

National Quality Standard – Report

Department of Education

School	WEST LEEMING PRIMARY SCHOOL	School Code	5682
Principal Auditor	Lisa TUCKER		
Audit year	2019		
Audit status	Verified		
Audited Date	30/10/2019		
Verified Date	17/08/2020		

Quality Area	Auditor	Verifier
Quality Area 1 Educational program and practice	WT	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	WT	M
Quality Area 7 Governance and leadership	M	M

COMMENTS

QA 1 - Educational program and practice	Auditor Finding	Verifier Finding
	WT	M
Auditor Comments		
<p>30/10/2019</p> <p>The K-2 team are meeting regularly to align practices and reflect against the NQS. We have made significant progress in this area and are continuing to develop our practices in standard 1.1 to ensure consistency across our whole team. An example of this includes developing alignment in Inquiry and play based learning programs across K-2.</p>		

<p>Verifier Comments</p> <p>04/09/2020</p> <p>Staff across K-2 have aligned their practice with the NQS as a framework. Teachers were observed interacting with children to extend their learning and use children's interests as springboards to introduce new concepts and practise skills in meaningful ways. Children have opportunities to choose inquiry activities that are of interest to them (Elements 1.1.1 and 1.1.2). Flexible seating arrangements provide children with opportunities to express their agency. Classroom files contain information regarding teaching and learning programs. Children are active participants in their learning and share the roles of reporter and photographer. The selection of "focus children" assists teachers to identify individual children's interest, develop relationships with them and can also be used to assess learning (Element 1.2.2). Individual goal setting was evident in some classrooms. Staff use a range of strategies to inform families of children's progress and the learning program, including Connect, Seesaw and class newsletters. Learning intentions are visible and known to children.</p>

QA 2 - Children's health and safety	Auditor Finding	Verifier Finding
<p>Auditor Comments</p> <p>30/10/2019</p> <p>Through comprehensive procedures and practices, student health and safety is at the forefront of student wellbeing. Whole school approaches will continue to be refined as needs arise through reflective processes.</p>	M	M
<p>Verifier Comments</p> <p>04/09/2020</p> <p>Crunch and sip is in place. Children have access to quiet areas and a space is designated to assist a child requiring support to regulate their behaviour and cope with transitions throughout the day (Element 2.1.1). Additional cleaning was evident and children are reminded to wash/sanitise hands (Element 2.1.2). Evacuation plans are displayed, duty teachers are visible and individual health needs of children known and met. Staff have completed child protection training (Element 2.2.3).</p>		

QA 3 - Physical environment	Auditor Finding	Verifier Finding
<p>Auditor Comments</p> <p>30/10/2019</p> <p>We have focused on improvements to both the indoor and outdoor learning environments. Flexible learning spaces have been created including additional provocations to enhance student learning.</p>	M	M

<p>Verifier Comments</p> <p>04/09/2020</p> <p>Indoor and outdoor environments are set up with provocations for children's learning. Resources are plentiful, accessible to children and support play based learning (Element 3.2.2). Classrooms and learning areas are uncluttered, clean and provide appropriate space for planned activities and for children to return to a specific project such as building with blocks (Element 3.1.2). Verifiers observed children taking care when engaging with resources and equipment. The setup of outdoor areas is planned for. Outdoor spaces offer a range of activities that reflect children's interests, provide physical challenges and promote creativity (Element 3.2.2). Acknowledgement of Aboriginal culture is evident throughout the school and in classrooms and it was discussed how this will be further developed as part Aboriginal Cultural Standards Framework implementation. The CARE strategy extends to promoting care of the environment. Plans are in place to improve the outdoors which when completed, will see this area used more for learning opportunities.</p>
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QA 4 - Staffing arrangements	Auditor Finding	Verifier Finding
<p>Auditor Comments</p> <p>31/10/2019</p> <p>Our early years team are experienced and professional educators. They demonstrate a commitment to ongoing improvement and reflection of pedagogical practices though collaborative teamwork.</p>	M	M
<p>Verifier Comments</p> <p>04/09/2020</p> <p>The professionalism of staff is evident in the way they have managed disruptions due to COVID 19 and building renovations which have required movement of classes. Education assistants are valued as educators and were observed making anecdotal observations and supporting children with their learning (Element 4.2.1). Staff are supported by a technology coach to target their skill levels. The Science teacher implements an inquiry model of teaching and learning which builds on the K-2 approach. Staff can access policies from a shared Connect site. Induction processes are in place and updates to an Induction Handbook are planned (Element 4.1.2). Time is allocated for collaborative planning and phase of learning minutes indicate professional dialogue and reflection occur (Element 4.2.2).</p>		

QA 5 - Relationships with children	Auditor Finding	Verifier Finding
<p>Auditor Comments</p> <p>30/10/2019</p>	M	M

Staff are very aware of the importance of respectful and responsive relationships. There has been an increased focus on the understanding and promotion of child agency. Our early childhood educators understand the importance of building and maintaining quality relationships with colleagues, parents and the students in their care.

Verifier Comments

04/09/2020

A consistent approach to classroom environments and practices supports children in being able to confidently participate in the learning programs. Shared time for inquiry activities, allows children to learn and interact with peers from similar year level classes. Buddy classes with other year levels provide opportunities for children to learn from one another (Element 5.2.1). Children have a sense of ownership of learning areas and care for environments with verifiers observing individuals undertaking tasks such as cleaning easels after use, returning equipment to correct locations and general tidying of areas. The atmosphere in the K-2 classrooms was relaxed, with children and educators participating in conversations. It was evident children felt they "belonged" (Element 5.1.1). The school has developed a Care Strategy which reflects the school ethos and is visible through signage, actions and language used by staff and students (Element 5.1.2). Children are supported to manage their behaviour with zones of regulation strategies implemented and respectful interactions modelled by staff (Element 5.2.2).

QA 6 - Collaborative partnerships with families and communities	Auditor Finding WT	Verifier Finding M
<p>Auditor Comments</p> <p>30/10/2019</p> <p>Family and community are an integral of West Leeming and are involved in many aspects of school life. This includes engagement in the learning program, feedback processes and consultative forums. A current focus area is to enhance communication mechanisms and culturally inclusive practices for all stakeholders in our community.</p>		
<p>Verifier Comments</p> <p>04/09/2020</p> <p>A number of strategies are in place to communicate with families, particularly given the COVID 19 restrictions. Strategies include sharing videos of children involved in learning activities on the school's web page, Early Childhood Connect for parents and face to face meetings (Element 6.1.3). A more consistent approach to transition processes is a focus for improvement. Teachers use social stories to assist children in transitions to Kindergarten and between year levels (Element 6.2.1). The school has an active Parents and Citizens Association and has recently gained Independent Public School status. The school is part of the Leeming Schools Collaborative Network. Links are made with the onsite Out of School Hours Care program.</p>		

QA 7 - Governance and leadership	Auditor Finding M	Verifier Finding M
<p>Auditor Comments</p> <p>30/10/2019</p> <p>We have in place a successful distributed leadership model, including a dedicated early years committee and comprehensive operational and aligned classroom planning. Significant expertise exists in both the early years teacher leader and at administrative level through a dedicated Deputy Principal position. Early years groups meet regularly to collaborate and engage as part of a professional learning community at school and network level. A performance management and development process is in place to support teacher reflection and efficacy.</p>		
<p>Verifier Comments</p> <p>04/09/2020</p> <p>The school administration team is committed to the implementation of the school's Early Years Strategic Plan (Element 7.1.1). Staff are supported by an early year's team leader, dedicated early year's deputy and with an appropriate budget to purchase resources and access professional learning to ensure consistent practice across K-2. A distributed leadership model is in place with the early childhood phase of learning team working collaboratively to develop a shared vision and a consistent pedagogical approach for K-2 (Elements 7.2.2). Performance management is linked to improving awareness and pedagogy around child centred learning (Element 7.2.3). The NQS is used to reflect on current practices, identify what is working well and where improvements could be made.</p>		

Auditor: Verification Request Note

<p>31/10/2019</p> <p>We would like this verification to align with our PSR. This is scheduled for term 2 2020.</p>
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OECDL Verifier: Additional Comments

<p>04/09/2020</p> <p>Verification by Lois Crowley (Early Childhood Branch) and Carey Stewart (Verification Partner)</p>
