

National Quality Standard – Report

Department of Education

School	COMO PRIMARY SCHOOL	School Code	5110
Principal Auditor	Emma LIPSCOMBE		
Audit year	2022		
Audit status	Verified		
Audited Date	26/10/2022		
Verified Date	08/06/2023		

Quality Area	Auditor	Verifier
Quality Area 1 Educational program and practice	M	WT
Quality Area 2 Children's health and safety	M	M
Quality Area 3 Physical environment	M	WT
Quality Area 4 Staffing arrangements	M	M
Quality Area 5 Relationships with children	M	WT
Quality Area 6 Collaborative partnerships with families and communities	M	M
Quality Area 7 Governance and leadership	M	WT

COMMENTS

QA 1 - Educational program and practice	Auditor Finding M	Verifier Finding WT
Auditor Comments		
Verifier Comments		
29/06/2023 At Como Primary School (CPS), the programs for all children in Kindergarten to Year 2 are based on approved learning frameworks, delivered accordingly and provide children with instructional strategies for engagement.		

The fundamental view of the Early Years Learning framework of Belonging, Being and Becoming is evident in all aspects of the school (Element 1.1.1). The Kindergarten to Year 2 educational program and practice at CPS is child-centred and stimulating and provides opportunities to enhance and extend each child's learning and development. Programs build on children's individual knowledge, strengths, ideas, culture, abilities and interests. There is scope to build more opportunities into the programs to enable children to be more innovative in the ways that they can demonstrate their learning through open-ended, multimodal learning - consider what they know, what they want to know and how they can find things out, to provide rich, challenging learning experiences. This could be achieved through providing more uninterrupted and prolonged periods of time for children to pursue lines of inquiry within scaffolds of planned provocations and educator support (Elements 1.1.2, 1.1.3, 1.2.2). Whilst children are viewed as capable and competent learners who have agency, there is scope to provide children with more opportunities to learn through an effective combination of play-based learning and explicit teaching using the learning environment to practise, rehearse, apply and master what they know and have learned (Elements 1.2.1, 1.2.3).

Educators take a planned and reflective approach to implementing the educational program by using an assessment and planning cycle and critically reflecting to improve programs and practice. This approach could be improved by incorporating more assessment of learning through play. Educators share the program with families and ensure they are informed of their child's learning and developmental progress and seek feedback from families through surveys (Elements 1.3.1- 1.3.3).

QA 2 - Children's health and safety	Auditor Finding M	Verifier Finding M
Auditor Comments		
Verifier Comments 29/06/2023 At CPS each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for rest and relaxation (Element 2.1.1). Policies and procedures relating to safety, health and hygiene are promoted and implemented (Element 2.1.2). Healthy eating and physical activity are promoted, and the school encourages families to support this (Element 2.1.3). Reasonable precautions are taken to support children's safety, with adequate supervision provided at all times (Element 2.2.1). Plans to effectively manage incidents and emergencies are developed, in consultation with relevant authorities, practised and implemented (Element 2.2.2). School administrators, educators and staff are aware of their roles and responsibilities in identifying and responding to every child at risk of abuse or neglect. Protective behaviours are explicitly taught (Element 2.2.3).		

QA 3 - Physical environment	Auditor Finding M	Verifier Finding WT
Auditor Comments		

Verifier Comments

29/06/2023

The school has beautiful, well-maintained, clean and safe grounds and facilities (Element 3.1.2). There are many varied opportunities for children to interact with each other and the environment both indoors and outdoors. Whilst the classrooms are inclusive, there is scope for the children to have a more of a voice, co-creating their classrooms. Seamless concurrent indoor and outdoor learning was evident in some classrooms. It might be timely to reflect on how children might be able to use both the indoor and outdoor learning environments more effectively (Element 3.2.1). Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning. This could be further enhanced, providing more opportunities for children to interact with challenging learning centres that have been developed in the learning environment. This would allow more time for children to practise, and generalise what has been explicitly taught. Educators can enhance this by incorporating an array of open-ended materials and engaging in sustained shared conversations with children to scaffold and extend learning (Element 3.2.2). The school has an environmental and sustainability program where children are encouraged to care for their environment and to become environmentally responsible (Element 3.2.3).

QA 4 - Staffing arrangements	Auditor Finding	Verifier Finding
Auditor Comments	M	M
Verifier Comments 29/06/2023 Educators and staff at CPS have built warm, respectful relationships with children. Educators have created predictable environments and promote children's active engagement in the learning program. Every effort is made for children to experience continuity of educators at the school. Staff have shuffled positions in the early years and this has allowed more of a focus on play in children's learning. There is a collaborative, cohesive and ethical culture where professional standards guide all aspects of practice. There is scope to improve the cultural awareness and representation of culture within in the school environment both indoors and outdoors through critical reflection using the Aboriginal Cultural Standards Framework and engaging in professional learning in relation to culturally and linguistically diverse communities. The organisation and professionalism of school administrators, educators and others support the delivery of programs and positive outcomes for children (Elements 4.1.1 -4.2.2).		

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

<p>Verifier Comments</p> <p>29/06/2023</p> <p>Educators have built nurturing and respectful reciprocal relationships with children, enabling seamless interactions, which in turn promote development and learning (Elements 5.1.1, 5.1.2). These relationships could be used to greater effect to build and extend children's learning when engaging in shared sustained conversations (Elements 5.1.1 - 5.1.2). There is scope to provide more opportunities for children to work collaboratively with each other to achieve shared as well as individual success. Displaying the process and stages of a collaborative learning project or group inquiry in the classroom for children to reflect upon would also be beneficial in encouraging children to work together (Element 5.2.1). Children are supported to regulate their behaviour through a whole-school approach that is beginning to be embedded across the school (Element 5.2.2).</p>

QA 6 - Collaborative partnerships with families and communities	Auditor Finding M	Verifier Finding M
Auditor Comments		
Verifier Comments		
<p>29/06/2023</p> <p>CPS has built supportive, respectful relationships with families and the wider community. Families are supported from enrolment and are encouraged to be involved in the school and contribute to school decisions. Parents regularly roster themselves on for parental support in the classrooms. The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing (Elements 6.1.1- 6.1.2).</p> <p>Current information is available to families about the school, relevant community services and resources to support parenting and family wellbeing. A transition program for children entering Kindergarten the following year provides an opportunity to gather information about the children and their families (Element 6.2.1). Effective Partnerships support children's access, inclusion and participation in the program (Elements 6.2.2 and 6.2.3).</p>		

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

29/06/2023

CPS is currently analysing progress made towards the business plan, critically reflecting and planning for improvements in the next iteration of the plan. This will include the development of an early childhood philosophy and pedagogical framework. This will inform and enhance early childhood pedagogies in daily practice (Element 7.1.1). Systems are in place to manage risk and enable the effective management and operation of the school. Roles and responsibilities are clearly defined and understood, and support effective decision making and the operation of the school (Elements 7.1.2 & 7.1.3). There is an effective self-assessment and quality improvement process in place. Administrators' knowledge and understanding of early childhood pedagogy and curriculum will ensure that there is cohesion and continuity of learning appropriate to the age and development of the children at CPS (Elements 7.2.1 & 7.2.2). Performance management ensures that knowledge, skills and practices of educators are current and areas requiring further development are addressed through professional learning plans (Element 7.2.3).

Auditor: Verification Request Note

26/10/2022

We requested a validation in 2022, but COVID-19 kept thwarting our plans. As we also had a PSR in 2022, we decided to postpone our verification until 2023.

We look forward to having your team visit Como Primary School in 2023.

OECDL Verifier: Additional Comments

29/06/2023

Verifiers Debbie Martin, Linda Starbuck (VP)