

National Quality Standard – Report

Department of Education

School	PIARA WATERS PRIMARY SCHOOL	School Code	5829
Principal Auditor	Sian BAKEWELL		
Audit year	2021		
Audit status	Verified		
Audited Date	23/11/2021		
Verified Date	16/11/2022		

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	WT	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	WT	M

COMMENTS

QA 1 - Educational program and practice	Auditor Finding	Verifier Finding
	WT	M
Auditor Comments		
Verifier Comments		
19/12/2022 Piara Waters Primary School (PWPS) ensures the program is informed by the approved learning frameworks of the Early Years Learning Framework and Western Australian Curriculum and Assessment Outline. The PWPS		

Explicit Teaching and Learning Framework is committed to educators understanding the curriculum and quality teaching using consistent lesson designs and implementing common cooperative learning approaches. This ensures a balanced curriculum, catering for each child's holistic development and learning (Element 1.1.1). Intentional teaching that incorporates a wide range of age-appropriate pedagogies, with a child-centred focus, guides the teaching and learning program across Kindergarten to Year 2. The "Question of the Day" in the K and P classes is a valuable oral language activity, sets the tone for the day and prepares children for learning. Parents and educators values this as it provides a stimulating and engaging way transition into the classroom (Elements 1.1.2 & 1.2.1). Responsive teaching and scaffolding were discussed throughout the verification visit. Verifiers observed children completing a variety of whole class and small group activities, with educators promoting free flowing oral interactions between children. (Element 1.2.2). Child agency is promoted in the classrooms, children had the opportunity to design and build their play spaces and lead investigations through child generated questions (Element 1.2.3). Educators use a variety of strategies to check for children's understanding and learning and provide purposeful feedback. Parents are informed of their child's progress, including children using iPads to record and share their learning digitally and using QR codes (Elements 1.3.1 & 1.33).

QA 2 - Children's health and safety	Auditor Finding	Verifier Finding
Auditor Comments	M	M
<p>Verifier Comments</p> <p>19/12/2022</p> <p>Children's wellbeing and comfort requirements are met with all classrooms providing physical spaces for children to engage in rest and quiet experiences. We would like to make a special note of the wet areas, which have been set up thoughtfully with the intention to create spaces that can be utilised to meet the specific needs of all children (Element 2.1.1). Educators actively promote health and hygiene procedures in their everyday practice. Department policies for COVID- 19 were adhered to, including correct hand-washing techniques which were explicitly taught (Element 2.1.2). The school promotes each child's health and wellbeing through the physical education program and 'Crunch and Sip'. PWPS has placed an emphasis on Fundamental Movement Skills in response to student achievement data. (Element 2.1.3). The school's policies, procedures and staffing arrangements ensure that children are effectively supervised. The duty roster ensures that children are supervised with familiar educators that supports the rotating play roster for year 1 and 2. Educators wear high-visibility vests enabling children to easily seek assistance and help when needed (Element 2.2.1). Emergency procedures are documented and visible throughout the school. Emergency requirements and drills are undertaken as required by Department policies (Element 2.2.2). Educators know and implement the Department's Protective Behaviours curriculum and considerations are made for ongoing lessons throughout the school year. The school chaplain provides additional assistance to children and their families (Element 2.2.3).</p>		

QA 3 - Physical environment	Auditor Finding	Verifier Finding
	WT	M

Auditor Comments
Verifier Comments
19/12/2022 The K-2 indoor and outdoor spaces have been thoughtfully designed with a range of safe, clean and appropriately sized furniture, equipment and resources, promoting all children's learning and development. Educators use visual signs, social stories and pictorial charts in all learning environments to support EAL/D learners. Specialist classrooms have been created in wet areas and in the library. The educators using these spaces have ensured they are welcoming and conducive to learning (Quality Area 3.1). The outdoor environment is planned to support the learning program, including the "campfire" play spaces and literacy activities. In the K and PP areas the educators collaboratively plan for and set diverse play experiences to cater for children's interests and participation, these included trampolines and castle building (Element 3.2.1). Educators across K-2 provide a large variety of open-ended resources, materials and equipment that children used in multiple ways to support exploration, problem solving and creativity with a focus on hands-on learning. Educators integrate technology throughout the curriculum, and children are supported to use these successfully and record their learning experiences (Element 3.2.2). PWPS has a Sustainability Plan for 2023 and this is included in the Business Plan (Element 3.3.3)

QA 4 - Staffing arrangements	Auditor Finding M	Verifier Finding M
Auditor Comments		
Verifier Comments		
19/12/2022 A collegial and ethical culture, with professional standards guiding all aspects of practice was evident. Staff acknowledge each other's strengths and skills and communicate respectfully. The organisation of educators in the K-2 classrooms supports the children (Element 4.1.2). The verifiers noted a lively culture of professional inquiry that promotes and contributes to continuous improvement and to the children's learning. Ongoing professional discussions and reflection, particularly about the NQS and Aboriginal Cultural Standards Framework includes all staff and has led to the community being authentically reflected in the school. The discussions also provide opportunities for all educators to revise their practice and implement strategies for improvement and continual growth (Element 4.2.1). As a commitment to building capacity of staff an early years teacher has been allocated time to lead K-2 staff to understand and embed the NQS (Element 4.2.2).		

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

<p>Verifier Comments</p> <p>19/12/2022</p> <p>Educators have established warm, caring and respectful relationships with children. Verifiers observed positive interactions that supported participation in indoor and outdoor activities that enriched and extended learning (Element 5.1.1). Educators consistently promote and respect the dignity and rights of each child, supporting a culture of inclusion, belonging and diversity within the school and its community. This is also reflected in Individual Education Plans (Element 5.1.2). Verifiers noted there was evidence that children engage in group experiences involving investigation and negotiation. PWPS has a cooperative learning scope and sequence and is embedded in lesson design. Continuing to provide effective opportunities for children to learn how to work with others collaboratively through intentional play-based experiences, will further develop children's cooperative skills (Element 5.2.1). Educators support children's understanding of socially acceptable behaviour and emotional regulation through the Whole School Behaviour Processes, with each strategy modelled, role-played and then practised (Element 5.2.2).</p>

QA 6 - Collaborative partnerships with families and communities	Auditor Finding M	Verifier Finding M
Auditor Comments		
<p>Verifier Comments</p> <p>19/12/2022</p> <p>The enrolment process for families is supportive and tailored to the family's needs. The "Going to Kindy" booklet for families is in a child friendly pictorial format and can be readily interpreted when required. The information packs given to parents are comprehensive and provides current information including HealthyWA, occupational therapy and relevant community services pamphlets. The parent information packs and handbooks are regularly reviewed and reflect current contexts (Element 6.1.1). Educators develop meaningful relationships with families and gather information about each child's background, experiences and preferences to support planning for learning programs (Element 6.1.2). Educators regularly collaborate and consult with families and services to support and coordinate effective transitions between home, school and other settings. A variety of strategies are utilised for communication of important information. The school has also considered ways to promote a smooth transition between year levels, including parent surveys and class placements provided during term four (Element 6.2.1 & 6.2.2). The school has strong relationships with the community, including providing spaces for after school activities (Element 6.2.3)</p>		

QA 7 - Governance and leadership	Auditor Finding WT	Verifier Finding M
Auditor Comments		

Verifier Comments

19/12/2022

There is an effective and efficient management system in place to support the operation of the school and has clear expectations of staff. This is supported by the Principal, who actively encourages educators to contribute to key documents (Elements 7.1.2 - 7.1.3). The school maintains a culture of ongoing reflection and self-review, using their operational plans to identify new goals, as part of an effective improvement cycle. The National Quality Standard is viewed as a reflection tool by all K-2 staff and is discussed regularly (Element 7.2.1). A supportive distributed leadership approach within the school includes learning area coordinators and the Quality Teaching team. This promotes a positive organisational culture and professional learning community, allowing all staff to develop as professionals and contribute meaningfully to children's learning and development. Staff are encouraged to set goals, guided by the AITSL standards and school operational plans, and to extend their knowledge and skills. The professional learning passport allows each person to tailor their professional development to meet their own needs and feel their school leaders will support them (Elements 7.2.2 and 7.2.3).

Auditor: Verification Request Note

23/11/2021

We would prefer late Term 1 or early Term 2 please.

OECDL Verifier: Additional Comments

19/12/2022

2 days verification due to size of school. NB & KH verifiers