Storage on back veranda for children's belongings and resources is ineffective. Storage is not centralised for children's belongings which are currently located in three places -locker, slipper pocket and shoe-shelves. Veranda is cluttered and separate locations for children's belongings creates	New storage solutions and re-design of veranda would create additional space for parents in the event of wet weather conditions at seasonal festivals and other events where parents are present. Traffic flow of parents across veranda would be reduced at busy pick up and drop off periods. Additional space created for group time transitions, craft activities, meal prep activities (fruit	H	Staff to formulate ideas of how to improve area and wish-list of resources needed. Present to PMC and parent body for input and for designer/builder to be found to develop and execute ideas. Apply for grant funding when available. Fundraising projects initiated by Periwinkle Parent Management Committee will contribute to funding. Christmas Fair and additional fundraisers. PMC to source a professional to	Initiation of the veranda renovation and extension including a new wheelchair accessible ramp enabling access to veranda and outdoor playground. Storage, sign-in area and locker upgrade. Addition of sink to sign-in area. Completion of renovation resulting in the entire veranda being screened in against elements (rain, mosquitos) to create a flexible indoor/outdoor space	Work to provisionally commence during summer holiday period prior to term 1 2020 commencing.	First stage completed late Jan 2020 (veranda extension and new wheelchair accessible ramp and path). Staff have had a meeting -Wed 19/02/20 to discuss plan for lockers. May 2020 - Katherine has created a locker design which has been sent to Balanced Earth to create a prototype to trial with the children. Katherine has also drafted a re-design of sign-in area. PMC have

6.2: 6.2.2;	crowded and busy flow for parents on veranda at drop off and pick up time. Current lockers are inadequate size to house bag, shoes, gumboots and slippers. Slipper pocket is old and degrading. Currently no fixed or easily accessible storage for children's resources such as cloths, blankets, horse reigns, art materials. Outdoor space is currently limited if there are wet weather conditions on festival days when parents are present at the preschool. Current ramp	cutting), and space for children's breakfast. A centralised storage system for children's belongings would support children in their own management of belongings and promote self-help skills. Permanent storage solutions for children's resources on veranda would promote agency during free-play sessions indoors and outdoors. Back veranda		develop plans and cost to project.			approved going ahead with having new lockers made when design agreed upon and sign-in area upgrade to go ahead as soon as is practical (during a term break).
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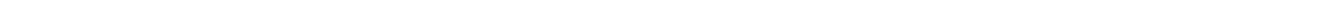
6.2.3	for wheelchair access to rear veranda only provides access up on to veranda. Paved area and outdoor playground is currently not wheelchair accessible. Current wooden ramp is deteriorating in places and has been recommended that repairs or replacing necessary by Dec 2019.	renovation and extension including a new wheelchair accessible ramp enabling access to veranda and outdoor playground.					

Quality Area 7: Governance and Leadership

This quality area of the *National Quality Standard* 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.

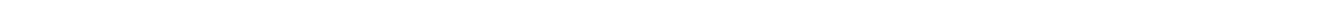
Quality Area 7: Standards and elements

Standard 7.1 Governance supports the operation of a quality service.		
Service philosophy and purpose	Element 7.1.1	A statement of philosophy is developed and guides all aspects of the service’s operations.
Management systems	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
Roles and responsibilities	Element 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
Standard 7.2 Effective leadership build and promotes a positive organisational culture and professional learning community.		
Continuous improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
Educational leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Development of professionals	Element 7.2.3	Educators, co-ordinators and staff members’ performance is regularly evaluated and individual plans are in place to support learning and development.



Quality Area 7: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.2	section 12	Applicant must be fit and proper person (provider approvals)
7.1.2	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.2	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.1	section 31	Condition on service approval—quality improvement plan
7.1.2	section 56	Notice of addition of nominated supervisor
7.1.2	section 56A	Notice of change of a nominated supervisor's name or contact details
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
7.1.2	section 161	Offence to operate education and care service without nominated supervisor
7.1.2	section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements
7.1.2	section 162	Offence to operate education and care service unless responsible person is present
7.1.2	section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training
7.1.2, 7.1.3	section 163	Offence relating to appointment or engagement of family day care co-ordinators
7.1.2	section 164	Offence relating to assistance to family day care educators
7.1.2, 7.1.3	section 164A	Offence relating to the education and care of children by family day care service
7.1.3	section 165(2)	Offence to inadequately supervise children
7.1.3	section 166	Offence to use inappropriate discipline



Standard/element	National Law (section) and National Regulations (regulation)	
7.1.3	section 167(2)	Offence relating to protection of children from harm and hazards
7.1.3	section 167(3)	Offence relating to protection of children from harm and hazards
7.2.2	section 168	Offence relating to required programs
7.1.3	section 168(2)	Offence relating to required programs
7.1.2, 7.1.3	section 169	Offence relating to staffing arrangements
7.1.2	section 170	Offence relating to unauthorised persons on education and care service premises
7.1.3	section 170(3)	Offence relating to unauthorised persons on education and care service premises
7.1.3	section 170(4)	Offence relating to unauthorised persons on education and care service premises
7.1.2	section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises
7.1.2	section 172	Offence to fail to display prescribed information
7.1.2	section 173	Offence to fail to notify certain circumstances to Regulatory Authority
7.1.2	section 174	Offence to fail to notify certain information to Regulatory Authority
7.1.2, 7.1.3	section 174A	Family day care educator to notify certain information to approved provider
7.1.2	section 175	Offence relating to requirement to keep enrolment and other document
7.1.3	section 175(3)	Offence relating to requirement to keep enrolment and other documents
7.1.2	section 188	Offence to engage person to whom prohibition notice applies
7.1.2	regulation 16	Matters relating to criminal history

7.2.1	regulation 31	Condition on service approval-quality improvement plan
7.1.1, 7.2.1	regulation 55	Quality improvement plans

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.1, 7.2.1	regulation 56	Review and revision of quality improvement plans
7.1.3	regulation 72	Offences in relation to giving false or misleading statements about ratings
7.2.2	regulation 73	Educational program
7.1.3	regulation 77(2-3)	Health, hygiene and safe food practices
7.1.3	regulation 78(2-3)	Food and beverages
7.1.3	regulation 79(2-3)	Service providing food and beverages
7.1.3	regulation 80(2-3)	Weekly menu
7.1.3	regulation 81(2-3)	Sleep and rest
7.1.3	regulation 82	Tobacco, drug and alcohol-free environment
7.1.3	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
7.1.2, 7.1.3	regulation 84	Awareness of child protection law
7.1.2, 7.1.3	regulation 85	Incident, injury, trauma and illness policies and procedures
7.1.2	regulation 86	Notification to parents of incident, injury, trauma and illness
7.1.2, 7.1.3	regulation 87	Incident, injury, trauma and illness record
7.1.2	regulation 88	Infectious diseases

7.1.2, 7.1.3	regulation 89	First aid kits
7.1.2, 7.1.3	regulation 90	Medical conditions policy
7.1.2, 7.1.3	regulation 92	Medication record
Standard/element	National Law (section) and National Regulations (regulation)	
7.1.3	regulation 93(3-4)	Administration of medication
7.1.3	regulation 94(2)	Exception to authorisation requirement—anaphylaxis or asthma emergency
7.1.3	regulation 95(c)	Procedure for administration of medication
7.1.2, 7.1.3	regulation 97	Emergency and evacuation procedures
7.1.3	regulation 98	Telephone or other equipment
7.1.2, 7.1.3	regulation 99	Children leaving the education and care service premises
7.1.3	regulation 100	Risk assessment must be conducted before excursion
7.1.2	regulation 101	Conduct of risk assessment for excursion
7.1.3	regulation 102	Authorisation for excursions
7.1.2, 7.1.3	regulation 116	Assessments of family day care residences and approved family day care venues
7.1.3, 7.2.2	regulation 118	Educational leader
7.1.3	regulation 120A	Placing a person in day-to-day charge
7.1.2	regulations 117A-117C	Minimum requirements for persons in day-to-day charge, nominated supervisors and family day care educators
7.1.3	regulation 124	Number of children who can be educated and cared for—family day care educator

7.1.3	regulation 136	First aid qualifications
7.1.3	regulation 144	Family day care educator assistant
7.1.2	regulations 145-147	Staff and educator records – centre-based services
7.1.2, 7.2.2	regulation 148	Staff and educator records – centre based services - Educational Leader
7.1.2	regulations 149-152	Staff and educator records – centre-based services
Standard/element	National Law (section) and National Regulations (regulation)	
7.1.2	regulations 153-154	Register of family day care educators, co-ordinators and assistants
7.1.3	regulation 155	Interactions with children
7.1.3	regulation 157	Access for parents
7.1.2	regulations 158-162	Attendance and enrolment records
7.1.3	regulation 159	Children’s attendance record to be kept by family day care educator
7.1.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
7.1.3	regulation 161(2)	Authorisations to be kept in enrolment record
7.1.2	regulation 163-166	Residents at family day care residence and family day care educator assistants
7.1.3	regulation 164	Requirement for notice of new persons at residence
7.1.3	regulation 165(2)	Record of visitors
7.1.3	regulation 166(2)	Children not to be alone with visitors
7.1.2	regulation 167	Record of service’s compliance

7.1.2, 7.1.3, 7.2.3	regulation 168	Education and care service must have policies and procedures
7.1.2, 7.1.3, 7.2.3	regulation 169	Additional policies and procedures—family day care service
7.1.2, 7.1.3	regulation 170	Policies and procedures to be followed
7.1.2, 7.1.3	regulation 171	Policies and procedures to be kept available
7.1.2	regulation 172	Notification of change to policies or procedures
Standard/element	National Law (section) and National Regulations (regulation)	
7.1.2	regulations 173-176A	Display and reporting of prescribed information
7.1.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
7.1.3	regulation 179	Family day care educator to provide documents on leaving service
7.1.2, 7.1.3	regulation 180	Evidence of prescribed insurance
7.1.2	regulation 181	Confidentiality of records kept by approved provider
7.1.3	regulation 182	Confidentiality of records kept by family day care educator
7.1.2	regulations 183-184	Confidentiality and storage of records
7.1.2, 7.1.3	regulation 185	Law and regulations to be available
7.1.2	regulation 344 Tasmania	Safety screening clearance – staff members
7.1.2	regulation 358 Victoria	Working with children check to be read

7.1.2	regulation 359 Victoria	Criminal history record check to be read and considered
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Quality Improvement Plan for Quality Area 7

Summary of Strengths

Strengths

[Summarise strengths identified in the self-assessment process. Delete if not required.]

Standard 7.1

Element 7.1.1

- The management committee, director and staff work in partnership to ensure our philosophy, national quality standards and effective educational practices are achieved. The fortnightly teacher's college supports all staff in deepening our understanding of Anthroposophical principles and theory developed by Rudolf Steiner which underpins, and informs our service philosophy. The established team at Periwinkle has a shared vision and coherent approach to realising all aspects of our service philosophy and enacting them through our day to day work.

Element 7.1.2

- Risk assessment forms are done at appropriate times eg. Risk assessment of indoor and outdoor environments are done at the beginning of the year, risk assessments prior to festivals, functions, excursions and daily safety checklists conducted prior to the program commencing.
- Induction of new staff and students prior to commencement of work/practicum placements.
- Regular reminder of WHS issues at staff meetings held twice per term and whenever necessary.
- Regular PMC meetings are held monthly and minutes are sent to committee members by email and hard copies are available for staff and families in the office.
- News from the Periwinkle PMC is included in each newsletter and emails are sent out to families as necessary.
- Day to day operation of the preschool is the responsibility of the nominated supervisor with support from the PMC and educational leader.
- An administrator/book-keeper is employed one day per week.
- Memberships with the CCSA, Northern Rivers Preschool Alliance, Rudolf Steiner Early Childhood Association and CELA are current.
- Quarterly meetings with the directors of local group Preschool will also help the new director to network and build relationships with other colleagues.
- On line human resources program was implemented at the end of 2017 -Diffuze HR. This streamlines documentation storage, (including maintenance of staff records to ensure all certifications are up to date), and provides access to all staff policies and current regulations.

Element 7.1.3

The induction process and the DiffuzeHR human resources program has ensured that all staff are familiar with all aspects of the centre on commencement of employment.

All staff are provided with:

- Position description
- Policy -Code of Conduct (Education and Care Services)
- Policy – Confidentiality) Education and Care Services)
- Policy - IT, Internet and Email (Education & Care Services)
- Policy – Respect (Education and Care Services)
- Policy - Social Media (Education & Care Services)
- Policy - Workplace Health and Safety Statement (Education & Care Services)
- Periwinkle handbook
- PMC is provided with constitution and a parent management committee handbook guide.
- Whilst roles are clearly defined, staff have the confidence, experience and flexibility to be able to step into different roles as required.

Standard 7.2

Element 7.2.1

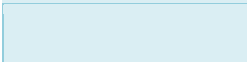
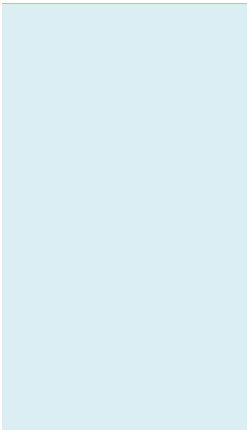
- An appraisal process is in place and is conducted yearly. It is driven by the employee and a meeting is held between each staff member and the director/PMC president in order to support the staff member to set goals for quality improvement.

Element 7.2.2

- Through the review process each afternoon, the educational leader and director are in continual dialogue with the whole team who are all valued as educators. This collaborative team approach supports the implementation of the educational program and building collegial relationships.

Element 7.2.3

- Ongoing daily review, critical reflection, college meetings, collegial sharing and annual appraisal supports staff's self-education and goal setting.



Key improvements sought for Quality Area 7

Improvement plan

Standard / element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.2: 7.2.1	QIP to be transferred to new ACECQA template, implementing the Self Assessment Tool released 2019.	Updated QIP within new template	H	Simon to complete update with input from staff, PMC and parents	Updated QIP template completed and accessible on Periwinkle website	End of Term 3	Simon booked to attend Webinar 8 July on ACECQA Implementing the Self-Assessment tool.
7.2: 7.2.2	Ongoing support and PD opportunities to be provided for Kellie in role as Educational Leader.	Continued development and deepening of Educational leader role	H	Simon and Kellie to monitor email for relevant PD opportunities to access. Mentoring to be provided from Ellon as needed.		Ongoing throughout year.	

7.1: 7.1.2	Extra support for office/admin duties would be beneficial to running of office.	Creation of an Admin role would support Simon in role as director and alleviate office workload, of which only two days per week is currently allocated towards.	M	PMC to discuss the necessity of role, identification of duties and practicalities of how the position would integrate into current office set-up. Advertise and interview.	Employment of an Admin support person.	Term 2 2020	June 2020 - First person employed in role -Yoga Toben has resigned due to being offered increased hours at other casual job. Position to be discussed with PMC at meeting 15/6/20. July 2020 – Karina (casual educator) has been employed to fill the admin position beginning Mon 20 July.
7.1: 7.1.2	Several areas within Risk Assessment Management to be addressed and updated (Trees in outdoor environment, Tsunami action plan to be implemented).	Updated Risk Assessment Plans providing comprehensive overview of all emergency planning relevant to Periwinkle Preschool.	H	Consultation with appropriate services around risk management and planning.	Updated Risk Assessment Plans in place that have been created with consultation.	Term 3 2020	Arboricultural assessment report carried out on 15 May. Recommendations made for removal of dead trees and hazardous branches. Waiting on Arborist Julian Cohen (former parent) to advise when work can commence.
	All Periwinkle Policies related to health and safety require evidence of consultation. All current policies due to be updated	Update of all policies related to health and safety to include evidence of consultation.	H	Consultation with appropriate services. Eg. For Emergency and Evacuation policy, RFS and local SES to be contacted for input.	Implementation of updated policies.	End of Term 3 2020	Dead trees and hazardous branches removed and all recommended essential jobs from report completed Sat 18 July.



7.2: 7.2.3	Annual staff appraisals are due in Term 3	Completed appraisals with goals set to work towards.	H	Staff appraisals to be scheduled. Staff to be given appraisal forms with goals to be added.	Completed appraisals	Term 3 2020	Simon to contact local SES/RFS services for advice/consultation. Simon to discuss timeframe for completion of appraisals at PMC meeting 15/6/20. Appraisals TBC second week of term 3.
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