

National Quality Standard - Report

Department of Education

School	CARSON STREET SCHOOL	School Code	6016
Principal Auditor	John EXETER	Audited Date	08/12/2015
OECDL Verifier	Ann BRAINE	Verified Date	06/12/2016

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

COMMENTS

QA 1 - Educational program and practice	Principal Auditor	WT
	OECDL Verifier	M
Auditor Comments		
Verifier Comments		
<p>06/12/2016 Ann BRAINE (C) Verifiers: Meeting</p> <p>Carson Street is a school for children whose needs are such that they are not integrated into the regular school system. They require extensive therapy and educational services. Learning frameworks that are appropriate to their context are in place.</p> <p>Carson Street School uses a variety of communication tools to enable children to have a voice. Communication for every child is paramount. This occurs through the use of Alternative and Augmentative Communication</p>		

strategies, including Aided Language Stimulation and the use of PODD (Pragmatic Organisation Dynamic Displays). This is a whole school process and is evident in all areas throughout the school.

The school has a strong focus on Conductive Education which uses a combination of physiotherapy and occupational therapy. As there is no formal training available for this technique, these specialist educators are sourced from overseas.

Each child's program is individualised and documented in an IEP using the SEN Reporting template. Educators meet with every parent at the initial planning stage and reviews occur regularly throughout the year. BSquared is used for assessment along with ABLEWA. The school has plans to align the EYLF and the National Quality Standard with the ABLEWA to produce one document.

All classrooms utilise Information Communication and Technologies such as iPads, IWBs and software.

QA 2 - Children's health and safety	Principal Auditor WT OECDL Verifier M
Auditor Comments	
Verifier Comments 06/12/2016 Ann BRAINE (C) Verifiers: Meeting The school has two full time nurses on the premises who assist with meal time management and health care plans as well as attending to children who suffer from seizures. A Risk Assessment Team member is present in each classroom as well as at least one first aid trained staff. The school has an excursion and incursion plan that is signed by parents on a regular basis. Each staff member is trained in TeamTEACH. Due to the complexity of the students and the nature of their needs the ENQ team were consulted to facilitate the emergency plans and procedures so evacuations could be planned and practiced in the most efficient manner. Protective Behaviours is closely aligned with the communication focus for the students and actively shared with parents and carers. Crunch and Sip is encouraged and although a lot of the children are not amendable to eating fruit and vegetables educators negotiate and encourage them to engage with these foods. Physical activity is promoted through weekly swimming lessons, a physical education specialist, Conductive Education activities and a focus of community access.	

QA 3 - Physical environment	Principal Auditor WT OECDL Verifier M
Auditor Comments	

Verifier Comments

06/12/2016 Ann BRAINE

(C) Verifiers: Meeting

Indoor and outdoor areas are suitable for their purpose. The clientele of the school is changing and as such more classroom space has been arranged to accommodate wheelchair and CE equipment. The school's specialised resources are plentiful. The design for the future nature scape playground has been planned with wheelchair access and special ability playground equipment in mind. The planning has been in consultation with all staff and Nature Scape. Sustainability is apparent with solar panels, vegetable gardening and recycling. A sensory room is available to help create a safe space where stimulation can be controlled.

QA 4 - Staffing arrangements	Principal Auditor OECDL Verifier	WT M
Auditor Comments		
Verifier Comments 06/12/2016 Ann BRAINE (C) Verifiers: Meeting All qualifications and ratios are more than met. The school has been able to recruit conductive educators through international networks. Education assistants are trained to work alongside the conductive educators. CE teachers educate other interested teachers and up skill them in the CE methodology. There is strong collegial support amongst the entire team, with regular collaborative meetings. All education assistants have the opportunity to attend the same professional learning as teachers. Teachers at Carson Street have a unique situation where they must manage up to 6 education assistants, many of whom are highly experienced and long term. Because of this complex situation BEAM consulting where engaged to facilitate and coach the classroom teachers on how to manage people.		

QA 5 - Relationships with children	Principal Auditor OECDL Verifier	WT M
Auditor Comments		
Verifier Comments 06/12/2016 Ann BRAINE (C) Verifiers: Meeting The dignity and rights of the child is maintained at all times. Social skills are explicitly taught and reinforced by all		

educators.

Every child is supported to feel secure, confident and included. Regular access to and participating in the community is a priority. There is an emphasis on eating skills, sensory processing and regulation. The school provides a vacation care program during the Christmas break which allows respite for families and gives the children a safe, supportive place for holiday activity. Carson Street is a school where everyone has the children at heart.

A Chaplain works at the school to support students, staff and families. Some students from the school are able to attend Belmay School where the development of social skills and integration is encouraged.

QA 6 - Partnerships with families and communities	Principal Auditor OECDL Verifier	WT M
Auditor Comments		
Verifier Comments		
06/12/2016 Ann BRAINE (C) Verifiers: Meeting The school has many strong school and community partnerships which support and strengthen processes in the school. The school has a welcoming environment for all and recognises the unique situation of every family. Teachers and parents attend professional learning together which enriches relationships and builds the sense of school community. The school willingly seeks expert support from outside agencies when required. Some other partnerships include the School for Parents Charity, Dolly Bharagava, Telethon Institute, Therapy Focus, Sensorium Theatre and the Education Support South Network.		

QA 7 - Leadership and service management	Principal Auditor OECDL Verifier	WT M
Auditor Comments		
Verifier Comments		
06/12/2016 Ann BRAINE (C) Verifiers: Meeting The school has an ongoing cycle of planning and review including engagement with families which creates a climate for continuous improvement. It has built a reflective culture that supports high quality, innovative practice and professional learning. Leadership opportunities are available to both teachers and education assistants.		

Performance management is commenced and reviewed on an annual basis. The administration team takes on board educators' advice and concerns and will act on them in a timely manner.

OECDL Verifiers Additional Comments

06/12/2016 Ann BRAINE

The verification was conducted by Ann Braine and Liz Beament.

Carson School has examined the Early Years Learning Framework to understand what it looks like in their context. It runs early intervention 0 - 4 years programs called 'My Time' and 'Parent and Child'. Carson Street School has been using the Conductive Education approach for 10 years. The National Quality Standard is embedded in the school.