



Department of
Education

Shaping the future

Endeavour Primary School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a three-year cycle, subsequent reviews are determined to occur on a one, three or five year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review, as well as the Professional Performance Review of the Principal.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Endeavour Primary School is located in Port Kennedy, approximately 60 kilometres south of the Perth central business district in the South Metropolitan Education Region.

The school opened in 2000 and shares the site with Endeavour Education Support Centre. Together they are known as the 'Endeavour Schools' and offer an inclusive learning environment across both schools. Facilities include modern classrooms, with the latest information technology to aid learning in the 21st century. In 2015, Endeavour Primary School became an Independent Public School.

Currently, there are 410 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 981 (decile 6).

Community support for the Endeavour Schools is demonstrated through the hard work of the joint School Board and Parents and Citizens' Association (P&C).

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- Collaborative processes underpinned the school self-assessment in preparation for the Public School Review.
- Staff and community engagement in self-assessment and review of performance was significant. A range of staff and parents met with the review team, further enhancing the submission.
- Strategic planning is aligned and in place to support school improvement, with clear alignment evidenced through the Electronic School Assessment Tool (ESAT) submission.
- Engagement in the Fogarty EDvance improvement program has provided the school with a framework to drive ongoing school improvement.
- Evidence was condensed to include only those parts that added to the school's validation of its assessment. Pieces of evidence were annotated for clarity and linked directly to the Domain foci.
- Clear, planned actions were included in the ESAT serving to paint the picture of the school's progress and its next strategic steps for improvement.

The following recommendation is made:

- Continue to engage all staff and stakeholders in regular and collaborative school self-assessment processes aligned to planning.

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Relationships and partnerships

An unwavering focus on the school vision and motto, 'every child is special' is underpinned by an inclusive and respectful culture which enables the Endeavour Schools and community to work in genuine partnership.

Commendations

The review team validate the following:

- A range of staff communication platforms and strategies support effective communication within the school.
- The primary school and education support centre work in genuine partnership to provide an inclusive environment for all students. The integrated and connected practices across the schools are valued by the community and staff.
- Committed and engaged, the School Board fulfil their governance role enthusiastically and support the Principal in leading the strategic intent of the school.
- A dedicated and active P&C reflect the positive school culture. They provide a platform for community involvement through facilitation of school events and fundraising opportunities that support students.
- Guided by clear norms and structures, staff value the opportunity to collaborate within Professional Learning Teams (PLT).

Recommendation

The review team support the following:

- Develop a community engagement plan that outlines, enhances and streamlines the communication strategy between the school and families.

Learning environment

The school strives to provide an engaging, respectful and inclusive learning environment that caters for, and supports, all students. A comprehensive approach that meets the social and academic needs of students reflects the school's focus on developing the whole-child.

Commendations

The review team validate the following:

- Considerable resources have been allocated to support students at educational risk (SAER). Evidenced through a range of programs and practice, SAER are identified, supported explicitly through a Response to Intervention model and monitored effectively.
- The calm, orderly and engaging indoor and outdoor learning spaces are a feature of the Endeavour Schools. Opportunities to be culturally responsive and acknowledge Aboriginal perspectives are reflected through partnerships, curriculum planning and events.
- Whole-school attendance processes and initiatives are in place to address student and family engagement with the school.
- Successful implementation and ongoing review of the Positive Behaviour Support (PBS) approach exemplifies a shared language, explicit teaching and acknowledgement of expected behaviours.
- A focus on student wellbeing and self-management has been addressed through the implementation of the Zones of Regulation program and Classroom Management Strategies.

Recommendations

The review team support the following:

- Enhance existing attendance processes by addressing levels of 'indicated' attendance through consistency of school processes and implementation of case management.
- Engage parents in the school's PBS journey. Consider committee representation and ensure successes are celebrated and communicated to the school community.
- Continue to review and refine intervention approaches in line with student needs.

Leadership

The Principal leads a school-wide culture of improvement. There is a collective and strong commitment to the school's improvement journey which places student success at the heart of all decision making.

Commendations

The review team validate the following:

- Through the Strategic Directions Document, the leadership team have embedded a clear direction with identification of key focus areas and strategies for improvement evident.
- Members of the school community, staff and parents report high levels of trust, respect and confidence in the school leadership team.
- Distributed leadership is evident with a shared understanding of role clarity. Opportunities that enable staff to lead change and drive implementation of whole-school strategies are apparent.
- Effective change processes are privileged and include respectful consultation with stakeholders.
- Instructional leadership across the school supports the whole-school priority of explicit instruction, through feedback, coaching and observation processes.
- Performance management and development aligns with the needs of staff and school priorities.

Recommendations

The review team support the following:

- Continue to plan the improvement journey as outlined in the Strategic Directions Document.
- Continue regular review of milestone achievements and use of Organisational Health Index survey data to inform planning.

Use of resources

Financial management of the one-line budget is sound. Physical, financial and human resources are deployed effectively to address student need and maximise outcomes.

Commendations

The review team validate the following:

- Guided by a Memorandum of Understanding, the Endeavour Schools work together and share resources to maximise learning opportunities and outcomes for all students.
- The Finance Committee meets regularly and provides appropriate oversight of the school's financial management strategies and processes.
- A strong commitment to the provision of high-quality, professional development for staff and release time for coaching is evident and reflected in the allocation of resourcing.
- Resourcing is linked to operational plans and the Fogarty EDvance School Improvement Program.
- Targeted initiatives and student characteristics funding has been deployed to maintain strategies for supporting SAER, including targeted interventions and supports for staff.
- A workforce plan is in place and considers the longitudinal staffing needs of the school.

Recommendation

The review team support the following:

- Ensure comprehensive handover, induction and training processes are in place for the incoming manager corporate services.

Teaching quality

Collaborative practices are a strength of the school. Staff demonstrate professional accountability and commitment to the delivery of low variance connected practice. Teaching quality has been a priority for the school with shared beliefs and clear expectations about effective teaching and learning evident.

Commendations

The review team validate the following:

- Professional learning has targeted classroom practice and supported the implementation of the instructional model. This, together with feedback and observation processes, has reduced variability across the school.
- The PLT structure enables and strengthens the disciplined dialogue. Aligned to strategic and operational targets, there is a clear focus on informing operational and classroom planning through data analysis and monitoring.
- Formal and informal observation processes, including coaching, engage staff in reflective practice aligned to the whole-school instructional model and expectations.
- There are explicit and clear expectations regarding a whole-school literacy block from Kindergarten to Year 6.

Recommendations

The review team support the following:

- Continue to align professional learning to school improvement priorities, including embedding the reading plan and implementing a maths program in 2022.
- Develop a document that describes the 'Endeavour Way' that will support the induction of new staff and reinforce beliefs for existing staff. Continue to develop expectations for the Daily Review.

Student achievement and progress

A range of school-based and systemic data is used to inform operational and strategic planning. Whole-school data is collectively analysed, highlighting a shared ownership of student success across the school.

Commendations

The review team validate the following:

- Ongoing self-assessment aligned to sophisticated analysis of data is evident, strengthening the whole-school understanding of current levels of student performance.
- Aligned to established targets, tracking and monitoring of student achievement through EdCompanion and school developed tools is evident.
- Brightpath effectively supports moderation and guides planning that informs student achievement and progress.
- Year 5 stable cohort data, NAPLAN¹ (2019-21), indicate high progress in all areas and high achievement in writing and numeracy.

Recommendations

The review team support the following:

- Review and refine the whole-school assessment schedule, with the intent of ensuring assessments inform target attainment and align to the scope and sequence documents.
- Continue to collaborate and moderate with colleagues to build consistency in teacher judgement and grade allocation.

Reviewers

Rebecca Bope
Director, Public School Review

Zoe Hadley
Principal, Somerly Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is scheduled for Term 4, 2024.



Melesha Sands
Deputy Director General, Schools

References

1 National Assessment Program – Literacy and Numeracy