

National Quality Standard – Report

Department of Education

School	WEST LEEMING PRIMARY SCHOOL	School Code	5682
Principal Auditor	Kim SAW		
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Quality Area	Auditor	Verifier
Quality Area 1 Educational program and practice	M	M
Quality Area 2 Children's health and safety	M	M
Quality Area 3 Physical environment	M	M
Quality Area 4 Staffing arrangements	M	M
Quality Area 5 Relationships with children	M	M
Quality Area 6 Collaborative partnerships with families and communities	M	M
Quality Area 7 Governance and leadership	M	M

COMMENTS

QA 1 - Educational program and practice	Auditor Finding	Verifier Finding
	M	M
<p>Auditor Comments</p> <p>08/11/2023</p> <p>We believe in creating an environment where staff are actively engaged with both children and their families. We genuinely strive to get to know each child, incorporating their unique interests, culture, and ideas into our educational programs. This approach ensures that our programs are not one-size-fits-all but are tailored to meet the specific needs and preferences of each child.</p>		

Our teachers are dedicated to fostering children's agency and supporting them through their learning experiences. We implement open-ended tasks and follow the gradual release model to give children a sense of ownership over their learning journey. We also employ evidence based learning strategies and a whole-school approach, such as the 'Concrete - Representational - Abstract' framework in Mathematics, to scaffold learners as they progress. This differentiation allows us to cater to each student's individual needs and preferences, fostering a dynamic and inclusive educational environment.

To continually assess and improve our educational programs, we utilize a range of assessments, including formative, summative, and diagnostic assessments. These assessments are not just administrative exercises; they are valuable tools that guide our teaching. We diligently analyse the results of these assessments, and our teaching teams work collaboratively to ensure they inform our learning programs effectively. This analysis is conducted at various levels, including by individual teachers, cohorts, and phase of learning teams, resulting in data-informed educational strategies and practices.

Verifier Comments

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ENDORSEMENTS

Educators at West Leeming Primary School use the approved learning frameworks to guide, plan and deliver learning programs that create a sense of being, belonging and becoming for all children. Connected practice from Kindergarten to Year 2 (K-2) is evident within the explicit teaching and play-based learning opportunities (Element 1.1.1).

Routines and transitions are well organised to maximise opportunities for learning, with educators effectively scaffolding and facilitating learning. For example, the Kindergarten educators provided a range of activities that incorporated ways to show Literacy, Numeracy and sensory learning, with one educator stationed at an activity and the other moving freely through the classroom to provide effective feedback and facilitate co-constructed learning (Element 1.1.3).

Educators implement an intentional learning focus through a 'mixed pedagogy' approach that recognises children learn in different ways and a range of age-appropriate pedagogies are needed to meet their learning needs. The Year 1 and 2 investigation areas were clearly linked to the learning intentions of the explicit teaching content within the Term overview, employing a multimodal approach for children to demonstrate their deeper understandings and application of their skills (Element 1.2.1).

Educators respond to children's ideas and play with questioning, positive interactions and feedback. EAL/D Progress Maps are used to support children's learning, with an educator appointed to support staff to successfully implement the Progress Maps. Children are encouraged to reflect on their investigation learning time in journals and structured reflection sheets (Element 1.2.2).

Children at West Leeming Primary School are given choice and voice to exercise their agency and collaborate with their peers. An example of this was the 'open investigation' time in the Pre-primary with children from both classes moving between classrooms to engage with different educators, peers and learning activities (Element 1.2.3).

The assessment and planning cycle is informed by observation, documentation and rigorous analysis of system and school-based data. A whole school assessment schedule supports an ongoing cycle used to inform the teaching and learning programs, differentiation and interventions where required (Element 1.3.1).

Families are informed of the learning programs and their children's progress through regular communications on Seesaw, class displays, open school events and formal reporting (Element 1.3.3).

RECOMMENDATIONS

Continue to embed the consistent use of learning intentions and success criteria and unpack the 'Instruct' strategies of the Teaching for Impact framework to provide a practical application at the classroom level. (Element 1.2.1).

There are opportunities at West Leeming Primary School to explore the connections between play-based learning, investigations and inquiry learning pedagogies utilised within the school. Intentional play-based learning provides many of the building blocks that support curious, inquiry learners, by promoting questioning, collaboration, targeted feedback, exploring big ideas and children's interests (Element 1.2.2).

Continue to explore opportunities within the 'Practise' and 'Apply' strategies of the Teaching for Impact framework to allow children to show what they know in different ways, with an emphasis on the process of learning over a final product (Element 1.2.3).

Investigate ways to use assessment information from investigations to further inform planning for the learning centres, especially how children's interests can be extended in the shared spaces (Element 1.3.1).

QA 2 - Children's health and safety	Auditor Finding M	Verifier Finding M
<p>Auditor Comments</p> <p>08/11/2023</p> <p>Our commitment to children's health and safety is evident through our holistic approach. At the beginning of each year, our dedicated early childhood team introduces the 'Wellbeing for Kids' program, provided by an external provider, to help children develop the skills necessary for self-regulation and to establish a common language for emotional expression and support. In addition to this, our school chaplain works to provide individual, small group, and classroom-based emotional support and strategies as needed, reinforcing our belief in nurturing the emotional well-being of our students.</p> <p>Our Care strategy, adopted across the entire school, encourages students to care for themselves, others, and the environment, an integral part of our learning programs.</p> <p>Moreover, our dedicated student services team collaborate with classes to provide support for individual children's needs and streamline whole-school practices. We incorporate well-researched and evidence-based approaches such as the Zones of Regulation and Friendly Schools Plus, reinforcing our commitment to fostering a safe and supportive environment for our students.</p> <p>Our school also implements Crunch and Sip Programs across early childhood and K-6, promoting healthy eating habits. Safety is a top priority as well; we regularly practice and refine emergency drills to ensure that our students are prepared for any unexpected situations.</p> <p>Our staff is continually updated on the latest requirements related to children's health and safety, including Child Protection and Abuse Prevention and Protective Behaviours.</p>		

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ENDORSEMENTS

West Leeming Primary School supports children's health and wellbeing by providing for physical activity, rest and relaxation. Healthy eating is promoted with crunch and sip in every class and a healthy eating policy developed in consultation with the school community. The 'no plastic-fantastic' motto, introduced in Kindergarten, is continued through the school to encourage families to provide unprocessed food with minimal packaging (Elements 2.1.1 and 2.1.3).

The school actively promotes hygiene practices. There are effective illness and injury management processes in place with first aid supplies in duty bags and several staff trained to provide emergency first aid. Medical plans are displayed appropriately for children with additional medical needs (Element 2.1.2).

Children's safety is maintained with appropriate supervision, duty staff are clearly visible, and the school leadership team were present and involved at each break time. Risk is effectively managed with regular safety checks in the outdoor environments and resets in the nature play area (Element 2.2.1).

The school has clear plans and procedures in place to effectively manage incidents and emergencies, these are practised and implemented. Each classroom has a comprehensive evacuation folder for use in emergencies (Element 2.2.2).

Educators and staff members are up to date with child protection law and their obligations. Protective behaviours are explicitly taught in the program for all children (Element 2.2.3).

RECOMMENDATIONS

Consider ways to prominently display which staff members have first aid training for quick access in an emergency (Element 2.1.2).;

Storage cupboards that house chemicals or cleaning materials must always remain locked, to ensure children are not able to access them (Element 2.2.1).;

Consider determining a consistent place for evacuation folders to be stored in each classroom, such as near evacuation maps, for ease of access to all staff (Element 2.2.2).

QA 3 - Physical environment	Auditor Finding	Verifier Finding
Auditor Comments 08/11/2023 Both indoor and outdoor spaces have been designed with consideration for children's growth and development. From offering mud kitchens, nature scapes, outdoor constructions, and sand pits for children in K-2, to fostering	M	M

investigation areas in both the classroom and shared spaces. The emphasis is on child agency and play-based learning. Play is a vital element used in allowing children to explore, discover, and learn through hands-on experiences, promoting student curiosity and cognitive development.

The 'Care for environment' strategy is another significant component, instilling the values of responsibility and stewardship in children. Encouraging them to care for their surroundings and reset areas once they have finished not only teaches them practical life skills but also instils a sense of respect for their environment and the importance of maintaining cleanliness and order.

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ENDORSEMENTS

The learning environments at West Leeming Primary School are well maintained, clean, safe and fit for purpose. Storage areas are well organised and utilised (Elements 3.1.1 and 3.1.2).

A strong sense of belonging is evident in the classroom environments and outdoor spaces, with children's ownership visible in the displays and use of the learning spaces. The natural environments within the school are well utilised to provide for a wide range of activities and catering for children's interests. The nature play area for Year 1 and upwards is an excellent example of authentic nature play area, encouraging construction, role play and care for the environment, complete with nesting tawny frogmouth owls and a complex system of barter using rocks as currency. Educators manage and balance the risks associated with the nature play area to ensure this space continues to be a place for children to learn and enjoy a connection with nature (Element 3.2.1).

Educators have considered the ways in which resources are accessed by children and how these support the school's pedagogical approaches, offering a wide range of play based resources that meet the needs and interests of children. For example, the 'help yourself shed' in the early childhood playground, child friendly resource shelves and investigation areas within classrooms and shared wet areas. Children can articulate how and when they use these resources to support their learning. The outdoor environmental set up is intentionally planned to develop and consolidate a range of gross and fine motor skills (Element 3.2.2).

Environmental responsibility and caring for the natural environments are encouraged with recycling programs, gardens and the collection of food scraps for worm farm. Environmental care is embedded in school practices as part of the school's Care Strategy which is aligned to the school values (Element 3.2.3).

RECOMMENDATIONS

Continue to develop ways to extend children's learning to the outdoor spaces, such as verandas and the planned outdoor classroom area (Element 3.1.1).

Consider ways to represent the wide range of cultures in the West Leeming Primary School community within the school environment, similar to how the school successfully represents the local Noongar culture and language with artwork and welcome signs at the school entrance (Element 3.2.1).

QA 4 - Staffing arrangements	Auditor Finding	Verifier Finding
	M	M
Auditor Comments		

08/11/2023

At West Leeming PS, we place a strong emphasis on staff utilisation to support learning programs and individual children's needs. We are pleased to maintain a stable and committed workforce, with a reliable relief staff list that shares a deep understanding of our school ethos and learning programs. Furthermore, we actively promote collaboration among our staff by incorporating weekly planning sessions into their timetables, fostering an environment where they can collectively plan, refine programs, and ensure alignment with our educational objectives.

In addition to this, our year groups engage in shared planning, guided by school term planning documents to support a continuity of programs across the K-2 grade levels.

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ENDORSEMENTS

Educators are organised across the K-2 classes to support children's learning and development, with intentionally small class sizes and educators placed with consideration of their strengths, knowledge and skills. Education Assistants are valued and effectively utilised as educators, working directly with children to support their learning needs. Appropriate staff qualifications and educator to child ratios are consistently maintained in the Kindergarten classes (Element 4.1.1).

Children experience continuity of educators, demonstrating their trust and comfort with their educators during the verification. This includes engaging a pool of regular relief educators who are supported with a relief folder of school policies and processes (Element 4.1.2).

School staff are collegiate, respectful and well supported by school leaders who model professionalism and open communication. Educators are supported to collaborate with common DOTT time and phase of learning educational teams. Educators are empowered to seek opportunities for professional growth and share their expertise with others, for example, the strategic placement of two graduate teachers together with an experienced teacher in the Year 2 team (Element 4.2.1).

A comprehensive staff handbook provides a guide to the school's operational policies and pedagogical approaches to teaching the 'West Leeming Way'. Regular reflection using the Aboriginal Cultural Standards Framework is used to guide and promote a culturally safe environment. School staff have engaged with professional learning on First Nations perspectives, including a recent school development day at Boola Bardip museum (Element 4.2.2).

RECOMMENDATIONS

Continue the Quality Teaching Strategy (QTS) partnership with West Balcatta Primary School to expand instructional coaching and peer support for implementing and embedding the Teaching for Impact framework.

QA 5 - Relationships with children	Auditor Finding	Verifier Finding
Auditor Comments	M	M

08/11/2023

Our dedicated staff have demonstrated the ability to build and maintain strong rapport with both children and their families. We have embraced metacognitive strategies as an integral part of our daily practices, ensuring that children not only learn but also understand how to learn effectively.

In our commitment to fostering collaborative learning, we actively promote and support collaborative learning strategies. We place a significant emphasis on explicitly teaching students how to positively support their peers, fostering a culture of kindness and support within our learning community. Peer-based learning strategies are a key part of our approach, enabling children to assist and learn from each other during learning experiences.

Our students are treated with respect and dignity, creating an environment where children learn to reciprocate these values in their interactions with others.

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ENDORSEMENTS

Educators have built positive, trusting and mutually respectful relationships with children promoting a strong sense of being and belonging in this school. A warm welcome from educators at the start of the day and opportunities for shared, sustained conversations throughout the day promoted the positive educator to child relationships that were evident in all K-2 classes (Element 5.1.1).

Children are supported to work collaboratively with their peers, in partners and small groups. An example of this is the three-dimensional map created in the Kindergarten class, the children could share where they live and places they visit in their community and describe how they each contributed to the project. Children demonstrate trust and confidence, interacting positively with each other (Element 5.2.1).

The school's 'Care Strategy' supports restorative practices and clearly articulates the expectations of how children demonstrate care for self and others, including 'questions that can make things right' to support conflict resolution. Zones of Regulation is used to support children to regulate their own behaviour, with visuals on display in every classroom (Element 5.2.2).

RECOMMENDATIONS

Continue to promote authentic collaborative learning activities that include shared decision making and progress towards shared goals (Element 5.2.1).

QA 6 - Collaborative partnerships with families and communities	Auditor Finding	Verifier Finding
Auditor Comments 08/11/2023 Through mechanisms such as surveys, the P&C, School Board and informal feedback, the school effectively gathers input from parents and caregivers. Feedback guides the school's decision making and shapes our strategic directions and Business Plans. The school employs a range of formal communication tools, including newsletters, School Stream, and SeeSaw, to ensure that vital information is shared between the school and its stakeholders. This is further enhanced by our		

whole school 'Communication Plan and Procedures'.

There is high participation in events like Kindergarten orientation days, Mother's Day and Father's Day afternoon teas, open classrooms, end-of-year concert, eSafety seminars, and P&C community events demonstrating large community involvement. These occasions not only foster a strong sense of belonging but also provide valuable opportunities for parents to actively engage with their child's educational journey.

West Leeming incorporates a range of strategies to create a culturally safe and respectful environment for our students and their families. These include acknowledging cultural diversity through celebrations such as NAIDOC and Harmony Day, and incorporating Noongar language into learning experiences and school activities. Culturally inclusive pedagogy is occurring in teaching programs through school planning and professional development.

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ENDORSEMENTS

Families are supported from enrolment to be involved in the school and contribute to decision making. Parent perspectives are highly valued by the educators and school leaders, an example of this was the parent education undertaken when changes to the approaches and pedagogies in the early years were made to reflect contemporary research and evidence-based practice (Element 6.1.1).

There is a genuine commitment to building relationships with families to support children's learning, with educators deliberate in the ways they ensure everyone is seen, heard and represented. This includes respect for cultural inclusivity, with cultural celebrations from the community fostered within the school (Element 6.1.2).

An effective two-way communication process with families is advocated, there is a suite of strategies including Seesaw communications, folders in each class for notes, notice boards, a comprehensive school website and sharing term overviews of learning content with families (Element 6.1.3).

The school has built strong partnerships, such as those with the Language Development Centre and West Balcatta Primary School (QTS partnership), to support each child's access, inclusion, and participation in the learning programs (Element 6.2.2).

West Leeming Primary School hosts several events across the school calendar to involve families and engage with the school community. These include Kindergarten transition days, carers afternoon teas, the Leeming combined schools' Musical Extravaganza and parent workshops (Element 6.2.3).

QA 7 - Governance and leadership	Auditor Finding	Verifier Finding
Auditor Comments 08/11/2023 Our Early Years vision statement, collaboratively crafted by our staff, serves as our guiding principle, ensuring that our practice is aligned with our shared aspirations. In addition, our adoption of a distributed leadership model has proven highly effective in steering our decision-making processes. The School Board also plays a crucial role in	M	M

governance.

As part of our continuous drive to improve we have integrated data analysis and reflective practices into our staff meetings and development days. This data-driven approach informs our future practices, allowing us to adapt and evolve in response to the evolving needs of our students. The clear assessment schedule we maintain, coupled with a database of results, empowers us to measure the impact of our programs and identify students at educational risk, ensuring that no child is left behind.

Our Performance Management process fosters teacher reflection and personal growth, making it a cornerstone of our professional development culture. Celebrating our successes has become a hallmark of our school, motivating our educators to strive for excellence and reinforcing our commitment to quality education.

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ENDORSEMENTS

The school clearly expresses their vision and key priorities in the business plan and displays these throughout the school. There is a clear direction on where the school is going and the road map to achieve this. An early years statement articulates the expectations for students, staff, school and community to deliver curriculum using child centred, age-appropriate pedagogy. Together these documents effectively guide all aspects of the school's operations (Element 7.1.1).

There is a clear understanding of roles and responsibilities at West Leeming Primary School with an impactful, distributed leadership model. Decision making is shared, and school leaders know how to implement the approved learning frameworks for the early years successfully (Element 7.1.3).

The school has a culture on ongoing reflection and review, with a range of data, feedback and evidence collected to inform operational plans and review targets. The NQS reflection tool and audit is effectively used to support continuous improvement, with year-on-year progress mapped across each of the quality areas (Element 7.2.1).

The school has an effective cycle of performance and development. The school leadership team use an 'appreciative inquiry model for change', identifying the strengths and skills of each staff member and use this to further the professional development of each educator. New staff engage in an induction process guided by the staff handbook and graduate teachers are provided with mentors and have supportive relationships with many colleagues (Element 7.2.3)