



National Quality Standard – Report

Department of Education

School	ROSEWORTH EDUCATION SUPPORT CENTRE	School Code	6055
Principal Auditor	Patricia WATT		
Audit year	2019		
Audit status	Verified		
Audited Date	05/09/2019		
Verified Date	23/07/2020		

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	WT	M
Quality Area 6 Collaborative partnerships with families and communities	WT	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		
22/07/2020 Curriculum decision-making and pedagogy are underpinned by the principles and practices of the Early Years		

Learning Framework. Educators implement a range of developmentally appropriate goals, in consultation with families and health professionals, to support children's progress towards learning outcomes. This is documented through Individual Education Plans (Element 1.1.1). Verifiers observed educators supporting children to participate in the program, through a range of experiences and planned activities, based on their individual strengths and abilities (Element 1.1.2). Daily routines are viewed as valuable learning experiences and used to include children in engaging activities to promote their independence and wellbeing. Minimising wait time for children is a priority, as was evidenced by the high ratio of educators to children at all times (Element 1.1.3). Educators demonstrated intentionality and responsive teaching, with a focus on providing a range of goals for each child's learning and development. They understood the purpose of these goals and were able to articulate the progress children had made towards achieving them (Element 1.2.1). Educators frequently interacted and engaged with children, scaffolding and supporting their development, and discussed the need to capitalise on 'teachable moments' with individuals to further extend their learning (Element 1.2.2). The school has articulated their desire to increase child agency and autonomy in recent planning documents. Educators have thoughtfully set up the environment to provide structure and familiarity for children, with some opportunities to play and explore when appropriate (Element 1.2.3).

Educators' assessment and planning is influenced by frequent reflection and evaluation in regards to supporting the best outcomes for children and families. They use a variety of assessments to routinely document each child's developmental needs and progress towards learning outcomes, with guidance from the whole school assessment schedule and the school priorities, as evidenced in the strategic and operational plans and the Roseworth ESC Instructional Model (Element 1.3.1). Educators consider the equity and rights of each child in developing and implementing the program, continually modifying or adapting experiences to support all children's engagement (Element 1.3.2). Educators have meaningful conversations with families about their child's progress, learning and participation in all aspects of the program, in a way that is respectful of families' needs and culture (Element 1.3.3).

QA 2 - Children's health and safety	Auditor Finding	Verifier Finding
Auditor Comments	M	M
<p>Verifier Comments</p> <p>22/07/2020</p> <p>The school considers the unique context of its families and community when developing health and safety procedures. Educators endorse a range of processes, guided by established best practice, and supported by health professionals, to manage and support individual children's health needs. For example, each child has an individual risk management plan for educators to refer to and update as required (Element 2.1.2). Verifiers observed classroom and outdoor areas that were set up to encourage physical activity and development of a variety of skills (Element 2.1.3). Educators were consistently attuned to the needs of all children and implemented appropriate levels of supervision based on the location, group size and nature of the learning experiences. Staff break times are carefully designed to ensure each child experiences consistency of education and supervision in the classroom and outdoor area (Element 2.2.1). Educators' approach to promoting children's safety is informed by critical reflection on past incidents and current recognised guidelines. Emergency procedures are documented and visible throughout the school and emergency drills are undertaken as required by Department policies (Element 2.2.2). Staff have reflected on a range of</p>		

emergency situations relevant to the school context and proactively developed their own procedures in consultation with families, to effectively respond to these incidents. For example, an Ambulance Procedures policy was recently developed to support staff in the event of a medical emergency.

The school continually considers child safety issues and identifies opportunities to promote child safety and wellbeing. They demonstrate a responsiveness to community needs and requirements. For example, their Hygiene Procedures document was updated in April 2020 in response to the COVID-19 pandemic and the required adjustments to safety and hygiene requirements (Element 2.2.3).

QA 3 - Physical environment	Auditor Finding	Verifier Finding
Auditor Comments	M	M
<p>Verifier Comments</p> <p>23/07/2020</p> <p>The school's approach to designing and maintaining high quality, inclusive and safe indoor and outdoor environments demonstrates a commitment to best practice and the school's statement of philosophy. The K-2 indoor spaces were thoughtfully designed with a range of safe and appropriately sized furniture, equipment and resources, which provided a flexible environment to promote and extend all children's learning and development. For example, free choice play and reward materials were stored to minimise distraction during explicit teaching time, but were also easily accessible for students when appropriate. Outdoor learning spaces were also carefully planned to reflect the learning program and the needs of the children. For example, the adjustable roof over the outdoor playground enables all K-2 students to have unlimited access of the area, regardless of weather conditions (Element 3.1.1). All equipment demonstrated a high standard of safety, cleanliness and maintenance (Element 3.1.2).</p> <p>Educators have arranged indoor and outdoor spaces with intentionality to cater for each child's engagement and participation in the program. Classrooms are welcoming and it was evident each child has a sense of ownership of the learning spaces within. Displays incorporated children's work. Additional improvements could be made with consideration of ways to further represent children's individuality and interests within the classroom (Element 3.2.1). The school has an array of resources, materials and equipment, including digital technology, plentiful in number and used in many different ways to actively engage each child in the program. Children also have access to a sensory room, and resources within, to cater for their individual needs (Element 3.2.2). Sustainability and environmentally responsible practices are promoted. The students within the centre currently have responsibility for the maintenance of their own garden beds and access to a variety of natural play environments (Element 2.2.3).</p>		

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

Verifier Comments

23/07/2020

The school shows commitment to working collaboratively to continually improve practice, respecting the importance of secure and meaningful relationships and attachments of children with familiar educators whenever possible. Skilled and professional staff support the delivery and provision of quality education for each child's specific learning and wellbeing needs. The centre consistently plans for and maintains an appropriate number of staff to support high quality and respectful relationships, enabling educators to spend sustained periods of time with each child (Element 4.1.1). Verifiers observed that staff cohesion is a priority at the centre. For example, relief folders for casual staff are available in each classroom and withdrawal of educators for leadership duties occurs individually, at appropriate times, to minimise disruption and maintain consistency for students (Element 4.1.2).

In line with the school's statement of philosophy, policies and procedures, diversity is celebrated as a strength and educators work together to promote a culture of inclusiveness and a sense of belonging for all staff, children and families. The school values staff wellbeing, creating a committee to develop a peer support network. There are 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). All staff have a sound understanding of high quality inclusive practices and their responsibilities towards one another, the children and their families. They show care, empathy and respect in their everyday practice, reflective of AITSL Professional Standards (Element 4.2.2).

QA 5 - Relationships with children	Auditor Finding	Verifier Finding
Auditor Comments	WT	M
Verifier Comments		
22/07/2020		
Administrators' and educators' knowledge and understanding of all children fosters trusting relationships. Verifiers observed educators supporting children's sense of belonging, security and participation in learning activities, adapting to the individual child's level of understanding. This could be enriched by optimising opportunities to further model speech and language during incidental interactions and outdoor learning times (Element 5.1.1). Educators' practice supports a culture of inclusion, belonging and diversity within the school and its community. Spaces, resources and routines were organised to minimise wait time for children and educators consistently reassured children by responding in a patient and calm manner (Element 5.1.2).		
All children are supported to build respectful relationships with their peers. This could be further enhanced by incorporating time within the program and routines for children to play with or alongside others, carefully scaffolded by educators (Element 5.2.1).		
The school's Positive Behaviour Support Policy has been recently updated. There is a school-wide approach to self-regulation, using the Zones of Regulation program, which promotes a common shared language. Educators were observed to respectfully communicate with children about their behaviours and proactively support emotional regulation (Element 5.2.2).		

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QA 6 - Collaborative partnerships with families and communities	Auditor Finding WT	Verifier Finding M
Auditor Comments		
Verifier Comments		
<p>22/07/2020</p> <p>School staff attentively supports child, parenting and family outcomes. They are proactive in engaging with families and providing resources and information about community services. The enrolment process is comprehensive and transitions are personalised to support individual requirements (Element 6.2.1). A range of effective communication strategies inform families about routines and learning programs with opportunities incorporated for them to contribute feedback (Element 6.1.1). Educators consistently communicate and consult with each family to develop a tailored education and care program (Elements 6.1.2 and 6.2.2). Educators engage with families, during drop-off and pick up times, and through the Seesaw application, ensuring current information is accessible to all. In addition, the principal regularly telephones families unable to attend the centre and services are employed to translate written documents into a family's home language (Element 6.1.3). Inclusivity is highly valued. The school demonstrates a commitment to building ongoing partnerships with children, their families and support services to enhance children's access, participation and inclusion in the program. For example, all students and staff come together and share breakfast each Friday, and shared access to learning spaces and facilities around Roseworth Primary School is encouraged (Element 6.2.2). The school has a positive relationship with the surrounding community. They have recently developed an operational plan for the implementation of the Aboriginal Cultural Standards Framework (Element 6.2.3).</p>		

QA 7 - Governance and leadership	Auditor Finding WT	Verifier Finding M
Auditor Comments		
Verifier Comments		
<p>22/07/2020</p> <p>Staff recently co-constructed a variety of policy documents, including a School Improvement Plan, Intentional Play Based Learning Strategic Plan and an Instructional Model, which underpin the decisions, policies and daily practices of the school and guide educators' practices (Element 7.1.1). Effective and efficient management systems are in place. Risk management and medical action plans are sensitively displayed and accessible for all staff members (Element 7.1.2). The governance of the school provides clear information on roles and responsibilities of all staff members, including relief staff, as is transparent in the comprehensive Induction Handbook for staff (Element 7.1.3).</p> <p>The school implements an effective leadership approach that promotes a positive organisational culture and professional learning community and supports all members of the school to develop as professionals and</p>		

contribute meaningfully to children's learning and development. Creating an ongoing culture of reflection and review has become a school priority, as was evident in recent staff reflections about their understanding and strength of implementation of the Early Years Learning Framework and National Quality Standard within the K-2 classrooms (Element 7.2.1). School administrators discussed how the leadership team support and work collaboratively with educators to effectively set high expectations for teaching and learning. For example, individual teachers are encouraged to contribute to working committees to support education and wellbeing. Involving education assistants more consistently in reflective processes will further develop shared understandings and consistent practice (Element 7.2.2). The school has processes in place to support all staff to review their performance and identify areas of professional development based on individual strengths and needs and school priorities (Element 7.2.3).

Auditor: Verification Request Note

25/09/2019

Due to our school review findings we are currently undertaking a School Improvement Process. We would like an early verification of our NQS self-assessment to ensure that we are on track.

OECDL Verifier: Additional Comments

22/07/2020

Verified by Anne Barone, Lisa McLeod and Emma Davis (VP).