



National Quality Standard

Verification Report

Kenwick School

National Quality Standard Verification Report

School staff use the National Quality Standard (NQS) to optimise development and learning in Kindergarten to Year 2 (K-2) through a continuous reflection and improvement cycle informed by the [Guide to the National Quality Standard for Western Australian Public Schools](#) (the Guide).


This report provides feedback on the recent NQS verification conducted by verifiers from the Department of Education. Verifiers consider the school's early childhood pedagogy, programs and practices in relation to the NQS and make determinations against the 7 quality areas. [The Guide](#) is used to inform the feedback contained within the report.

To be considered meeting a quality area, every element that makes up each standard must be met in all K-2 classrooms. This is more stringent than an 'on balance' judgement. Working towards means that one or more elements have not been met and are potential priorities for improvement.

| NQS Quality Area Summary | School Audit | Verification |
|--|--------------|--------------|
| 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 |
| M: Meeting, WT: Working Towards | | |

National Quality Standard and the School Improvement and Accountability Framework

Staff are encouraged to consider alignment of the National Quality Standard with the [School Improvement and Accountability Framework](#). School reflections on the early years, along with an NQS verification report, can inform the Electronic School Assessment Tool (ESAT).

| National Quality Standard | | Electronic School Assessment Tool |
|---|---|--|
| <ul style="list-style-type: none"> Relationships with children Collaborative partnerships with families and communities Staffing arrangements Governance and leadership Physical environment Educational program and practice Children's health & safety |  | <ul style="list-style-type: none"> Relationships & partnerships Learning environment Leadership Use of resources Teaching quality Student achievement & progress |

Verification Feedback

| Quality Area 1: Educational program and practice | Meeting |
|---|---------|
| Endorsement/s <ul style="list-style-type: none"> Educators at Kenwick School utilise the full breadth of approved learning frameworks to guide decision making and pedagogy. The ABLEWA curriculum materials and the principles and practices of the Early Years Learning Framework (EYLF) are used from Kindergarten to Year 2 (K-2) to enhance each child's learning and development and promote a sense of being, belonging and becoming (Element 1.1.1). Children's individual needs, strengths and capabilities are the foundation of the learning programs. The individual education goals for each child provide a differentiated program that caters for their learning style, temperament, current levels of understanding, as well as their skills and individual interests. There is a focus on pro-social development for each child, this is evident throughout the educational programs, supporting children's effectiveness as communicators and confidence as learners (Element 1.1.2). In each of the early years classrooms, a team approach was evident in maximising learning opportunities, with educators effectively supporting each child to achieve their individual learning goals. The importance of the teacher as the leader of an effective team is highly valued and supported by school processes (Element 1.1.3). The learning programs at Kenwick School are intentional, purposeful and differentiated to provide appropriate and achievable learning challenges. Educators are responsive to the needs of the children, they intentionally scaffold learning and development to build on their successes. Children are encouraged to express their agency and choices through a wide range of communication supports suited to each child's needs, including augmentive and alternative (ACC) communication devices, visual cues, Key Word and Auslan signing and 'Chat Mats' (Elements 1.2.1 & 1.2.2). Children's agency is supported throughout the school with a 'one step at a time' approach to learning. Educators listen to and respect children's ideas and encourage them to explore, make choices and influence the world around them in a positive way (Element 1.2.3). There is an ongoing cycle of teaching, learning and assessment that incorporates family perspectives, individual education needs and goals, medical requirements, and allied health professionals. Educators utilise the ABLES and Foundational Skills Assessment tools, SEN reporting, observational notes and checklists to capture the children's learning and development, including social skills, communication, sensory experiences, motivators and reinforcers (Element 1.3.1). Educators engage in critical reflection on children's progress and effectively use this to inform forward planning for each child. Educators moderate assessment information in phase meetings within the school and update student profiles regularly (Element 1.3.2). Families are informed about the program and their child's progress through regular meetings, daily communication books, Compass, formal reporting, and the school newsletter which shares information about each class and celebrates children's progress (Element 1.3.3) | |
| Recommendation/s <ul style="list-style-type: none"> Consider ways to incorporate program learning opportunities that encourage children to experience learning in the outdoor environments as well as the indoor classroom areas. This may include fine motor activities for children outside that are linked to the learning programs and their interests. Educators supervising children outside could then capitalise on the 'teachable moments' that will naturally arise during time spent outdoors (Element 1.1.3). Include printed copies of children's current individual education plans in their student folders to ensure that all educators working with the children, including relief staff, have easy access to this information (Element 1.3.1). Continue to build on the current moderation opportunities and critical reflection of the assessment data to support educators to build on their knowledge and skills, identifying practice that can be continued as well as what might need to be improved or changed (Element 1.3.2). | |

| Quality Area 2: Children's health and safety | Meeting |
|--|---------|
| Endorsement/s | |
| <ul style="list-style-type: none"> Each child's wellbeing and comfort is provided for in ways that support their physical and psychological needs. Children can access areas for rest and sensory experiences when required in all K-2 classrooms. Co-regulation rooms, passive and active, and a sensory room are effectively used to provide for the needs of children and maintain safety for educators (Element 2.1.1). Healthy and hygienic practices are modelled and encouraged by educators. There are clear policies, procedures and processes in place for managing the health, hygiene and safety needs of each child, including toileting and mealtime management plans. Medical needs of children are displayed appropriately and detailed within each child's student folder. There are first aid trained staff on site, with specific seizure management training, and there is planning underway for all school staff to engage in first aid training (Element 2.1.2). On site nurses, occupational therapists, physiotherapists and hydrotherapy provide for the children's specific medical and developmental needs in a safe and protected environment (Element 2.2.1). The school has plans and processes to effectively manage incidents and emergencies, including evacuation and lockdown. An evacuation drill is currently being planned to ensure it is appropriate to the needs of the children, to help reduce stress and increase compliance in the case of an emergency. A clearly communicated colour code system and public address announcements ensure all school staff and visitors are aware of children who are being supported to regulate in the school grounds (Element 2.2.2). All staff are compliant with their obligations to remain current with Child Protection and Mandatory Reporting professional learning. Protective behaviours are explicitly taught in the early years classes and all children have an individual educational goal that relates to protective behaviours relevant to them. The school is progressing towards a whole school program of protective behaviours to ensure continuity of language, visual supports and a scope and sequence for learning (Element 2.2.3). | |
| Recommendation/s | |
| <ul style="list-style-type: none"> Continue to implement changes to support the children in the primary phase of the school to use the outdoor areas in the break times without the middle and senior students present. This is a reasonable precaution to reduce the risk of harm to the younger students and allow supervision to evolve into more active engagement with children's play. Consider using this change as an opportunity to observe and record differences in the children's play engagement in the different outdoor settings when it is only the primary phase children together (Element 2.2.1). | |

| Quality Area 3: Physical environment | Meeting |
|---|---------|
| Endorsement/s | |
| <ul style="list-style-type: none"> The school environment is well-designed and organised with sufficient space and equipment to promote and support children's learning and accommodate their needs. Classroom environments are welcoming and inclusive with safe, well-maintained furniture and resources. The school promotes regular auditing of classrooms to ensure the environments continue to promote communication, pro-social development and safety outcomes (Element 3.1.1). There is a large playground area with a wide variety of gross motor activities available for all children, this includes equipment that is specifically designed for mobility access and a range of physical accommodations to meet children's needs. The grounds and equipment are clean, safe and well-maintained (Element 3.1.2). The children's learning was represented through thoughtfully displayed work samples reflecting the 'voice' of each child, many displays highlighted the individuality and unique contributions of every student and captured the journey of learning. This approach demonstrates a strong commitment to honouring and valuing each child's perspective and creativity, establishing a sense of belonging for the children and their families (Element 3.2.1). The school is well resourced with materials and equipment that reflects the interests and capabilities of the children. Visual labels and communication boards support children to exercise agency in accessing resources with help from their educators (Element 3.2.2). | |

- Children are encouraged and supported to appreciate and care for their environment through the school's sustainability initiatives, such as recycling, herb and flower gardens and a 'reuse' materials focus in STEAM lessons (Element 3.2.3).

Recommendation/s

- Continue to advance plans for updating and adding resources to the primary phase outdoor environment, this could include gross and fine motor play opportunities, as well as natural and man-made equipment. Consider how children's ideas and interests can be incorporated into planning and how they can contribute to the decision making when selecting resources for the environments and take some responsibility for set up and pack away (Element 3.2.1).
- Explore providing more connected opportunities in the playground for children to enhance their learning goals in the outside environment. This will further support recommendations made for Quality Area 1 (Element 3.2.2).

Quality Area 4: Staffing arrangements

Meeting

Endorsement/s

- The organisation of educators in the K-2 classes support children to engage in meaningful learning and interactions with educators. Education assistants are valued educators and integral part of the school community, the expectations and responsibilities of their roles are clearly defined and communicated. Staffing decision making and workforce planning is child centred, strategic and continuously refined with a large staff cohort (Element 4.1.1).
- Every effort is made for children to experience continuity of educators at the school with regular relief educators. A comprehensive relief folder details the school policies and processes, identifies the children and their specific medical and care needs, provides a daily plan for the classroom and responsibilities and expectations for education assistants (Element 4.1.2).
- Educators have positive working relationships, they are collegiate, respectful, and recognised for their strengths and expertise by school leaders. An example of capitalising on staff strengths and interests is the 0.2FTE role of Communication Specialist to develop a library of communication resources. School staff effectively collaborate to offer a team approach in all early years classrooms. A culture of professional inquiry is further supported by collaboration within the Education Support South Network and the annual conferences with the Education Support North Network (Element 4.2.1).

Recommendation/s

- Consider how relief educators are informed of the current individual education goals for each student (Element 4.1.2).
- Explore ways to create a repository for the communication resources and make these available across the school and consider sharing opportunities with the wider networks (Element 4.2.1).

Quality Area 5: Relationships with children

Meeting

Endorsement/s

- Educators have established respectful, caring relationships with children through positive and responsive interactions. Kenwick School's 3 C's, curiosity, compassion and credibility, form the basis of all interactions, demonstrated by the gentle, patient and skilled ways that educators engage with the children (Element 5.1.1).
- The dignity and rights of children are consistently upheld at this school, this includes outcomes from the 'Communication Bill of Rights' and strategies that promote equity and inclusion. 'Regulate before we educate' is used as a philosophy to guide interactions with children, as well as a school wide focus on pro-social development (Element 5.1.2).

- Children are supported to learn with and from each other, with developmentally appropriate collaboration strategies used in the early years classes, such as whole class circle times, games that promote social skills and modelling from educators (Element 5.2.1).
- The school maintains a restorative practice approach to behaviour management, with individual pro-social goals for each child used to promote self-regulation. Educators support the children with a range of co-regulation strategies and clear processes for managing escalations across the school, including the colour code system for behaviours, TEAM teach training and 'change of face' options when needed. The school staff maintain a professional learning focus on co-regulation strategies and understanding the function of behaviours to ensure connected practice across the school (Element 5.2.2).

Recommendation/s

N/A

Quality Area 6: Collaborative partnerships with families and communities**Meeting****Endorsement/s**

- Families are supported from enrolment to be involved with the school and stay connected through a variety of communication tools, including translation services for EALD families. A school tour is offered for incoming families, with children welcomed into the classrooms to support their transition to Kenwick School. A parent network is being developed and promoted to give families an opportunity to come together as a group at the school. This includes providing community guest speakers on relevant topics to further support families in their roles caring for their children (Elements 6.1.1 & 6.1.3).
- Regular meetings with families and consultation through Compass and communication books promote respectful, two-way communication and consistency between home and school. As many children travel to school on a dedicated bus service, regular communications are essential to positively enhance children's learning, wellbeing and inclusion (Element 6.1.2).
- The school implements a transition process for children to meet their educators and explore the classroom and playground environments when transitioning from home to school or from one class to another as they progress through the school. Student folders transition with the children to their new classes, this includes all assessment information and work samples to celebrate progress (Element 6.2.1).
- All children at Kenwick School are supported to access and participate in all aspects of the learning and development programs offered. Inclusion that promotes a sense of belonging and wellbeing is supported by individualised learning programs and development goals, physical adaptations to the learning environments and provision of supplementary services, such as hydrotherapy, physiotherapy, occupational therapy and school nurses for medical needs. Additionally, NDIS therapy providers are welcomed into the school environment, with a clear expectation that the therapy goals align with the child's agreed school goals (Element 6.2.2).
- Community engagement is a strength at the school, with productive partnerships with Sensorium Theatre for sensory and dramatic performances, Police and Citizens Youth Centre for gym classes, the Capability Network for cross school sport opportunities and a range of incursions with community groups to further enrich the educational program for children Element 6.2.3).

Recommendation/s

N/A

Quality Area 7: Governance and leadership**Meeting****Endorsement/s**

- The school's business plan articulates the values, purpose and approach of the school, which guide educational practice and inform decision making. The core values of curiosity, compassion and credibility are evident in the daily practices of the school and reflect a shared understanding of the unique context of Kenwick School and its community (Element 7.1.1).

- The 'Phase of Learning' structure provides clearly defined roles and responsibilities for school leadership and educators. A committee structure and lead teachers further support a model of distributed leadership (Element 7.1.3).
- There is a culture of continuous improvement with clear performance indicators related to each of the school's priority areas, reflection on the National Quality Standard (NQS) with improvement goals to work towards and regular opportunities to meet and reflect in phase groups (Element 7.2.1).
- The Kindergarten to Year 2 classes have strong educational leadership with the lead teacher and phase of learning deputy having a good understanding of effective early years pedagogy. The team structures in each classroom, led by the class teacher, is highly effective in ensuring every team member is equipped with the knowledge and skills to deliver the educational program for children with complex needs (Element 7.2.2).
- The development of professionals is supported by informal and formal mentoring, performance and development processes and continued professional learning. The Occupational Safety and Health leader has developed a presentation for new and relief staff to understand whole school processes before commencing at the school (Element 7.2.3).

Recommendation/s

- Continue with intentions to formalise the performance and development process to advance staff goal setting and their development as professionals. Engaging in NQS professional learning will further develop educators' professional knowledge, skills and practice for the early years to build on current practices (Element 7.2.3).

Verification Summary

| | M / WT |
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| Quality Area 1: Educational program and practice | M |
| Standard 1.1 Program: The educational program enhances each child's learning and development. | M |
| Standard 1.2 Practice: Educators facilitate and extend each child's learning and development. | M |
| Standard 1.3 Assessment and planning: School administrators and educators take a planned and reflective approach to implementing the program for each child. | M |
| Quality Area 2 Children's health and safety | M |
| Standard 2.1 Health: Each child's health and physical activity is supported and promoted. | M |
| Standard 2.2 Safety: Each child is protected | M |
| Quality Area 3: Physical environment | M |
| Standard 3.1 Design: The design of the facilities is appropriate for the operation of a school. | M |
| Standard 3.2 Use: The school environment is inclusive, promotes competence and supports exploration and play-based learning. | M |
| Quality Area 4: Staffing arrangements | M |
| Standard 4.1 Staffing arrangements: Staffing arrangements enhance children's learning and development. | M |
| Standard 4.2 Professionalism: School administrators, educators and staff are collaborative, respectful and ethical. | M |
| Quality Area 5: Relationships with children | M |
| Standard 5.1 Relationships between educators and children: Respectful and equitable relationships are developed and maintained with each child. | M |
| Standard 5.2 Relationships between children: Each child is supported to build and maintain sensitive and responsive relationships. | M |
| Quality Area 6: Collaborative partnerships with families and communities | M |
| Standard 6.1 Supportive relationships with Families: Respectful relationships with families are developed and maintained and families are supported in their parenting role. | M |
| Standard 6.2 Collaborative partnerships: Collaborative partnerships enhance children's inclusion, learning and wellbeing. | M |
| Quality Area 7: Governance and Leadership | M |
| Standard 7.1 Governance: Governance supports the operation of a quality school. | M |
| Standard 7.2 Leadership: Effective leadership builds and promotes a positive organisational culture and professional learning community. | M |

| Verifiers | |
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