

# Endeavour Sports High School

## Annual Report



2016



8404

## Introduction

The Annual Report for 2017 is provided to the community of Endeavour Sports High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### **Principal's Message 2016**

Well, what an incredibly successful year it has been for Endeavour.

### **HSC SUCCESS**

The year began on a great note with the news that our HSC results were the best in 5 years, with a huge number of students gaining entry to university across a variety of courses including law, science, graphic design, business, commerce, engineering, media and communications, and education. Our Dux for 2015, Tony Varghese, won a \$4000 scholarship to study a double degree in Engineering and Commerce at UNSW with an ATAR entry of 97.

### **NAPLAN SUCCESS**

Complementing our HSC success were literacy and numeracy results that revealed our best overall NAPLAN performance for 5 years. Not content with this achievement, we rolled out a High Expectations Policy across the entire school that articulated Endeavour's primary focus: learning. In summary, students must have excellent attendance, consistently good behaviour, and must complete all set tasks in order to compete for the school or participate in extra-curricular activities. This policy makes it clear to our community that learning comes first at Endeavour, a message that captured the local media's attention mid-year.

### **QUALITY TEACHING**

A grounds well of global research reveals that the single most important within-school contributor to a student's academic success is the quality of teaching. At Endeavour we take the responsibility that this implies very seriously. At the heart of our School Plan is the implementation of a comprehensive professional learning plan for teachers that incorporates the most efficacious teaching practices and supports them through a program of lesson observations. In simple terms, we take what works best for students, develop our teachers in the use of these strategies, and then observe their application in the classroom. The result is a staff engaged in whole school collaboration to deliver consistently excellent practice. We are enhancing this by supporting our teachers with university partnerships that provide expertise and guidance. Most recently we announced a literacy partnership with Sydney University that is developing a unique program specifically designed for our students.

### **SCHOOL CULTURE**

Building a strong and resilient school culture is critical for school success. Over the past couple of years we have embarked on a new journey for success: one that sets clear priorities, ambitious goals, raises standards for all and celebrates excellence. We want our students to achieve great things and we privilege those who do. Our commitment to academic excellence was strengthened with the creation of a Year 7 Extension class in 2016. I also want to highlight our highly successful involvement in academic pursuits such as public speaking, debating and chess, as well as the national Maths competition and Inquisitive Minds program. We are creating a culture that continually raises expectations, and we look forward to the introduction in 2017 of an exciting STEM project for junior students, as well as the expansion of the Extension Class Program to include Year 8. For those not familiar with the STEM acronym it stands for Science, Technology, Engineering and Mathematics. We are committed to producing the scientists, mathematicians and engineers of the future and our STEM program promises to deliver on this goal.

### **SUCCESS BEYOND THE CLASSROOM**

We are proving that academic and sporting success are not mutually exclusive but highly complementary. I have spoken of our academic achievements, which have been achieved while enhancing our Targeted Sports Program. We now have partnerships with Sydney FC, the Sydney Swans, Netball NSW, Southern Districts Rugby, the Sydney Sixers and Cricket NSW, Baseball NSW, Southerland Athletics Association, and the Cronulla Sharks. In 2017, Endeavour will be at the cutting edge of sports science, having just secured a partnership with the University of Sydney's Health and Sports Sciences department. The university will undertake a research project that conducts extensive testing of all Year 7 athletes, develops an individualised program of strength and conditioning for each student, and then monitors their development over the coming years. This research is not being conducted anywhere else in Australia and brings us a step closer to having the pre-eminent junior talent development program in the country. Furthermore, we will be

supporting this research by employing a fulltime strength and conditioning coach who will be pivotal to the success of this project. Every sport in the Targeted Sport Program has increased the number and quality of athletes in their program, and in 2016 we have had 6 students across 5 sports represent their country. This combination of academic and sporting success was recognised with a major article in the prestigious Sydney Morning Herald.

### ***BECOMING THE JEWEL IN THE CROWN***

We are not being immodest to say that we are capturing the attention of our community. Apart from the high profile media articles, we recently completed filming for a documentary on the 7 sports high schools that will be shown on Foxtel in 2017. In terms of social media, we have the most popular Facebook page of any school in the Shire and its surrounding areas. This popularity is growing with a record reach of 45,000 people in the first week of December. Not content with this success we have expanded our social media to include Twitter, and are about to create a unique school website developed by an award winning graphic design company. We want to be known as the jewel in the crown of public education in our region. We have so much to be proud of and celebrate; our social media is important to achieving this and making our parents feel as though they are living the Endeavour experience as much as their children.

### ***OUR PRIMARY FRIENDS***

2016 has been another successful year in fortifying our relationships with our Feeder Primary Schools. Taren Point, Sans Souci, Caringbah North, Miranda North and Laguna Street have conducted a number of events from fetes, White Ribbon assemblies, to sport carnivals and mural painting that have called upon Endeavour support. We have also hosted highly successful High School for a Day experiences for our primary friends. The result, I believe, is the creation of a community of schools driving collaboration and the enhancement and celebration of one another's achievements.

### ***THE SCHOOL ENVIRONMENT***

Planning has progressed rapidly for our multi-million dollar front of school refurbishment. The construction of a brand new administration building and bus bay with impressive landscaping should begin mid next year and be completed before the end of 2017. This project will appropriately reflect the change that has occurred at Endeavour, as has the recently completed construction of an impressive deck for our school's café. We are well on track to enhancing this with an indoor café. This will become a real focal point for entertaining and learning and I would like to thank our local member, Eleni Petinos, and our P&C for supporting this project with funding, as well as Mr Leary and our Construction students for their remarkable work.

### ***A GROWING SCHOOL***

It is clear that people in our community are as impressed by our achievements as we are. Since the end of 2014 the school has grown by 17% and our recent Year 7, 2017 Orientation Day saw a record number of students attend. We have achieved this while tightening the academic, behaviour and sporting talent criteria for enrolment.

### ***THANK YOU***

Our achievements are the result of the contributions of the people in the Endeavour Family. I have been gifted a talented and dedicated teaching staff. They have been asked to support significant changes over the past two years and done so for the benefit of our students. I am so pleased that their efforts are being rewarded and recognised. To my executive team, I say leadership matters and you are demonstrating why. Endeavour is lucky to have two outstanding Deputy Principals, Sophie Kapsimalis and Ross Dummett, who have been critical to our success. It is a joy to work with both of them and it is appropriate that they were recognised by the education community in 2016. We are also very fortunate to have a very wise and supportive Director, Mr Mark Barraket, who often performs a fairly thankless role. We certainly recognise and appreciate what you do. Our Administration staff are nothing short of inspiring. They work in the engine room of the school and go above and beyond on a daily basis. They embody the Endeavour spirit and have worked with a wonderful esprit de corps. Finally, thank you to the parents and carers of our students; this day is a celebration of you as well.

### ***A FINAL MESSAGE TO OUR STUDENTS***

I'd like to finish with a final message to our wonderful students. All that I have discussed in this message has been the result of your efforts and the consequences of the actions of others to support you. We will continue to expect great things from you because you should want great things for those you care about. We will persist in setting you high expectations, and then encourage and support you. But as Abraham Lincoln once said, "Always bear in mind that your own resolution to succeed is more important than any other."

James Kozlowski

Principal

Endeavour Sports High School  
Taren Pt Rd & The Boulevarde  
Caringbah, 2229  
[www.endeavour-h.schools.nsw.edu.au](http://www.endeavour-h.schools.nsw.edu.au)  
[endeavour-h.School@det.nsw.edu.au](mailto:endeavour-h.School@det.nsw.edu.au)  
9524 0615

# School background

## School vision statement

Endeavour Sports High School we value:

Personal best, commitment and respect.

Students who demonstrate initiative in self–improvement and ownership of their learning.

Positive, engaging and challenging learning experiences that add value to student growth.

Quality learning environment.

Adding relevance to each lessons.

Inclusivity: Meeting the needs of all students and developing them in the classroom and on the sporting field.

Excellent teaching, excellent learning, excellent outcomes.

Recognising academic, intellectual, social and sporting achievements.

School pride continuously striving to be ‘Honour Bound’ in all that we do and accomplish.

## School context

Endeavour Sports High School’s school community is multicultural, socially diverse and geographically dispersed. Endeavour Sports High School provides equal opportunity for talented and elite athletes to achieve excellence in academic, cultural, sporting, civic, leadership and social endeavours whilst developing their athletic skills in their chosen sport. Included within the school cohort is a dynamic and innovative Special Education unit comprised of three IM classes, an IO and a Multi–category class.

Our student cohort consists of 734 students; 46% Torres Strait Islander and 71 Aboriginal students the majority from remote Australia and living at Kirinari Hostel.

Academic Excellence Program – The school is undertaking a comprehensive professional development program that is driven by evidenced based best practice.

The Targeted Sports Program (TSP) consists of fourteen different sports programs catering for the needs of talented young athletes. Participation in the program is based on merit and can be accessed by local and non–local students. Presently, 70 per cent of students participate in the TSP. The program is administered by a Director of Sport and each individual sport has a head coach and supporting staff. A mentor in each sport monitors sport participation, academic progress and welfare issues. The TSP is strongly supported by the community,

School Welfare Programs–The school makes good use of the Student Support Officer in the delivery of pastoral care for students.

The school is a White Ribbon School and it is with pride that this ethos is carried through in all practices and initiatives.

There are a number of programs to support our indigenous students:

- Norta Norta program that supports students via one–on–one tutoring.
- Mentoring programs, especially for the students living away from home.
- Strong Brother and Strong Sister programs.
- An Aboriginal teacher who has a community liaison role.

A homework centre and tutorial program supports students in achieving learning outcomes and reaching their individual potential.

The school's other programs include: Anti-bullying , Student Representative Council and Peer Reading.

There is extensive community participation at ESHS:

- Use of school facilities by community groups.
- An active and supportive P&C with a major goal of fundraising for the betterment of all students.
- Sport programs, band and dance supported by parent groups.
- Parents and friends taking an active role in special literacy programs.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### **For all schools (except those participating in external validation processes):**

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Staff assessed the domain of Learning as an area in which we needed to work towards Sustaining and Growing. Professional Learning in evidence based teaching and learning practices and a collegial approach to professional observations focused on Direct Instruction, explicit feedback to student and constructive feedback to colleagues led to progressing the School Excellence Framework components of Learning and Teaching along the continuum. Continued professional dialogue centred on student learning outcomes and improved teaching practice, and consolidated the notion of collective responsibility amongst staff. The School Excellence Framework domain of Leadership measured internally via school community surveys has been assessed at Sustaining and Growing. This has been enabled by the transparent, instructional and collaborative leadership of Endeavour Sports High School's leadership team.

The School Excellence Framework data indicates Endeavour Sports High School's Learning Culture is sustained and growing. It is working towards continued achievements in Curriculum and Learning and Assessment and Reporting. There has been achieved growth in Learning and Development and we are sustained and growing in this key element. Similarly staff collaborative practice as well as the domain of Leadership is at sustained and growing capacity.

Our self-assessment process will further assist the school to refine the strategic priorities in our school plan leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Raise intellectual and instructional intensity in the classroom.

### Purpose

To ensure students reach their intellectual, academic and social potential through embedding high impact teaching and learning strategies. To develop in students critical thinking skills, and resilience to enable them to work independently and in teams to succeed as active citizens.

### Overall summary of progress

Implementing the high impact teaching strategies outlined in the CESE paper What Works Best became the focus in 2016, reinforcing the Visible Learning Strategies implemented in 2015.. Staff professional development in Direct Instruction, and Feedback was consolidated. Staff observation templates were utilised to support implementing the strategies in the classroom. Peer, self evaluation, collegial discussion and further implementation of Visible Learning strategies in the classroom were highly successful in promoting explicit teaching and learning. The continued notion of an open classroom and shared practice has had a positive impact on student learning whilst simultaneously emphasising that teaching as involves ongoing learning. An increase in student achievement was evident in the quality of assessment tasks students produced, and the quality of student workbooks revealed an improvement in the standard of classroom tasks.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Student surveys indicate student engagement of over 85%</li><li>• Attendance is above 90%</li><li>• Reduction in N-Determinations</li><li>• Reduction in negative behaviour referrals</li><li>• Assessment tasks display effective use of feedback</li><li>• Increase the percentage of Year 9 students at Proficiency in NAPLAN.</li><li>• HSC results – Increase in bands 5 and 6.</li><li>• Growth in student enrolment numbers and stabilisation of student retention</li><li>• Aboriginal students demonstrate:<ul style="list-style-type: none"><li>• Above average growth in NAPLAN and HSC results.</li><li>• Exit surveys demonstrate clear pathways achieved for all Aboriginal students. as indicated in PLPs.</li></ul></li></ul> Attendance data of Aboriginal students is above 90%	<ul style="list-style-type: none"><li>• Continued focus on professional development and implementation Visible Learning strategies. Including Direct Instruction, Explicit Feedback and Teaching Strategies for HSC success.</li><li>• Business Intelligence data indicates there has been valued added of 37.1 % for years 7 to 9 and 11% of students achieved in the top two bands</li><li>• 92% of the Year 9 cohort are at or above National minimum standards</li><li>• Tell Them from Me data indicates students sense of belonging and commitments from their teachers to their learning</li><li>• Year 12 Exit surveys indicate explicit teaching of HSC Teaching strategies and the giving of constructive feedback in a timely manner</li></ul>	Not applicable

### Next Steps

To ensure students reach their academic potential and further improve value added achievement /results, including improvements in NAPLAN and increasing numbers of Bands 5 and 6 in the HSC, staff and executive are resolute in sustaining improvements in classroom practice. Directions for 2017 include: Further consolidation and implementation of HSC Teaching Strategies for Success, Direct Instruction and Feedback. The reinforcement of these strategies through continued cyclical peer observations, discussion and reflection is purposeful in impacting student learning and reinforcing a culture of academic focus and success. Student workshops emphasising Direct Instruction, HSC strategies for success

and Feedback will take place to support the process holistically.

## Strategic Direction 2

Accomplish an outstanding school ethos through high expectations and high responsiveness of staff and students alike.

### Purpose

To instil in our students high expectations of themselves and continued pride in each other and our school community.

To consolidate commitment to teaching reflecting on learning outcomes, evidenced based research and maintenance of high expectations of excellence in student learning.

To become the school of choice in the local area.

### Overall summary of progress

In 2016 we continued to emphasise all school communication through electronic form. Continued emphasis on social media coverage of all school successes including academic, social and sporting achievements is reflected in the average weekly Facebook reach of over 20,000 people. Continued partnerships with elite sporting organisations and ambassadors led to further expansion of Targeted Sports Programs and the introduction of Cheerleading and Hockey. This has lifted our Targeted Sports Program's profile and resulted in a further tightening of the selection criteria to enter these programs as demand for places has increased.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Results from the Tell Them From Me survey demonstrate improvements in : Rigour, Relevance Positive Learning Climate</li><li>• PL &amp; PDPs aligned –Australian Standards, School Excellence Framework.</li><li>• Increased number of teachers leading workshops.</li><li>• Observations of lessons indicate improved High Order T&amp;L.</li><li>• Work samples evaluated indicate increase in outcomes and 'effort'.</li><li>• School based assessment and qualitative data indicates student growth in the application of general capabilities to school based and real world learning.</li><li>• External assessment indicates value added growth.</li><li>• Growth in student TSP numbers</li></ul>	<ul style="list-style-type: none"><li>• staff have participated in at least 3 collegial observations</li><li>• collegial observations are informing best practice</li><li>• staff PDPs and professional learning reflected the Professional Teaching Standards and are aligned with School Plan and school directions</li><li>• staff leadership capacity has been developed – numerous staff have stepped into whole school roles</li><li>• our High Expectations policy was implemented across all stages – High Expectations had an immediate impact. lifting student performance, attitude and academic progress.</li><li>• Increased public profile through social media, and growth of TSP programs has led to an increase in student enrolments</li></ul>	Not applicable

### Next Steps

To ensure our school ethos continues to develop in striving towards excelling in all areas of Teaching, Learning and Leadership our 2016 directions include: The strengthening of our High Expectations Policy. The continuation and consolidation of staff commitment to teaching and learning by embedding lesson observations within teaching programs. To ensure staff Professional Development Plans are aligned with the National Australian Teaching Standards, and to consolidate the Beginning /New Scheme teachers' program and the development of an Executive and Aspiring Leaders program.

## Strategic Direction 3

Streamlined systems and policies for whole school coherence.

### Purpose

To achieve organisational adaptation, renewal and improvement.

To develop frameworks for consistent practice and expectations within the school community at all levels.

To consolidate the collective responsibility of staff, students, parent and community members.

### Overall summary of progress

In 2016 we saw the implementation of the High Expectations policy across all stages. The policy was developed to lift student expectations with regards to performance, attitude and behaviour. In order to participate in extra curricula activities, including the Targeted Sports Program, students need to meet expectations in regards to three criteria: minimum 85% attendance, demonstration of consistent excellent behavior, and no incomplete assessment tasks, class tasks or homework tasks. The policy assists students in focusing their attention on their academic performance, and reaching their potential in the classroom and their respective sport. The policy has led to a framework of consistent practice and expectations within the school community.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Results from the Tell Them From Me survey demonstrate improvements in : Rigour, Relevance Positive Learning Climate</li><li>• PL &amp; PDPs aligned –Australian Standards, School Excellence Framework.</li><li>• Increased number of teachers leading workshops.</li><li>• Observations of lessons indicate improved High Order T&amp;L.</li><li>• Work samples evaluated indicate increase in outcomes and 'effort'.</li><li>• School based assessment and qualitative data indicates student growth in the application of general capabilities to school based and real world learning.</li><li>• External assessment indicates value added growth.</li></ul> Growth in student TSP numbers	<ul style="list-style-type: none"><li>• TSP programs develop and monitor elite athlete plans</li><li>• increased student expectations within TSP has mirrored school's High Expectations Policy</li><li>• Partnerships with elite sporting clubs and state representation has increased.</li><li>• Relationships with TSP ambassadors has strengthened.</li><li>• House Sport colours were implemented.</li></ul> Community consultation led to each coloured house being named after an ex student who has represented Australia in their chosen sport.	Not Applicable

### Next Steps

In order to facilitate continued whole school coherence and consolidate the collective responsibility of staff, students, parents, and community members our directions for 2016 will include: The review of our student welfare policy to reflect a PBL model building. The continued emphasis on elite coaching and mentoring. The continued development of individual elite athlete development plans. and the continued consistent differentiation of curriculum and tasks following the maker model to extend all learners.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>English language proficiency</b>	Students were withdrawn and taught English explicitly. Our allocation allowed for withdrawal twice a week. Increased funds allowed for ESL trained staff to accompany students in their classes to support them individually and within a team teaching capacity. Students are at the progressing stage of development.	\$67,875.00 • English language proficiency (\$0.00)
<b>Low level adjustment for disability</b>	Targeted students supported seamlessly. Differentiated learning – led to increased student completion of tasks, decreased negative referrals and value added growth for supported students. Mathematics and English trained staff situated within the Learning Support Team led to increased understanding and improved skill sets across KLAS in differentiating the curriculum, – lesson activities and student assessments. Will continue employment of Mathematics and English staff within the Learning Support Team.	\$220,016 • Low level adjustment for disability (\$0.00)
<b>Socio–economic background</b>	PLPs easily accessible. Increased professional conversations specifically related to individual student development and growth. Improved NAPLAN results and improvements in internal assessment. Capacity of staff in teaching Literacy and Numeracy explicitly has grown.	\$57,081 • Socio–economic background (\$0.00)
<b>Support for beginning teachers</b>	BT was mentored by Experienced colleague; both were given release time, PL opportunities include peer observations and quality feedback. Funds were also expended supporting Beginning Teacher and probationary temporary staff with professional development in accreditation, curriculum design and student welfare related development.	\$4800.73

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	533	481	506	547
Girls	270	236	231	240

Enrolments indicate a steady growth in both male and female students.

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	92.7	93.2	92.9	91.6
8	88.6	90.1	90.1	88.4
9	87.5	88	88.4	89.1
10	84.9	87.6	86.6	87.4
11	83.5	85.9	89.4	86.2
12	84.9	87.1	88.7	89.5
All Years	87	88.5	89.4	88.7
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

### Management of non-attendance

The data indicates the need for continued perseverance in improving student attendance.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	4	3	9
Employment	3	6	39
TAFE entry	2	2	20
University Entry	0	0	28
Other	2	3	4
Unknown			

## Year 12 students undertaking vocational or trade training

Vocational education training (VET) courses were offered at Endeavour Sports High through two pathways – school delivered VET and TAFE delivered TVET. The courses studied at school in 2016 were Hospitality, Construction and Metals and Engineering.

These courses allow students to gain dual accreditation. That is, the VET course contributes to the HSC and can be used in the calculation of an Australian tertiary Admission Rank (ATAR). These courses also allow students to achieve a Cert I or Cert II in that course.

Students undertaking a VET course have experienced a number of opportunities which have enhanced their learning:

Hospitality students gained valuable skills which will transfer to future employment opportunities. Besides competencies gained in class, students have been responsible for catering for a number of school functions, including White Shirt Day for Ovarian Cancer, Open Night, Anzac Day and Clontarf Morning tea. The Coffee Bound Café is an integral part of Hospitality training and serves as a real life simulated activity for our students. The operation expanded late in 2016 with the construction of the café deck.

The Construction and Metals and Engineering students make a valuable contribution to the school by the construction of a number of projects both at Endeavour and local primary schools. The most significant for 2016 was the café deck project which was built entirely by staff and students. The funding for this project came from the State Government and the School P&C association. This project will benefit not only VET students but the whole school community as other KLA's can make use of this area.

Work placement is a mandatory component of all VET courses. Approximately 100 places were organised by our work place partner Southern Sydney BEN. Students in Year 11 attended a Work Ready Program conducted by SSBEN prior to the commencement of their work placement.

## Year 12 students attaining HSC or equivalent vocational education qualification

The legal leaving age for students in NSW is 17, unless employment or further training has been pre-arranged. Accordingly, Endeavour offers a diversity of programs which cater for individual abilities and aspirations.

Traditional subjects (re. university); VET courses; TVET courses; School based traineeships; School based apprenticeships; study by correspondence; Distance Education for study of languages; a flexible work experience program and individual counselling for subject selection have all contributed to our 2016/17 Year 11 cohort being suited to their ideal patterns of

study. Furthermore, Year 10 students now have the opportunity to participate in stage 5 TVET courses and short TAFE tasters which enhance their employability skills.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	41.1
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
Teacher of ESL	0.4
School Counsellor	1
School Administration & Support Staff	16.08
Other Positions	6.7

\*Full Time Equivalent

All staff at Endeavour Sports High School have the required academic qualifications. There is a mix of experienced, new scheme and beginning staff members. Staff Professional Development Plans indicate that all staff are meeting the Australian Professional Teaching Standards. All staff are committed to realising individual student academic and emotional potential.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	97
Postgraduate degree	3

### Professional learning and teacher accreditation

The Professional Learning that staff attended was purposefully linked to their Performance and Development Plans. Staff attended external in-services relevant to the Australian Curriculum, Stage 6 specific syllabus implementation and leadership development. A beginning Teacher completed her accreditation to

gain Proficiency. Our New Scheme Teachers undertook training to meet their accreditation requirements. The professional development they attended was specifically related to growth in their profession, three experienced staff members demonstrated an interest in applying to gain Lead Teacher or Highly Accomplished accreditation and were supported with professional development and creation of opportunities to lead whole school programs or step into whole school roles. Internal professional development was led by the executive team and focused on the Strategic Directions and specific evidence based practice to impact student learning.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>728 061.59</b>
Global funds	552 421.80
Tied funds	488 581.04
School & community sources	748 216.74
Interest	18 524.80
Trust receipts	56 693.40
Canteen	209 097.00
Total income	2 801 596.37
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	134 510.32
Excursions	70 034.65
Extracurricular dissections	482 626.75
Library	5 601.17
Training & development	0.00
Tied funds	407 688.94
Short term relief	124 244.13
Administration & office	206 215.89
School-operated canteen	191 431.33
Utilities	94 832.78
Maintenance	73 698.73
Trust accounts	60 200.65
Capital programs	7 812.03
Total expenditure	1 858 897.37
<b>Balance carried forward</b>	<b>942 699.00</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Naplan data indicates that 11% of students achieved the top two bands in Literacy. Students who performed at or above minimum standards in Year 7 are as

follows: 32% in Reading, 32% in Writing, 17% in Spelling, 29% in Grammar & Punctuation Year 9 data indicates that 36% in Reading, 39% in Writing, 21% in Spelling, 27% in Grammar & Punctuation performed at or above national minimum standards.

NAPLAN data indicates that 22% of Year 7 and 26% of Year 9 performed at or above national minimum standards.

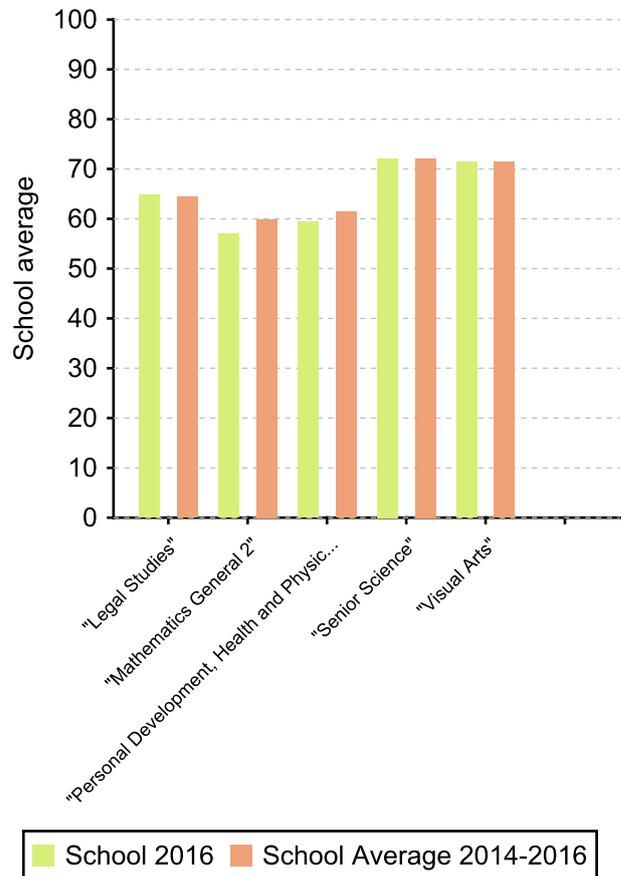
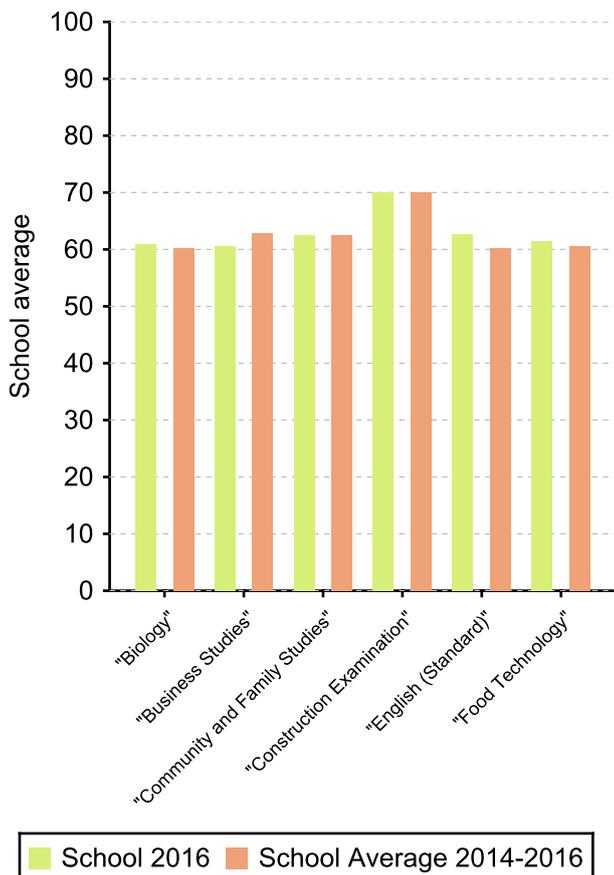
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

Delete text not required.

### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



The 2016 HSC results highlighted an increase in Band 5s in Biology, Senior Science, Construction and a Band 6 in PDHPE.

### Parent/caregiver, student, teacher satisfaction

Our improved standing in our local community can be summed up by the results of a survey that was recently conducted. In this survey;

- 86% of responses stated that our reputation has improved over the past two years.
- 87% believed that we have raised students expectations.
- 80% feel that our focus is primarily on academic achievement.
- 81% of our community feel confident in the vision the leadership has for the school.
- 84% of people were very confident that Endeavour Sports high has a very bright future.

Endeavour Sports High School is very happy with the results we have achieved so far. We are mindful that we are only two years along the journey and will continue to work hard and implement evidence based strategies that we know will improve the academic results of all students who attend Endeavour Sports High School.

### Policy requirements

#### Aboriginal education

Our Aboriginal students collaborated with the Learning Support staff in designing their Personalised Learning Plans. Identified areas of growth and areas for self-improvement are noted and realistic goals are set. Student attendance was systematically monitored to ensure achievement of individual learning and social goals. All our Aboriginal students achieved an attendance average of 89% and demonstrated an improvement in achieving learning outcomes. Our Aboriginal students attainment is excelling in comparison to students in similar schools.

### **Multicultural and anti-racism education**

Endeavour Sports High School is a school where tolerance and respect for all cultures is the expected norm. Our diverse student body population is celebrated on Harmony Day with whole day school events, that include a formal assembly, performances, activities and stalls. Multicultural tolerance and Anti-racism is taught within the curriculum and reinforced at year group meetings and formal assemblies.

### **Other school programs**

#### **Special Education**

The school has a support unit to meet the needs of students. We have three classes for students with a moderate intellectual disability and two classes for students with a mild intellectual disability. Enrolments in 2014 were 30 in the intellectually mild (I.M.) classes and 23 in the intellectually moderate (I.O.) classes. The unit has a Head Teacher, five classes with five full-time teachers, and five School Learning Support Officers, one attached to each class. The junior class attends mainstream lessons for PDHPE, Design and Technology, Music and Art. In addition, students in the junior class participate in community access activities. The senior class attends mainstream lessons for Design and Technology and PDHPE. Eight students were integrated into mainstream classes in areas of interest and ability. Six students were members of the Targeted Sports Program. In addition, students in the senior class access work experience placements, TAFE, community college and community access activities. During 2011 a group of parents formed a committee called Endeavour SKWAD (Special Kids With a Disability) to support the Special Education Unit at Endeavour Sports High School. These parents meet regularly to discuss issues including fundraising. The SKWAD team also provides a supportive network for the parents of Special Education students at Endeavour. They continued to support Endeavour Sports High School with a number of successful fundraising events.

#### **CLONTARF**

Aboriginal Boys Program The Endeavour Sports High School Clontarf Academy opened in March 2015 with 37 boys, with the numbers growing to 56 boys being enrolled and engaged in the program. The average

attendance across all years in 2016 was 89%. 2016 highlights of the Clontarf Program include:– The camps to Alice Springs and Uluru, the Kiama induction tour and trips to Brewarrina, Dubbo, Tamworth and Wagga.– Attending numerous NRL games and a Sydney Kings game.– Taking 30 boys to NSW State of Origin.– Participating in the Sydney to the Gong bike ride with Grain Corp staff.– Numerous employment visits and staff engagement sessions with Google, Qantas, Bunnings, Caltex and the NRL.– Participating in Clontarf sporting carnivals in Dubbo, Wagga, Tamworth and Sydney.– Endeavour Clontarf boys Health Checks Day. Dinner at the Governor General's House with other Clontarf Academies in Term 4.– Various employment and university visits.– Numerous guest speakers and positive role model visits to the Academy.

#### **Targeted Sports Program**

2016 has been filled with sporting success both within the curriculum and competitively. It has been an invaluable avenue for students to find success and self-confidence. The Targeted Sports Program at Endeavour provides students with the support and structure to excel in their chosen sport whilst balancing their academic requirements. Students gain access to the program through an application and a rigorous selection process. There are 14 sports offered in the Targeted Sports Program with highly accredited coaches providing opportunities for students to practice and extend their individual talents. Each sport has a Teacher Mentor who is in charge of the students overall welfare and creates the link between the school, student and coach. Sporting partner organisations for 2016 include Sydney FC, Cronulla Sharks Rugby League, Sydney Swans, Sydney Sixers, Southern Districts Rugby, Sydney Blue Sox Baseball, Hockey NSW, Netball NSW, Sharks Basketball & Sutherland Athletics Club.

High levels of achievement have been recorded with many students progressing to state, national and international representation in 2016. The Annual Athletics, Cross country and Swimming Carnivals were all major successes and with continued marketing and student success at this level we will see an increase in student participation in 2017.

Endeavour is in the Port Hacking Zone for Grade Sport which conducts competitions in different sports on a weekly basis. Students who are not involved in the Targeted Sports Program are encouraged to participate in the Grade Sport competitions and also recreational sport.

#### **AUSTRALIAN REPRESENTATIVES**

The recipients of a Sports Blue Award for 2016 are:

#### **BLUES RECIPIENTS**

Major school sports awards for 2016

The 2016 Premier's Sporting Challenge Medal was KyMani Schwenke of Year 10.

The junior sportswoman of the year was Hannah Higgins of Year 8

The Junior Sportsman of the year was Thomas De Meio of Year 9

The Sports woman of the year was Georgia Plessas of Year 12

The Sportsman of the year was Nathan Clarke of Year 10.

#### INTERNATIONAL TOURS / TRIALS

Rugby – Deon Evans New Zealand Tour U17s

Lloyd McDermott Team.

Rugby – Deon Evans IAIR Canada/ USA Tour 2018

Baseball – Keanu Cowley New Zealand Ripken Tournament

Baseball – Ben Carrol JNR Little League World Series

#### STATE – FINAL PLACE

Rugby – Coast to Country Cup – U16s Plate winners

Netball runners up – open

Netball State champions – 15yrs

#### STATE TITLES (1st Place)

Rugby League St Marys Cup Champions

#### STATE SEMI-FINALIST

Cricket – NSW Davidson Shield 1st XI Finalists

#### STATE REPRESENTATIVES

Luke Hawksworth

NSW CHS Cricket

Luke Hawksworth

NSW All Schools Cricket

CHS Opens RU – Zach Stewart

CHS U16s RU – Trivaan O'Mullane, Sardy Halbouni, Luciano Svagelli and Julian Zissis.

NSW Rugby Sevens – Deon Evans.

Baseball – Keanu Cowley

Baseball – Thomas Horne

Netball – Kymani Schwenke under 16s CHS and NSW All School team

Athletics –

Jasmine

1st place: 13 girls CHS High Jump 3rd place: 13 girls High Jump – NSW All schools

Athletics – Jamee Smith

3rd place CHS, 200m 16 boys

Rugby League – Opens CHS Reece Robson, Fine Kula, Semisi Kioa, Jeffery Tu'itavuki

Rugby League – Opens Reece Robson, Fine Kula, Semisi Kioa, Jeffery Tu'itavuki

Rugby League – 15s Thomas De Meio, Alec Brennan

#### STATE REPRESENTATIVES

Luke Hawksworth – Cricket

Will Vandermaal – Cricket

Harrison Tattersall – Cricket

Zac Gart – Cricket

Deon Evans – Rugby

Dante Lusio – Rugby

Zach Stewart – Rugby,

Trivaan O'Mullane – Rugby,

Mitch Brennan – Rugby

Mitch Gasnier – Rugby

Oliver Milgate – Rugby,

Mataele Taufa – Rugby

Lachy Townsend – Rugby

Teirimana Whanga – Katipa – Rugby

Axel Lancelot – Rugby

Mitch Robinson – Rugby

Caden Paul – Rugby

Sam Clarke – Rugby

Thomas Horne – Baseball

Ky Mani Schwenke – Netball

Kyla Gordon – Netball

Lauren Hamilton Smith – Netball

Rugby League 15s – Taiwaaka Noble, Alec Brennan, Jake Boskovski, Thomas De Meio, Izaiah Aldridge, Roderick Ahoy

Rugby League Opens – Dylan Smith, Lachlan Smith,

Reece Robson, Anthony Brown, Fine Kula, Donovan  
Briggs, Evander Swann, Luke Metcalf, Semisi Kioa,  
Jeffrey Tu'itavuki, Soakimi Tu'itavuki, Eniasi  
Tokelau, Mutu–Heremaia Stanley