

## National Quality Standard – Report

Department of Education

<b>School</b>	EAST KALGOORLIE PRIMARY SCHOOL	<b>School Code</b>	5232
<b>Principal Auditor</b>	Judith KING	<b>Audited Date</b>	25/10/2016
<b>OECDL Verifier</b>	Ann BRAINE	<b>Verified Date</b>	26/06/2017

Quality Area	Auditor	Verifier
<b>Quality Area 1</b> Educational program and practice	M	M
<b>Quality Area 2</b> Children's health and safety	M	M
<b>Quality Area 3</b> Physical environment	WT	WT
<b>Quality Area 4</b> Staffing arrangements	M	M
<b>Quality Area 5</b> Relationships with children	M	M
<b>Quality Area 6</b> Partnerships with families and communities	M	M
<b>Quality Area 7</b> Leadership and service management	M	M

### COMMENTS

QA 1 - Educational program and practice	Auditor Finding	OECDL Verifier Finding
	M	M
<b>Auditor Comments</b>		
<b>Verifier Comments</b>		
<p>26/06/2017 e0132921</p> <p>The Early Years Learning Framework and the Western Australian Curriculum inform practice. The school has identified a need to more early intervention and has embarked on a three year old program as well as a separate fulltime three and four year old program. Students are placed in this program where their needs are best met to ensure a smooth transition into school. Children in the K-2 area are offered support to participate in all programs delivered by the school. Educators are consistently aware of and responsive to children who may require additional attention or assistance. IEPs, BEPs and GEPs are in place to provide support and to challenge children as required. The school has developed a very comprehensive 'Whole Child Learning Sequence' where each child's progress is reviewed on a 5 week</p>		

cycle. The school has a strong oral language focus, particularly in the Kindergarten, Pre-primary area. Documentation about each child's program and progress is available to families. The school is in the process of introducing 'Talk4Writing' and 'Letters and Sounds' across the school for further support. As a consequence of unpacking the Aboriginal Cultural Standards Framework, a conscience effort has been made to embed identified goals into daily practice.

QA 2 - Children's health and safety	Auditor Finding M	OECDL Verifier Finding M
<b>Auditor Comments</b>		
<b>Verifier Comments</b>  26/06/2017 e0132921 Each child's health needs are supported and facilitated by a committed Health and Wellbeing team. Effective hygiene practices are promoted and implemented. Staff are trained in anaphylaxis, asthma, protective behaviours and mandatory reporting. The school has permission from all families for the school nurse to attend to the control of infectious diseases, incidents and the management of injuries. Healthy eating is promoted through 'Crunch and Sip'. The school has worked with families over a two year period to encourage the provision of lunches for their child. Physical activity is promoted through planned and spontaneous moments such as Hip Hop and basketball clinics. The school has a strong focus on mental health. Evacuation and lock down procedures are practiced and well known.		

QA 3 - Physical environment	Auditor Finding WT	OECDL Verifier Finding WT
<b>Auditor Comments</b>		
<b>Verifier Comments</b>  26/06/2017 e0132921 East Kalgoorlie Primary School is set in a unique location with limited space for a school oval. However it is able to capitalise on the limited outdoor environment by ensuring it is incorporated into the learning program. There is planning underway to create a nature play area. The inability to have a permanent gardener has impacted on the upkeep of some areas of the school. Concern about the standard of toilet blocks has been raised by families. Safe, risk taking activities such as climbing trees is encouraged. Staff and children work together to embed sustainable practices. The Kindergarten and Pre-primary children are the proud owners of hens. This will encourage the children to develop a sense of responsibility in caring for them.		

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<b>QA 4 - Staffing arrangements</b>	<b>Auditor Finding</b> M	<b>OECDL Verifier Finding</b> M
<b>Auditor Comments</b>		
<b>Verifier Comments</b>  26/06/2017 e0132921 Educators are respectful and ethical and work tirelessly to develop warm, respectful relationships with each other. This allows educators to debrief with each other in a supportive and non-judgemental environment. They work collaboratively and have undertaken the implementation and reflections of the NQS in an environment of mutual respect and equity across the whole school. Performance management meetings are conducted twice a year in a supportive environment where strengths are identified and goals set. Peer observations are embedded with staff having the opportunity to visit other schools for walk throughs. Coordinated DOTT is available. Early close allows POL and staff meetings to occur on alternate weeks. Educator to child ratios are maintained at all times and all have correct qualifications.		

<b>QA 5 - Relationships with children</b>	<b>Auditor Finding</b> M	<b>OECDL Verifier Finding</b> M
<b>Auditor Comments</b>		
<b>Verifier Comments</b>  26/06/2017 e0132921 The priority of the school is ensuring children have positive experiences and develop an understanding of themselves as significant and respected and feel a sense of 'belonging'. The school has high expectations which are well known and understood by the children. It was evident to the Verifiers, through discussion and classroom visits that high quality relationships with children are the foundation of the classes and the school. There is a shared ownership of all issues across the school. This ensures that close, secure relationships with children of all ages, abilities, genders and backgrounds are developed and maintained. Children are encouraged to work through conflict resolutions and develop confidence, resiliency and self-worth through the 'You Can Do It' and 'Circle of Security' programs. Staff are available to ensure children are able to attend sporting fixtures.		

<b>QA 6 - Partnerships with families and communities</b>	<b>Auditor Finding</b> M	<b>OECDL Verifier Finding</b> M
<b>Auditor Comments</b>		
<b>Verifier Comments</b>  26/06/2017 e0132921 There are many collaborative partnerships with other organisations and service providers that enhance children's learning and well-being at East Kalgoorlie Primary School. The school has an active presence in the local community, seeks to strengthen community links and uses community resources to meet the needs of students. There is still a reticence by families to fully engage in the everyday life of the school. This extends to joining the school board. There is active investigation of ways to remedy this which includes the accessing of contextual and meaningful professional learning to gain a greater understanding of Aboriginal families. The school's Facebook page allows for communication with families and the community. Other community partnerships include Food Bank and the Red Cross, KCGM, BEGA Health Services, Sports Connect and East Metropolitan Language Development Centre.		

<b>QA 7 - Leadership and service management</b>	<b>Auditor Finding</b> M	<b>OECDL Verifier Finding</b> M
<b>Auditor Comments</b>		
<b>Verifier Comments</b>  26/06/2017 e0132921 The school has appropriate governance arrangements in place. Since becoming an Independent Public School in 2015, a thorough review of all processes has been addressed. New families are stepped through the enrolment process by the school officer. There is a thorough induction process for new staff where the school's priorities are made known. The Professional Standards for Teachers are used as a focus for Performance Management. The leadership has created an environment where educators are motivated and empowered and their contributions are valued.		

**OECDL Verifiers Additional Comments**

26/06/2017 e0132921

Narelle Black (OECDL) and Ann Braine (OECDL) conducted the verification of East Kalgoorlie Primary School.