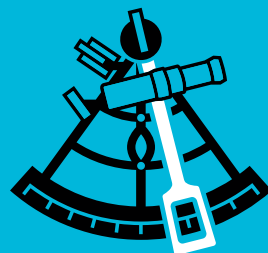


Every Child is Special



# 2018 BUSINESS PLAN 2020



**ENDEAVOUR  
SCHOOLS**



# Endeavour Schools

Endeavour Schools is located in the suburb of Port Kennedy, approximately 10km south of Rockingham. The Schools provide a truly inclusive school setting where the primary school and education support centre work together for the benefit of all students. We take pride in our inclusive practices across all year levels and our ability to provide diverse learning opportunities for students and staff. Both schools are Independent Public Schools.

We offer innovative learning programs designed to cater for the learning styles, talents and needs of all our students within a safe, caring and supportive environment. Our staff are fully committed to a continual process of curriculum improvement with a focus on raising student standards and achievement across all learning areas. Staff actively engage in analysing school-based data, setting student improvement targets and adopting evidence-based teaching and learning approaches. We use a consultative and collaborative approach to meet the needs of individual students.

Endeavour Schools' staff seek ways to enhance student learning and wellbeing by partnering with our families and community. We build positive relationships through a shared common purpose, shared beliefs and values. Our staff are committed to catering for all students, with specific emphasis on;

- > maintaining a positive learning culture,
- > ensuring a high quality teaching and learning program, and
- > enhancing a supportive learning environment where students can thrive.

Students are taught in modern classrooms, all with access to the latest in information technology. We also have multiple play areas designed to provide opportunities for students to interact and develop their physical skills and imagination through nature based play.

Our School Board and P&C Association are actively engaged in supporting the Schools in resourcing and strategic planning that ensures student success, while interacting with the broader school community network.



**We offer innovative learning programs designed to cater for the learning styles, talents and needs of all our students...**



# Vision / Motto / Values



## Vision

Endeavour Schools provides an inclusive and supportive school environment where there is a focus on developing the whole child to achieve their personal best.



**Every Child is Special**

**Our school motto** is "Every Child Is Special".

This motto reflects our school community's aspirations of acknowledging and embracing the differences in each of our students to allow us to support their educational needs.

## Values

The positive school culture of Endeavour Schools is built upon our four school values which are described by our student leaders as:

**Respect** - to treat someone fairly and with kindness.

**Responsibility** - taking ownership for your actions.

**Resilience** - being able to bounce back when something may go wrong.

**Reconciliation** - to share with others and solve any differences.





# Self-Assessment Cycle

The embedding of reflective self-assessment processes are a fundamental part of the planning and improvement cycle at Endeavour Schools. Our self-assessment process involves gathering appropriate data within agreed timelines, analysing this collected data and making judgements about our performance.

The process considers a range of data and information that reflects student performance, program effectiveness, staff performance, feedback from parents/caregivers, staff and students, and comparisons with state and national achievement levels. The analysis informs our strategies for improvement in the priority areas outlined in this business plan.

“  
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”

Our self-assessment process enables the Endeavour Schools community to respond to the evolving needs of our students. The business plan and analysis of data are translated into operational plans which are implemented and reviewed annually.



# Student Improvement Targets



- > **Seek an upward trend by decreasing the gap** in NAPLAN mean scores between the school and like schools for Year 3 and 5 in Reading, Writing & Numeracy over the period 2018-2020.
- > **Increase the percentage of Year 3 students achieving Band 5** or higher in NAPLAN Reading, Writing and Numeracy to be equal or better than like schools by 2020.
- > **Increase the percentage of Year 5 students achieving Band 7** or higher in NAPLAN Reading, Writing and Numeracy to be equal or better than like schools by 2020.
- > **Increase each student's overall PAT-English score by 15%** between each annual assessment, where each student is assessed at their developmental level. (ESC)
- > **Increase each student's overall PAT-Math score by 15%** between each annual assessment, where each student is assessed at their developmental level. (ESC)



- > **Maintain the percentage of students in the regular attendance category** to be above the average for both like-schools and WA public schools over the period 2018-2020.
- > **Increase the percentage of Pre-primary - Year 6 students** achieving a consistency rating in the **goal setting** Attitude, Behaviour, Effort attribute in end-of-year reports to be 60% or higher by 2020.
- > **Increase the percentage of Pre-primary - Year 6 students** achieving a consistency rating in the **making positive choices** Attitude, Behaviour, Effort attribute in end-of-year reports to be 60% or higher by 2020.
- > **Increase the percentage of Pre-primary - Year 6 students** achieving a consistency rating in the **participates responsibly in class activities** Attitude, Behaviour, Effort attribute in end-of-year reports to be 60% or higher by 2020. (ESC)



## FOCUS AREA 1 Success For All Students

### AREA: Data driven teaching practices

STRATEGIES	MILESTONES
<ul style="list-style-type: none"><li>&gt; Use system (eg. NAPLAN, on-entry) and school data sets to collaboratively plan for learning and teaching at whole school, year and individual level.</li><li>&gt; Set annual targets for year level attainment in literacy and numeracy.</li></ul>	<ul style="list-style-type: none"><li>&gt; Student achievement data is directly linked to school focus areas and planning.</li><li>&gt; Literacy and numeracy data is analysed and documented annually by all teachers to inform teaching practice and programs.</li><li>&gt; Improvement in student achievement is evident.</li></ul>

### AREA: Whole-school curriculum delivery

STRATEGIES	MILESTONES
<ul style="list-style-type: none"><li>&gt; Differentiate teaching to cater for the needs of all students, including the use of individual education plans and case management for students at risk.</li><li>&gt; Review and implement whole-school approaches towards literacy with an emphasis on reading, writing and oral language development.</li><li>&gt; Review and implement whole-school approaches towards numeracy with an emphasis on First Steps approaches.</li><li>&gt; Use digital technologies within the teaching and learning process to enhance student creativity, critical thinking skills and outcomes</li><li>&gt; Provide opportunities for students to engage in all curriculum areas of the Western Australian Curriculum.</li></ul>	<ul style="list-style-type: none"><li>&gt; Whole school programs for literacy and numeracy, as outlined in operational plans, are evident in all classrooms.</li><li>&gt; Individual education plans have clearly defined targets and are acted upon.</li><li>&gt; Whole school processes for catering for students at educational risk are evident and understood by all staff.</li><li>&gt; School specific scope and sequence documents are developed using the Western Australian Curriculum.</li><li>&gt; Student work samples with digital technologies are evident.</li></ul>

### AREA: Social & emotional development

STRATEGIES	MILESTONES
<ul style="list-style-type: none"><li>&gt; Continue to implement the FAF (Friendly And Fun) approach to strengthen a supportive school culture which focuses on explicitly teaching and modelling school values and positive behaviour expectations.</li><li>&gt; Adopt and implement whole-school consistent language and approaches to support student social and emotional regulation and development.</li><li>&gt; Implement a whole-school attendance plan and strategies that support set annual targets.</li><li>&gt; Students are provided explicit teaching in relation to attitude, behaviour and effort attributes.</li></ul>	<ul style="list-style-type: none"><li>&gt; School values and positive behaviour expectations are demonstrated by all and embedded in the school community.</li><li>&gt; Social and emotional language is evident in all classes and is used by students.</li><li>&gt; A revised student behaviour policy is evident which includes child friendly language.</li><li>&gt; Degree to which annual attendance targets are met.</li></ul>





“

I think Endeavour is great because everyone is friendly and willing to help you out. I also like how we have lots of special days like Camp, Pizza Day and FAF Fair.

Year 6 Student

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## FOCUS AREA 2 High Quality Teaching

### AREA: Instructional practices

STRATEGIES	MILESTONES
<ul style="list-style-type: none"><li>&gt; Develop and implement a common lesson model which is used for lesson delivery across Endeavour Schools.</li><li>&gt; Adopt evidence based research in the development and implementation of school instructional practices.</li><li>&gt; Adopt collaborative phase team structures that support student learning and focus on reviewing student data, moderation and consistency in curriculum content and instruction.</li></ul>	<ul style="list-style-type: none"><li>&gt; An agreed lesson model structure is in place by 2019 and is used by all staff across the school.</li><li>&gt; Operational planning shows links to evidence based research practices.</li><li>&gt; Agreed common curriculum content is evident in all phase team planning.</li><li>&gt; Clear expectations relating to instructional practices are defined and communicated.</li></ul>

### AREA: High performance, high care culture

STRATEGIES	MILESTONES
<ul style="list-style-type: none"><li>&gt; Strengthen positive and respectful relationships with students, staff and parents as part of a caring learning environment that supports student wellbeing.</li><li>&gt; Set high standards and high expectations of student achievement and teacher quality across Endeavour Schools.</li><li>&gt; Develop and implement approaches to support staff health and wellbeing.</li></ul>	<ul style="list-style-type: none"><li>&gt; Clear expectations relating to student achievement is defined and communicated.</li><li>&gt; Student achievement is reported on an ongoing basis to key stakeholders.</li><li>&gt; Clear expectations relating to student and staff behaviour is communicated.</li><li>&gt; Staff wellbeing is considered in school practices and procedures.</li></ul>





## FOCUS AREA 3 Effective Leadership



### AREA: Staff development

STRATEGIES	MILESTONES
<ul style="list-style-type: none"> <li>&gt; Reflect upon the AITSL standards to review and improve our performance.</li> <li>&gt; Build the Schools' capacity to accurately analyse and act on student data as the basis of intentional teaching and school review practices.</li> <li>&gt; Seek targeted professional learning that aligns to the Schools' strategic needs.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Performance management processes are embedded, where staff needs are identified and acted upon.</li> <li>&gt; Staff development is monitored through the various career stages of the AITSL standards (combined reflections).</li> <li>&gt; Phase level implemented plans are based on analysed student data.</li> <li>&gt; Curriculum operational plans are aligned to school data analysis.</li> <li>&gt; Schools provide and source professional learning based on school focus areas/priorities.</li> </ul>

### AREA: Whole school leadership

STRATEGIES	MILESTONES
<ul style="list-style-type: none"> <li>&gt; Developing staff as leaders—distributed leadership and opportunities for curriculum team, year level and aspirant leadership.</li> <li>&gt; Strengthen collaborative phase team structures which are classroom focused and aligned to agreed whole school practices.</li> <li>&gt; Increasing student voice in school processes through active and authentic student leadership models.</li> <li>&gt; Implement the Aboriginal Cultural Standards Framework (ACSF) as a clear standard to being a culturally responsive school.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Identify, support and develop staff to be able to take on leadership roles within the school.</li> <li>&gt; Opportunities for staff collaboration underpins school operations and structures (both formal and informal).</li> <li>&gt; Establish a revised student council structure that seeks student input into the Schools' operations.</li> <li>&gt; Link AITSL standards at performance and development meetings to the Aboriginal Cultural Standards Framework.</li> <li>&gt; Establish a committee to develop and implement an ACSF school action plan.</li> </ul>

## FOCUS AREA 4 Community Partnerships

### AREA: School community participation

STRATEGIES	MILESTONES
<ul style="list-style-type: none"><li>&gt; Continue to build a strong School Board and school governance processes to ensure school direction reflects community expectations and is transparent, fair and honest.</li><li>&gt; Encourage and support an effective and active Endeavour Schools P&amp;C Association.</li><li>&gt; Connect and form school community partnerships that support students' needs (e.g. transition, curriculum, 0-3 year old).</li><li>&gt; Communicate regularly via various platforms to engage and inform our school community, including school successes.</li></ul>	<ul style="list-style-type: none"><li>&gt; Transition to high school is enhanced for Year 5 and 6 through links established and maintained in order to support student needs.</li><li>&gt; Transition for 0-3 year olds is enhanced for pre-kindergarten students through links established and maintained in order to support student needs.</li><li>&gt; Increased communication from school to community through a variety of communication platforms (including face-to-face, electronic and paper formats) for specific purposes.</li><li>&gt; Parent/School communication and input from parents is encouraged as a two-way process.</li></ul>



### AREA: Supportive school partnerships

STRATEGIES	MILESTONES
<ul style="list-style-type: none"><li>&gt; Strengthen school inclusion practices through adopting an "Endeavour Model".</li><li>&gt; Respond and act on school community satisfaction surveys.</li><li>&gt; All school staff work together and are committed to progressing and achieving the seven National Quality Standards (NQS) for early childhood.</li></ul>	<ul style="list-style-type: none"><li>&gt; All students included in all school practices whilst supporting their individual needs.</li><li>&gt; Integration/Reverse Integration is negotiated with stakeholders and provided for students with additional learning requirements within mainstream and ESC classes.</li><li>&gt; Pastoral care for students is a priority and subtly administered.</li><li>&gt; Parent and student satisfaction surveys are promoted within the Schools (bi-annually) and are provided in multiple ways for parents to access.</li><li>&gt; School community awareness and knowledge of NQS is promoted by school staff.</li></ul>







<b>Student Achievement</b>	Measures the amount of academic content a student has learnt and can apply at a specific point in time.
<b>Differentiate</b>	The way teachers provide different ways for students to learn based on varying abilities, learning styles, interests and needs.
<b>Individual Education Plans</b>	Documented measures or actions taken in relation to teaching, learning and assessment that enable a student to access curriculum content and demonstrate achievement of individual outcomes.
<b>Students at Risk</b>	Students who are at risk of not reaching their academic potential.
<b>First Steps</b>	A resource which assists teachers to plan, implement and evaluate the Mathematics and English curriculum they provide for their students.
<b>Western Australian Curriculum</b>	The mandated curriculum which outlines the content and achievement standards which schools in Western Australia use to plan student learning programs, assess student progress and report to parents from Pre-Primary to Year 10.
<b>Social and Emotional Regulation</b>	A child's growing ability to control their own feelings and behaviour that eventually allows them to become more skilled in their relationships with children and adults.
<b>Common Lesson Model</b>	Structured school based lesson structure common across all classrooms within a school.
<b>Instructional Practices</b>	Structured school based teaching methods utilised by teachers in order to efficiently move students forward in their learning – includes explaining learning intentions, instruction and checking for understanding and independent practice.
<b>Moderation</b>	A process for developing consistency or comparability of assessment judgments across different teachers and/or schools.
<b>AITSL standards</b>	Professional standards for teachers which outline teacher quality. They articulate what teachers are expected to know and be able to do at four career stages: Graduate, Proficient, Highly Accomplished and Lead.
<b>Intentional Teaching</b>	An active process and a way of relating to the children that embraces and builds on their strengths.
<b>Phase level</b>	The unique characteristics and learning needs of students as they change and move through their years of schooling. Endeavour Schools contains four phase teams- Early childhood (K/PP) Junior (Year 1/2) Middle (Year 3/4) Senior (Year 5/6).
<b>Phase Team</b>	Teachers within the same phase level who work collaboratively in order to meet the learning needs of all students within their phase through consistency across classes.
<b>Distributed Leadership</b>	The shared, collective and extended leadership practices that build the capacity for change and improvement within the school.
<b>Authentic Student Leadership Models</b>	The active development of leadership capacity and capability within our students for school specific purposes.
<b>Aboriginal Cultural Standards Framework</b>	Sets expected standards for all staff when working with Aboriginal students, their parents and families, and communities. The framework supports staff to reflect on their behaviours, attitudes and practices with a view to progressing from cultural awareness to cultural responsiveness in order to maximise learning outcomes for Aboriginal students.
<b>School Governance</b>	A system of school decision making that has student success and school effectiveness as its overarching purpose.
<b>National Quality Standards</b>	Sets a national benchmark for the quality of education and care services. It also gives services and families a better understanding of a quality service. This enables families to make informed decisions about the services providing education and care to their child.
<b>Endeavour Model</b>	Authentic inclusion where there is a deliberate and focused whole school approach promoting a 'community of inclusive learning practice' - a place where all learners have equal opportunities to achieve and where there is school-wide understanding of what is involved in enabling this to happen.



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