

National Quality Standard – Report

Department of Education

School	RICHMOND PRIMARY SCHOOL	School Code	5394
Principal Auditor	Lisa DENTITH		
Audit year	2020		
Audit status	Verified		
Audited Date	30/10/2020		
Verified Date	31/08/2021		

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
Auditor Comments		
Verifier Comments		
15/09/2021 Educators' curriculum decision-making and pedagogy demonstrate a commitment to the principles and practices of the Early Years Learning Framework for Australia, and the outcomes of Kindergarten Curriculum Guidelines and		

Western Australian Curriculum. Classroom practice is linked to the school philosophy and driven by the staff's extensive knowledge of children, their families and the local community (Element 1.1.1).

Educators provided children with meaningful and stimulating learning opportunities to freely engage in a range of experiences that interested them. For example, in Kindergarten and Pre-primary children were observed to have choice about the learning centres they engaged in, while in Year One and Two, children were seen learning in the outdoor environment and assisting the school chaplain with gardening. Children are also given opportunities to be active creators of the classroom learning environments, providing ideas and input into the design of learning centres (Element 1.1.2-1.1.3).

Learning intentions are guided by the school's scope and sequence and are made explicit to the children to guide learning through a range of pedagogies. Teachers are responsive to children's learning needs at a group and individual level to support progress and engagement in learning. Through classroom displays it is evident that children have agency in the way they represent their thinking and understanding. The school has set a goal to incorporate more child-directed play based learning in Year One and Two which the verifiers determined would be valuable in building on the strengths of current practice (Element 1.2.1-1.2.3).

The verifiers observed continuity and cohesion between year levels, which demonstrated an understanding of, and support for, quality education practices. The school's approach to programming and planning is heavily based on reflective practice and a strong focus on continual improvement. Educators use a variety of assessments to routinely document evidence of each child's developmental needs and progress towards learning outcomes. Collected data is moderated across year levels and is used to inform ongoing planning (Elements 1.3.1-1.3.3).

QA 2 - Children's health and safety	Auditor Finding	Verifier Finding
Auditor Comments	M	M
<p>Verifier Comments</p> <p>15/09/2021</p> <p>Educators intentionally arrange the learning environment to include designated quiet areas and activities to promote children's rest and relaxation. The school actively promoted children's health and hygiene through the implementation of a range of practices, policies and procedures. Educators actively promote healthy food choices and the importance of physical activity as part of the educational program to support each child's health and wellbeing. This includes the recent implementation of Crunch and Sip, following the traffic light system in the canteen, and providing Kindergarten children with access to cheese, crackers, fruit and vegetables which are delivered to the school each week (elements 2.1.1-2.1.3).</p> <p>The school has policies, procedures and staffing arrangements in place to ensure that children are effectively supervised at all times. Emergency procedures are documented and visible throughout the school and drills are undertaken as required by Department policies. Educators have undertaken child protection training and incorporate children's personal safety and protective behaviours into the educational program (Elements 2.2.1-2.2.3).</p>		

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QA 3 - Physical environment	Auditor Finding	Verifier Finding
	M	M
Auditor Comments		
Verifier Comments		
<p>15/09/2021</p> <p>Richmond Primary School has a warm and welcoming feel. The K-2 indoor and outdoor spaces are thoughtfully designed with a range of safe and appropriately sized furniture, equipment and resources, which provides a stimulating environment to promote and extend all children's learning and development (Element 3.1.1-3.1.2).</p> <p>Play is provided for in meaningful ways in both indoor and outdoor environments and educators use Sobel's design principles to guide critical reflection and planning of the outdoor areas. A significant amount of time and resources have been committed to the planning and construction of a nature playground space which was designed in consultation with children and families. Indoor and outdoor learning environments in Kindergarten and Pre-primary included a variety of learning centres that provided children with interesting materials to explore and manipulate to consolidate learning intentions. The incorporation of learning centres in Year One and Two classrooms would be a valuable consideration to support the school's goal to include more child-directed play (Element 3.2.1-3.2.2).</p> <p>Sustainability is promoted and embedded at Richmond P.S through a number of initiatives including the vegetable gardens on the main site as well as the off-site Kindergarten, the worm farm and the numerous recycling projects. Educators and children engage in ongoing conversations about being environmentally responsible and are mindful in their day to day practices such as keeping cardboard boxes to reuse in STEM and art experiences and encouraging waste free lunches (Element 3.2.3).</p>		

QA 4 - Staffing arrangements	Auditor Finding	Verifier Finding
	M	M
Auditor Comments		
Verifier Comments		
<p>15/09/2021</p> <p>The school employs skilled educators to support the delivery and provision of quality early childhood education that promotes children's learning and wellbeing and has a pool of regular casual staff who are consistently employed to cover periods of leave and are familiar with the children, families and routines (Element 4.1.1-4.1.2).</p>		

School administrators and educators are collaborative, respectful and ethical and had knowledge of each other's strengths, knowledge and skills, which promotes the development of positive professional relationships. The school provides regular opportunities for staff to actively collaborate, consult and engage in professional discussions to continually improve their skills and knowledge, and enhance their practice (Element 4.2.1). The Kindergarten/Pre-primary team and Year One/Two team are led by an experienced teacher and they are provided with common D.O.T.T time and meet fortnightly to plan, reflect and moderate. Educators reflect on the AITSL standards and are guided by the Department's Code of Conduct to work positively together to create a culture of trust, respect and openness (Element 4.2.2).

QA 5 - Relationships with children	Auditor Finding	Verifier Finding
Auditor Comments	M	M
<p>Verifier Comments</p> <p>15/09/2021</p> <p>Positive relationships between educators and children were clearly evident during the verification. Educators support children to develop respectful relationships and a sense of belonging and identity through warm interactions and responses. They encourage children to develop their sense of identity and celebrate differences and diversity. Children are supported to work in ways that suit their individual needs through flexible seating and lap trays, wobble stools, weighted blankets, sensory resources and books promoting children with different learning needs (Element 5.1.1-5.1.2).</p> <p>Children are encouraged and supported to work collaboratively together and educators model strategies to assist with social skills and overcoming conflict. The school uses the Zones of Regulation and Kimoochi emotional intelligence program to support children to develop self-regulation skills by identifying feelings and providing strategies to assist children to be active participants in managing their own behaviour. These programs are shared with families to provide a common language and shared approach to supporting children's self-regulation (Element 5.2.1-5.2.2).</p>		

QA 6 - Collaborative partnerships with families and communities	Auditor Finding	Verifier Finding
Auditor Comments	M	M
<p>Verifier Comments</p> <p>15/09/2021</p>		

The school promotes a culture of open and respectful communication that supports the involvement of families. Fortnightly tours are open for any parent or community member to attend and talk with the principal. Families are kept informed about school experiences through the school's website, Principal's weekly blog posts and the P&C Facebook group. Classroom weekly newsletters are also provided for parents and caregivers through Connect and specialists such as speech therapists are invited to assist children on the school site to support families with access to external services (Element 6.1.1-6.1.3).

The transition process for children and families attending Richmond Primary School is well planned and takes parent feedback into consideration as educators reflect and improve the transition process. Families and children commencing Kindergarten attend an orientation session to familiarise themselves with the Kindergarten teachers, program and site. As children transition into Pre-primary, they are supported with a social story about the impending change and they have weekly visits to the main site to become acquainted with the school and teaching staff. All children have opportunities to meet their teacher and classmates at the end of Term 4 in preparation for the following year. (Element 6.2.1).

Parents are contributors to individual plans for children who are at educational risk, and are invited to share information and decision making (Element 6.2.2). The school has a positive relationship with the surrounding community and works closely with the local council through various initiatives including verge upkeep, bird watching and waste programs (Element 6.2.3).

QA 7 - Governance and leadership	Auditor Finding M	Verifier Finding M
Auditor Comments		
<p data-bbox="177 1330 389 1357">Verifier Comments</p> <p data-bbox="177 1397 309 1424">15/09/2021</p> <p data-bbox="177 1435 1414 1653">The school has developed a statement of philosophy based on shared beliefs and values to reflect their purpose and guide policy and practice. Educators and school administrators critically reflect upon, discuss and review the statement of philosophy regularly to ensure it aligns with the school's current purpose, priorities and approach to practice. Roles and responsibilities are shared across staff and are clearly defined. A level 3 teacher oversees the offsite Kindergarten and leads the K-2 team to embed the National Quality Standard, while additional teachers lead phases of learning and run fortnightly meetings (Element 7.1.1-7.1.2).</p> <p data-bbox="177 1697 1414 2024">A culture of openness and ongoing improvement was clearly evident at Richmond Primary School. All staff members discussed and demonstrated how they actively participate in ongoing self-assessment and how this process supports continuous improvement. K-2 Educators are provided with regular opportunities to meet and jointly reflect on practice in line with current research. They are supported by the school's leadership team to develop and expand their professional practice and collaborate with other staff members, in order to consistently deliver an educational program that sets high expectations for each child's learning (Element 7.2.1-7.2.2). In addition, the school has processes in place to support educators and staff to review their performance, in relation to Australian Institute for Teaching and School Leadership professional standards, and identify areas of professional development based on individual strengths, needs, interests and goals (Element 7.3.3).</p>		

