



Department of
Education

Shaping the future

Endeavour Education Support Centre

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 Education Support Centre (the school) is located in Port Kennedy, approximately 60 kilometres from the Perth central business district, within the South Metropolitan Education Region.

Opened in 2000, the school shares the site with Endeavour Primary School, with both schools being known as the 'Endeavour Schools'. Facilities include modern classrooms with the latest information technology to aid learning in the 21st century. In 2015, Endeavour Education Support Centre became an Independent Public School.

Currently, there are 58 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 862 (decile 10).

Community support for the Endeavour Schools is demonstrated through the dedicated 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:

- The Electronic School Assessment Tool (ESAT) submission, and feedback provided during the validation visit, clearly articulated the school context and operations in addressing its improvement agenda.
- Guided by the Fogarty EDvance program, and working as a cluster with Endeavour Primary School, a culture of reflective school self-assessment is evident, incorporating effective planning and a focus on continuous improvement.
- School leaders elaborated on the shared staff ownership of initiatives and the positive impact of shared documentation and decision making.
- Preparation for the Public School Review was aligned to the school's developing processes and procedures for ongoing self-assessment and improvement.
- The school viewed preparation for the Public School Review as valuable in identifying areas for celebration and areas for further development. Staff worked collaboratively in teams collecting, collating and reviewing the school's embedded practices.

The following recommendation is made:

- Continue to lead a culture of evidence and data-based decision making by refining assessment processes and target setting in-line with the distinct school and student needs.

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Relationships and partnerships

The well-established collaborative partnership with Endeavour Primary School has enabled a fully embedded culture of inclusion. A collaborative leadership across both schools plans for the needs of all students and embraces all families as 'Endeavour families' creating an environment where students feel a strong sense of belonging and acceptance.

Commendations

The review team validate the following:

- The school is committed to supporting student communication through high and low-tech communication devices that support student voice and strengthen peer relationships.
- Professional staff relationships are enabled through collaboration and professional conversations focused on classroom practice and student success.
- Trusting and respectful relationships with families are enhanced through open two-way communication and opportunities. Parents have input into their child's IEP¹, highly valuing the level of support and inclusive nature of the school.
- A School Board, with membership representative of both schools, is committed to effective school governance. Opportunities to engage Board members in discussion to build an understanding of school performance and accountability measures specific to Endeavour Education Support Centre are evident.
- Collaborative relationships with the PESA² network has enabled moderation processes. Positive relationships with local secondary schools enhance an extended transition process for Year 6 students.

Recommendations

The review team support the following:

- Continue to develop relationships with Aboriginal Elders to integrate cultural knowledge and protocols into the learning of staff and students.
- Create a family-school 'action team' to plan for engagement with the wider community.

Learning environment

A safe, orderly and welcoming environment is underpinned by a focus on the whole-child. Inclusive practices and the shared vision that 'every child is special' is a feature of the learning environment.

Commendations

The review team validate the following:

- Implementation of PBS³ is contributing to improved student behaviour through the development of a shared language and the explicit teaching of expected behaviours. Additionally, ZoR⁴ supports students to self-regulate more effectively.
- The school chaplain, health nurse and school psychologist work collaboratively with staff to provide wellbeing support for students. A consultant psychologist provides additional support for the implementation of behaviour plans and strategies in line with students' needs.
- Teaching staff work with families and key stakeholders to develop IEPs and other documented plans to support the ongoing learning and wellbeing needs of students.
- A TTFM⁵ survey enables student feedback and school response. Student leadership is developed through a range of leadership roles in the school.
- NQS⁶ is used across all years with identified strengths in the development of stimulating classrooms and learning opportunities as well as opportunities for children to exercise agency.

Recommendations

The review team support the following:

- Progress the development of cultural responsiveness guided by the ACSF⁷.
- Continue to develop consistent school wide strategies to support positive behaviour including the collection data to track student progress.
- Continue the development of students' social skills as part of a whole-school approach to student wellbeing. Align social skills IEP priorities to the Personal and Social Capabilities and monitor student progress.

Leadership

The school's engagement with the Fogarty EDvance program has led to a shared vision and streamlined school self-assessment processes. Well-defined leadership roles and collaborative teams are giving rise to strategic clarity and shared decision making.

Commendations

The review team validate the following:

- The school's joint business plan, school specific operational plans and Fogarty EDvance documents support the systematic improvement journey with high levels of staff engagement evident.
- Professional development is aligned with school, staff and student needs. Instructional support is provided through mentors and coaching, focused on consistent pedagogical practices.
- A wide range of authentic leadership opportunities are available for all staff. The school is engaging with the Western Australian Future Leaders Framework providing further opportunities for teaching staff to build leadership capacity.
- Staff value performance management processes including opportunities for classroom observation and coaching. Staff meet with both their line manager and instructional coach each term, setting their own goals for improvement aligned to individual and school performance needs.
- High levels of staff collaboration are evident, both informally and formally, including staff engagement with curriculum PLTs⁸ enabling cross-school moderation and opportunities for pedagogical discourse.

Recommendations

The review team support the following:

- Continue to lead data and evidence-based decision making. Support staff engagement with data analysis to identify and respond to students' changing learning needs.
- Progress planned intentions to develop a three-year transition plan out of the Fogarty EDvance program.

Use of resources

In keeping with the inclusive learning environment, the school has a shared manager corporate services who works effectively with both Principals and Finance Committees to ensure sound oversight of resource deployment.

Commendations

The review team validate the following:

- With representation from across the school and parent body, the Finance Committee meet formally once each term and work collectively to ensure compliance with financial regulations and expectations of the Funding Agreement for Schools.
- Budgets are set through the Finance Committee and noted by the School Board annually.
- The school is prudent in its monitoring of enrolments and scenario planning to ensure the sustainability of staffing and future resources.
- School and targeted initiative funding is used effectively to meet the needs of students, including allocations for the chaplain, early childhood, coaching roles and increased psychologist time to support complex behaviour.
- Staff development is prioritised through professional learning to ensure staff skill sets are strategically developed in-line with changing school and student needs.

Recommendations

The review team support the following:

- Ensure that the workforce plan has clear alignment between business plan priorities and identified workforce gaps and strategies.
- Further clarify projected resourcing and funds on school operational plans.

Teaching quality

A dedicated staff have a strong sense of accountability for all students. The prioritisation of whole-school approaches and explicit teaching supports high expectations and optimal learning for students.

Commendations

The review team validate the following:

- Staff engagement with Teach Well professional learning and research has informed the implementation of teaching norms across all classrooms. Staff confidence is further reinforced through professional learning, team meetings and through instructional coaching.
- The school has implemented an instructional model which is supporting a shared language and consistency of practice across the school. The introduction of the daily review is supporting students through repetition, re-teaching and retrieval practice to support retention and transference of information.
- To assist with analysing student data, the school has engaged Best Performance. Opportunities for more in-depth data analysis is supporting the identification of gaps in the students' knowledge identifying areas for improvement.
- PLTs across the Endeavour Schools set targets as a group in literacy and numeracy and track students' achievement through data analysis. Differentiation is prioritised with support for building staff capacity enabled through professional learning.

Recommendations

The review team support the following:

- Continue to build staff data literacy through professional learning and engage staff in the analysis of data to inform classroom practice.
- Continue to provide opportunities for moderation, particularly with PESA network schools

Student achievement and progress

The school is committed to developing a culture of data and evidence-based decision making. A whole-school assessment schedule has been established that sets out clear roles and responsibilities for analysis and sharing of data.

Commendations

The review team validate the following:

- The school collects a range of data to monitor and identify student progress including; IEP goal achievement data, Progressive Achievement Tests in both mathematics and English, On-entry Assessments for Pre-primary and Year 1, YARC reading assessment and Screen of Communication Skills.
- Moderation between phases of learning at PLT meetings is supporting consistent teacher judgments. Teachers engage in creating and assessing moderation tasks and evaluating the appropriate grade/mark.
- The school is using Key Performance Indicators and Fogarty EDvance milestones to support ongoing improved student achievement. The school is also committed to ensuring that data is fair, valid and useful for students, families, stakeholders and teachers.
- The school has recently introduced a data wall to increase visibility of student achievement data. The intention is to promote staff discussion and identify individual, cohort and whole-school student achievement progress and trends.

Recommendations

The review team support the following:

- Continuing to utilise data to drive individual progress of students and monitor student achievement through data collect to identify areas of need.
- Research further evidence-based assessments that reflect student progress at an individual level.

Reviewers

Kim McCollum
Director, Public School Review

Karen Macri
**Principal, Merriwa Education Support Centre
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 Individual Education Plan
- 2 Peron Education Support Alliance
- 3 Positive Behaviour Support
- 4 Zones of Regulation
- 5 Tell Them From Me
- 6 National Quality Standard
- 7 Aboriginal Cultural Standards Framework
- 8 Professional Learning Teams