Business Plan
2015 - 2017

Every Child is Special
Endeavour Schools incorporates Endeavour Primary School and Endeavour Education Support Centre and both Schools work closely together to create a truly inclusive learning environment to benefit all students.

Endeavour Schools opened in 2000 and was selected to become an Independent Public School from 2015. Located in Port Kennedy, Endeavour has established a reputation as a high achieving school, where students, parents and the broader community work together with our dedicated professional team to ensure every child is given the opportunity to achieve personal success.

As a Level 5 Primary School and a Level 3 Education Support Centre, Endeavour Schools caters for primary and education support students from K-6 and forms part of the South Metro Education Region and Peron South Schools Network.

As of June 2015 there were over 500 students enrolled in mainstream and 30 in education support.
Our Schools are purpose built to accommodate all students’ individual needs. All children have access to well-resourced communal areas in addition to a hi-tech Science lab, Art, Music and Technology classrooms. The Schools’ library boasts a large resource collection.

The Education Support Centre runs inclusive classes alongside their mainstream peers. One of the critical factors in the success of any integration program is the relationship that exists between the ESC and the Primary School. At Endeavour we have created a unique situation, in that parents and administrative staff from both schools have been involved in all aspects of planning from the very beginning.

Endeavour Schools are classified as ‘Low Allergen’ Schools. Modifications to the building and landscaping plan ensure that wind-born pollens and dusts are significantly reduced. These special features include - vinyl flooring, overhead radiant heating, interactive white boards and modified landscape planting.

The Schools’ Business Plan (2015-2017) will provide the long term strategic direction for the school. Outcomes have been designed to cater for the needs of the individual child and have been written under four sections: academic; attendance and behaviour; values; and staff development.
Our Vision

Endeavour Schools provide an innovative, inclusive approach to promote the physical, social, and emotional wellbeing of every child.

Endeavour Schools aim to create a safe, secure and sustainable learning environment where children feel valued and happy. This forms the basis of our Friendly and Fun (FAF) philosophy. Our students are encouraged, praised and supported in order to be lifelong learners and responsible citizens who can take part in active roles within our local community.

Through our Values Education, our students learn about the importance of Respect, Resilience, Responsibility and Reconciliation. We prepare our students to be accepting members of a modern democratic society who can lead and enrich the lives of others. We actively celebrate diversity and ensure equality of opportunity.

At Endeavour Schools we embrace The Western Australian Curriculum and Assessment Outline which is comprehensive, broad and balanced. Our teaching staff use creative approaches when planning lessons and students are given opportunities to experiment, investigate and express opinions. We encourage students to be active learners who are accountable for their learning and behaviour. Endeavour Schools emphasise the importance of students working independently and collaboratively.
“...our students learn about the importance of Respect, Resilience, Responsibility and Reconciliation.”
Our Aims

Our aim is to work in partnership with parents and the broader community. We seek to ensure all students:

- are valued and prior knowledge is understood and built upon.
- are provided with rich educational opportunities in order to achieve their full potential.
- are provided with safe, cooperative and supportive learning environments.
- are confident, independent and motivated learners.
- have a strong foundation of values with which to make informed choices in the local and global community.
- develop a passion for learning and are motivated and inspired by dedicated and enthusiastic teaching staff.
“...all students are provided with rich educational opportunities in order to achieve their full potential.”
Target
Improve student achievement in English across all strands

Strategies
- Implementation of all aspects of English using whole school programs aligned with the Western Australian Curriculum and Assessment Outline
- English teaching integrated across all learning areas
- Students provided with explicitly taught, meaningful and engaging learning experiences via whole school programs, Reading Detective, Letters and Sounds, Handwriting and First Steps
- Flexible groups implemented within and across year levels to cater for individual student needs
- Learning Support Coordinator collaboration with classroom teachers to develop IEPs and GEPs for SAER students
- Collaborative planning and teaching by all staff
- Regular moderation and data analysis to determine areas of English focus

Monitoring
- NAPLAN analysis including First Cut for planning
- On Entry Assessment – twice yearly
- Whole School Standardised Assessments
- Quarterly update of current School Operational Plan
- Mathematics Number checklists completed and submitted to Math Coordinator at the end of each semester
- Regular Year Level Moderation
- Regular Performance Management - Self/Peer Assessment - Classroom Observations

Target
Improve student achievement across all strands of Mathematics

Strategies
- Implementation of all aspects of Mathematics using whole school programs aligned with the Western Australian Curriculum and Assessment Outline
- Use school generated checklists, common assessment items and NAPLAN data to assess student knowledge and inform planning
- All strands are covered each term
- Fortnightly whole school Mental Math Challenge to develop and monitor basic facts fluency
- Correct mathematical language is used consistently across all classrooms and learning areas
- Real world learning experiences and opportunities are provided to support the application of students’ general mathematical knowledge and skills

Monitoring
- Reporting To Parents
  - Parent Teacher Interviews
  - IEP Meetings as required
  - Learning Journeys

ESC specific-
IEP data analysis
NAPLAN longitudinal data analysis
On Entry Assessment – PP and Year 1 Personal Learning Profiles

Other Learning Areas
Endeavour staff work in learning area committees to regularly monitor targets and priorities throughout the year. Staff review and modify the Operational Plan at the end of each year. The Operational Plan describes in detail the targets, strategies and monitoring for all learning areas. All students are provided with access to all learning area content.
Attendance and Behaviour

Attendance

**Target**

Improve attendance of students as per Quarterly Attendance Audits

**Strategies**

- Students rewarded each term for maintaining attendance >90%
- Classroom teachers contact parents to discuss attendance issues
- Letters regarding unexplained absences sent to parents
- Parents informed of DET attendance requirements

**Monitoring**

- Administration to monitor weekly attendance through INTEGRIS and reports submitted by teachers
- Letters to parents, documentation of parent meetings
- Quarterly Attendance Audits

Behaviour

**Target**

Maintain a healthy, respectful and safe learning and teaching environment

**Strategies**

- Consistent approach to implementation of whole school Behaviour Management and Bullying Policies in all classes and year levels
- Consistent implementation and explicit teaching of Protective Behaviours and the Friendly Schools Plus program across all year levels
- Quarterly ‘Incentival Day’ for students maintaining standards of behaviour and attendance
- Work with families to develop strategies for improving the behaviour of individual students

**Monitoring**

- Manage students as per Schools’ behaviour policy
- Student behaviour recorded on INTEGRIS and monitored by Administration
- Individual Behaviour Plans monitored and reviewed as necessary
Values Education

Values

**Target**
Pastoral care is provided for all students with emphasis on celebrating student success

**Strategies**
- Effectively maintain the Endeavour Friendly Schools Plus program
- FAF lessons timetabled weekly across all classes
- Mandated Protective Behaviours lessons across all classes throughout Term 1
- Student access to on-site School Chaplain via referral
- Student access to onsite Defence Schools Transition Officer via referral
- Explicit teaching and modelling of school values
- Demonstration of school values and student achievement recognised through assemblies and awards
- Classes from both Schools participate in fortnightly buddy classes
- Implementation of student leadership programs, Student Council, Faction Captain, Peer Supporter and Games Master

**Monitoring**
- Common values language clearly evident across Schools
- Parent and Staff Surveys analysis
- Audit of behaviour data by staff FAF committee to identify common patterns of inappropriate behaviour
- Student awards – Achievement Award, FAF Award, Values Award, Athlete of the Fortnight, Specialist Subject Awards, FAF reward tokens

Community

**Target**
Encourage community engagement with the Schools

**Strategies**
- Host events including ANZAC Day Service, School Concert, FAF Fair, Learning Journeys and Sporting Carnivals
- Classroom based information sessions for parents
- Parent surveys
- Encourage student participation in community events
- Continue partnership with Murdoch University

**Monitoring**
- Community attendance at School events
- Parent Survey results and analysis
Staff Development & Leadership

Staff Development

Target
Maintain a culture of continuous professional improvement and reflective practice

Strategies
• Build a shared understanding of effective teaching as per the Australian Institute for Teaching and School Leadership (AITSL)
• Use the AITSL Standards to evaluate teaching and learning practices
• Induction and ongoing support for new staff in whole school strategies
• Further develop a culture of reflection through regular learning area and phase meetings/moderation
• Ongoing and targeted opportunities to participate in professional learning (internal and external), and to reflect and share impact on teaching practice
• Acknowledge and celebrate staff achievement via staff meetings, newsletters, assemblies

Monitoring
• Teacher self-assessment using AITSL proforma
• Performance and Development meetings between staff and Line Managers generate professional learning goals
• Ongoing peer review and classroom observations and feedback
• Staff initiating and delivering internal professional development

Leadership

Target
Maintain a culture of shared leadership that promotes accountability and collaboration

Strategies
• Distributed leadership model including Administration, Learning Area Coordinators, Level 3 and Senior Teachers
• Provide staff opportunities to experience short and fixed term administrative positions
• Aspiring teachers encouraged and supported to achieve Level 3 and/or Senior Teacher status
• All teaching staff to participate in regular collaboration within learning area committees, to determine strategic and operational direction of Endeavour Schools

Monitoring
• Performance management goals (AITSL) lead to the provision of targeted professional learning and opportunities for potential school leaders
• Key documents such as the ‘Schools’ Operational, Business and Strategic Plans are developed with staff input
• Learning Area Committee meeting minutes shared