

National Quality Standard – Report
Department of Education

School	BAMBARA PRIMARY SCHOOL	School Code	5609
Principal Auditor	Linda KNOX	Audited Date	13/12/2016
OECDL Verifier	Ann BRAINE	Verified Date	28/06/2017

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

COMMENTS

QA 1 - Educational program and practice	Auditor Finding	OECDL Verifier Finding
	WT	WT
<p>Auditor Comments</p> <p>23/01/2017 e0291528 RE: Standard 1.1 Bambara PS believes it has met 1.1</p> <p>Padbury Community Kindergarten has not</p>		
<p>Verifier Comments</p> <p>28/06/2017 e0132921 The EYLF, Kindergarten Guidelines and WA Curriculum are used to inform all programs. A collaborative, joint-ownership approach to teaching and learning for all children is practiced by most of</p>		

the staff. More structured collaboration between the Community Kindergarten and the main school would ensure a common understanding of what 'maximising opportunities for each child's learning' is. There is some evidence of the child's agency being considered when delivering the curriculum. Children's current knowledge, ideas, culture, abilities and interests are considered and form a basis of the programs. A whole school spelling program is in place where identified children can be extended with on line activities. A clear assessment schedule is part of an ongoing cycle of planning, documenting and evaluation.

Children at educational risk at both ends of the spectrum are identified. Individual Education Plans are carried over from the previous year and are reviewed regularly at case conferences involving all stakeholders.

There was some evidence that educators view children as active participants and decision makers that support them to become lifelong learners.

QA 2 - Children's health and safety	Auditor Finding M	OECDL Verifier Finding M
Auditor Comments		
<p>Verifier Comments</p> <p>28/06/2017 e0132921</p> <p>The school supports all aspects of children's health. Health care plans are documented, regularly updated and on display. All staff are current with anaphylaxis and child protection training which is also explicitly taught in classrooms. Fitness and regular physical education sessions as well as protective behaviour lessons form part of the whole school wellbeing program.</p> <p>Healthy eating is promoted and encouraged with teachers awarding healthy eating tokens with Crunch and Sip being a whole school focus. Produce from the kitchen gardens is used to further promote healthy food choices.</p> <p>Emergency management plans are practised and implemented as per requirements. Children are adequately supervised at all times and positive hygiene practices are actively encouraged.</p>		

QA 3 - Physical environment	Auditor Finding WT	OECDL Verifier Finding WT
<p>Auditor Comments</p> <p>23/01/2017 e0291528</p> <p>RE: Standard 3.3</p> <p>Bambara PS is seeking to engage Kindergarten students and parents in it's Sustainable Garden Program</p>		

Verifier Comments

28/06/2017 e0132921

The outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose. Because enrolments at the school have fallen over the years, many classes are fortunate to have the extra space of double classrooms. Most spaces are designed and organised to engage all children in quality learning experiences. Rooms are predominantly warm, welcoming and inviting learning spaces. It is pleasing that areas such as the new garden beds are being used for complementary learning activities and experiences. Sustainable practices are encouraged with children supported to become environmentally responsible.

The design of the gardens, small courtyard areas and buildings potentially offers even more outdoor opportunities. Verifiers and educators discussed consulting with children, families and staff to plan outside nature play areas as the outdoor learning environment was an ongoing focus for improvement by the educators.

The outdoor area of the Community Kindergarten has some interesting spaces for children's exploration and play. The indoor learning environment had areas of child centred interest and with continued professional learning support the educators could be guided to provide the children with quality experiences that extend the learning opportunities. More thought is required to make the indoor area bright, inviting and something that can be reorganised in ways to continuously engage children in quality experiences.

Special mention should be made of the LOTE room where children from Pre-primary to Year 6 are fully immersed in Japanese culture.

QA 4 - Staffing arrangements	Auditor Finding M	OECDL Verifier Finding M
Auditor Comments		
Verifier Comments 28/06/2017 e0132921 Correct educator to child ratios and qualifications are maintained. There are clear policies and procedures in the school to ensure that common expectations and promote consistent practice. Performance management procedures are well developed. Staff are able to choose their own goals and source the necessary PL to enable these to be achieved. The school is using the iStar process to provide feedback to staff through peer mentoring and classroom observations. This process enables staff to be supported in their accountability. There is a culture of collaboration, mutual respect and effective respectful communication. Through conversation it is apparent that staff look after each other. The Community Kindergarten and Bambara Primary School Kindergarten have common DOTT which should provide opportunities to embed a shared understanding of the school's aims and values.		

QA 5 - Relationships with children	Auditor Finding M	OECDL Verifier Finding M
Auditor Comments		
Verifier Comments 28/06/2017 e0132921 Nurturing, respectful relationships with children are the foundation of all classes in the primary school. This supports the development of a strong sense of well-being. A significant belief that learning should be joyful was apparent during classroom visits where children were encouraged to engage with educators and verifiers in meaningful, open interactions. Through collaborative activities, there is evidence that children's sense of agency is supported through opportunities to make decisions and develop skills and understandings. A whole school Values program with shared understandings and expected levels of behaviour is known by all. The school chaplain conducts the BUZZ program aimed at supporting children with needs. Kagan collaborative strategies are being incorporated across the school. Through conversation it was apparent Bambara Primary School places a high priority on the importance of building relationships and having shared child relationships.		

QA 6 - Partnerships with families and communities	Auditor Finding M	OECDL Verifier Finding M
Auditor Comments		
Verifier Comments 28/06/2017 e0132921 Bambara Primary School has a number of high quality processes in place that support collaborative partnerships with families and communities. The school has embedded continuous open two way communication between educators and parents. This includes use of the Skoolbag App, the website and both school and classroom newsletters. It was very evident that 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. Families have an involvement in the kitchen garden club, running club and the School Board. The wider community accessed the Playgroup program as well as the Boomerang Bag club.		

QA 7 - Leadership and service management	Auditor Finding WT	OECDL Verifier Finding WT
<p>Auditor Comments</p> <p>23/01/2017 e0291528 RE: Standard 7.3 Standard 7.3 has been met by Bambara PS</p> <p>Standard 7.3 has not been met by Padbury Community Kindergarten</p> <p>23/01/2017 e0291528 RE: Standard 7.1 Standard 7.1 has not been met by Padbury Community Kindergarten</p> <p>23/01/2017 e0291528 RE: Standard 7.2 Standard 7.2 has been met by Bambara PS</p> <p>Standard 7.2 has not been met by Padbury Community Kindergarten.</p> <p>23/01/2017 e0291528 RE: Standard 7.1 Standard 7.1 has been met by Bambara PS</p>		
<p>Verifier Comments</p> <p>28/06/2017 e0132921 Bambara Primary School leadership has created a positive organised culture where people are motivated and empowered. They have put in place processes to constantly review a changing environment to ensure continuous improvement and meet the expectations of a wide range of stakeholders. The school vision is well known by all. It is the basis of all decisions and guides all aspects of the school's operations.</p> <p>It is obvious an effective self-assessment and quality improvement process is in place. All appropriate governance arrangements are in place to manage the school. There is a detailed staff induction procedure as well as a comprehensive relief process in place for every class.</p> <p>With continued structured and professional support lead educators at the Community Kindergarten will be able develop and establish clear goals and expectations for teaching and learning.</p>		