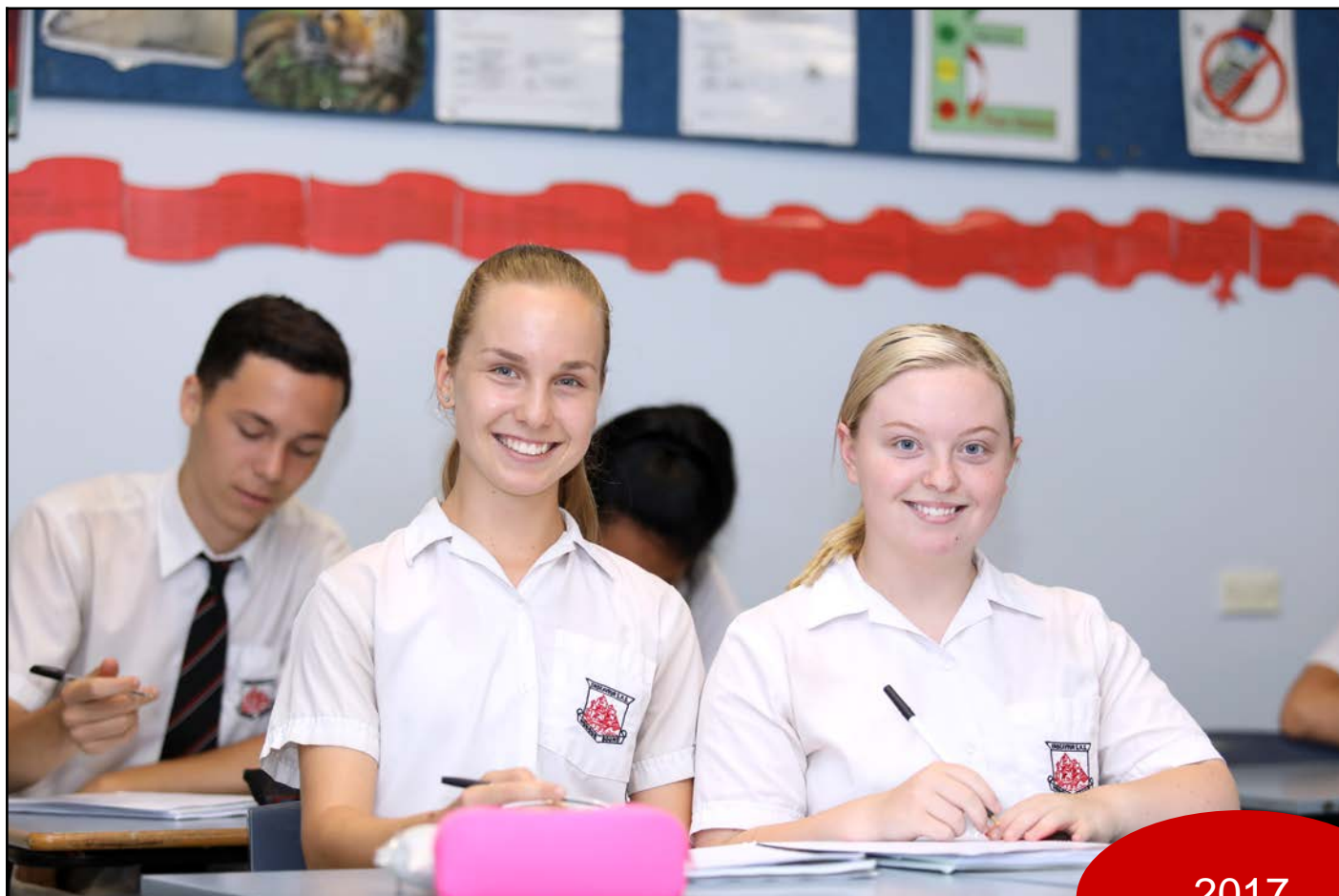


Endeavour Sports High School

Annual Report



2017



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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.

James Kozlowski

Principal

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Message from the Principal

We end 2017 being able to reflect on a year where the successes exceeded even the most ambitious objectives.

ACADEMIC SUCCESS

Our commitment to academic excellence has been rewarded with some very impressive results, including our best NAPLAN scores on record and our best HSC results in several years. Our junior Extension Class program was expanded to accommodate this culture of success and we saw this desire for academic excellence filter throughout the year groups.

QUALITY TEACHING

We are endowed with a highly skilled and talented staff who are dedicated to adopting best practice. This means having a commitment to school wide professional learning that utilises the very best in global research. To put it simply, we have taken what works best for student achievement and delivered it in the classroom.

I am particularly proud of the partnership we have developed with the University of Technology this year in the teaching of mathematics. Under the inspirational leadership of our Head of Maths, Craig Marland, our dedicated maths faculty adopted university developed teaching strategies designed to heighten student engagement in maths.

STEM

For years our society has been negligent in encouraging students into science, technology, engineering and maths. Not at Endeavour! We have developed a richly resourced STEM program that is exposing students to innovative practices such as coding, robotics and 3D printing. We aim to develop a love of these subjects and produce the pioneers of the future.

ENDEAVOUR, THE PLACE TO BE

The Year began with our largest Year 7 cohort for many years, with 177 students joining us, a 100% increase on 2014. Overall our school population has grown by close to 18% in just the last couple of years. We are now a school where demand for places is significantly outstripping supply, affording us the luxury of being highly selective about the applications we accept. Our 2018 Year 7 is on track to be an equally large cohort, despite the fact that we have declined over 30% of applications on academic grounds.

A SCHOOL CULTURE OF SUCCESS

To deliver excellence you must produce a culture that strives for it. It starts with a strategic plan that sets ambitious targets and then implements strategies that establishes and supports high expectations.

We want to be the best in the classroom, on the sporting field and in other valuable pursuits. Over the last three-year planning cycle we have expected more, and delivered more.

We will strive for success and celebrate our students and staff when it is achieved. We are so proud of our zone debating champions, winning science students, distinguished mathematicians and historians, our chess competitors and reading challenge victors.

AN AWARD WINNING SCHOOL

This year we received two very special awards in recognition of our achievements. Earlier in the year we received the 2017 Schools Excellence Award for VET. This is a tribute to Fiona Murphy and her fantastic team of teachers and students.

More recently the Department of Education conferred upon us the Ultimo Directorate Award for Significant Achievement as a School. This highly prestigious award is recognition of all that we have achieved over the past three years.

SUCCESSFUL PARTNERSHIPS

We have partnered with the very best to become the very best.

We have a highly impressive list of partners that is unmatched anywhere in Australia.

Our university links mean that we are undertaking ground breaking research and utilising innovative practices.

OUR TARGETED SPORTS PROGRAM

What a fantastic year it has been for our Targeted Sports Program with every one of our TSPs growing in the quantity and quality of student athletes. Of particular significance was the achievement of our female athletes winning state competitions in tennis and cheerleading, and being state runners-up in basketball, netball and futsal. We also had female state representatives in football, hockey, athletics and netball. Special mention is warranted of Ky-Mani Schwenke who made the Australian netball team, and Alexandra Tims who played for the Sydney 6ers.

ENDEAVOUR IN THE MEDIA

No other Australian school has been so prominent in the mainstream media over the past two years. We have been the subject of two Sydney Morning Herald, three Daily Telegraph and several local paper articles, plus a Fox Sports documentary.

We have the most popular Facebook page of any school in the Sutherland Shire and beyond, and this year we launched a new and unique website to better reflect our achievements.

OUR PRIMARY FRIENDS

2017 has been another successful year in fortifying relationships with our local primary schools. We have collaborated with Taren Point, Sans Souci, Caringbah North, Miranda North and Laguna Street for several events including White Ribbon, sport carnivals, mural painting and a reading program. 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 that has enhanced and celebrated one another's achievements.

CREATIVE & PERFORMING ARTS

We will look back on 2017 as a seminal year for our creative and performing arts. The prodigious talent of our dancers, musicians, actors and artists were on full display at our auspicious Performing Arts Showcase. Joining them was our newly created, competition winning TSP Cheerleaders. I am confident that our creative and performing arts will continue to flourish over the coming years.

THE SCHOOL ENVIRONMENT

The construction of a brand new administration building and bus bay, surrounded by impressive landscaping, has begun. Our Endeavour café deck has had an indoor component added to it, and we hope to have a sail shelter installed early next year. This area has become a real focal point for entertaining and learning. We also hope to announce very shortly the approval to construct a state-of-the-art cricket net facility that will also support a batting cage for baseball.

THANK YOU

I want to publicly acknowledge and thank our entire staff. We have been blessed with exceptional deputies, a supportive and motivated executive, highly talented and dedicated teachers and the best administration staff on the planet. Great schools run on a lot of goodwill from staff, and my staff deliver this in spades.

Thank you also to our fantastic parents who are our greatest advocates.

A FINAL MESSAGE TO OUR STUDENTS

I'd like to finish with a final message to our wonderful students. All that we do here is for you. Every day we strive to provide you with an outstanding learning environment. There is something very special about Endeavour, a unique quality that only those who step inside our gates can understand.

It is a privilege and an honour to be your principal. I hope you regard being a student of Endeavour with a similar reverence.

We have had a fantastic 2017 but I am already focused on the opportunities and success that await us in 2018.

James Kozlowski

School background

School vision statement

At Endeavour we aim to provide a teaching and learning environment that establishes high expectations for all and delivers enhanced academic results. The core values of our school culture are personal best, commitment and respect.

School context

Endeavour Sports High School embraces academic excellence as its number one priority. Endeavour is a designated Sports High School situated in the south of Sydney. It is a comprehensive, co-educational high school which provides a caring, disciplined, well-resourced environment where all students can achieve their potential through quality teaching and learning.

The school is dedicated to excellence in scholarship, citizenship, sport and the creative and performing arts. The core values of our school are academic excellence, respect, commitment, and personal best.

Endeavour has achieved its largest student population in a decade despite dramatically raising academic enrolment criteria. The entire school has grown by 23% since 2014, with Yrs 7-10 increasing by 41% and Year 7&8 by 50%. Evidence of our raised criteria is that over 30% of applications for Year 7, 2018 were declined on academic grounds.

Our 2017 NAPLAN results were our best on record and our HSC results were the best in seven years. Our popular Extension Class and STEM programs are ensuring that we cater for our gifted and talented students, and our High Expectations Policy guarantees that all our students put learning first.

Endeavour provides a very broad curriculum and we have successful programs in the creative and performing arts including dance, music and drama. We also have high achieving debating, public speaking and chess programs.

We currently offer 14 different sports as part of our Targeted Sports Program and have an incredible number of partnerships with elite sporting organisations including Sydney FC, the Sydney Swans, Netball NSW, the Sydney 6ers, Basketball NSW, Baseball NSW, Hockey NSW and the Cronulla Sharks.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

We assessed the domain of Learning as an area where we were sustaining and growing in most elements and delivering in a few. Explicit teaching of study skills, feedback, our High Expectations Policy and the employment of a HSC mentor have been key to our growth in this domain. With the domain of Teaching we are delivering in 60% of elements and sustaining and growing across 40%. A whole of staff professional learning plan based on collaboration in best practice and a series of lesson observations are at the heart of this domain. For the final domain of Leading we assessed ourselves to be sustaining and growing in all elements. The school has demonstrated the creation of a culture of high expectations, community engagement, continuous improvement and effective use of resources.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Professional learning in feedback, Direct Instruction and Teaching for HSC Success was delivered and lesson observations implemented across all three strategies. Peer and self evaluation was critical to the process and allowed for constructive feedback between colleagues. Student surveys allowed for feedback to teachers on the learning environment and led to further discussions. An increase in student achievement was evident with our best NAPLAN results on record and evidence of some significant achievements in the HSC.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Student surveys indicate student engagement of over 85%• Attendance is above 90%• Reduction in N-Determinations• Reduction in negative behaviour referrals• Assessment tasks display effective use of feedback• Increase the percentage of Year 9 students at Proficiency in NAPLAN.• HSC results – Increase in bands 5 and 6.• Growth in student enrolment numbers and stabilisation of student retention• Aboriginal students demonstrate:<ul style="list-style-type: none">• Above average growth in NAPLAN and HSC results.• Exit surveys demonstrate clear pathways achieved for all Aboriginal students. as indicated in PLPs. Attendance data of Aboriginal students is above 90%	\$73,000	Professional learning was provided to support deep understanding of Visible Learning strategies including Feedback and Direct Instruction. Lesson observations were completed for nearly all relevant teachers in these strategies as well as for Teaching for HSC Success. Feedback visual clues were placed in all classrooms. NAPLAN results were our best on record. Overall school attendance was above 90%. Student enrolment numbers have increased by 24% across the entire school, 40% across Years 7–10 and 50% across Years 7&8. There was an overall increase in the percentage of Year 9 students at Proficient in NAPLAN. The majority of Aboriginal students achieved above expected growth in NAPLAN.

Next Steps

We will continue to implement key teaching strategies across the school including Feedback, Direct Instruction and Teaching for HSC and Academic Success. Effective learning strategies are explicitly taught to all students including study skills for all years. Analysis of Feedback samples from all teachers will be undertaken by Head Teachers. A bespoke school wide Literacy program will be delivered across all KLA's. There will also be mentoring of all HSC students identified as university bound.



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

The school has achieved an incredible culture shift over the past three years. Surveys indicate that a culture of high expectations has been embedded and we have firmly established academic achievement as our number one priority. Feedback is a key component of this new culture and has led to increased responsiveness to the needs of students, staff and the wider community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Results from the Tell Them From Me survey demonstrate improvements in : Rigour, Relevance Positive Learning Climate• PL & PDPs aligned –Australian Standards, School Excellence Framework.• Increased number of teachers leading workshops.• Observations of lessons indicate improved High Order T&L.• Work samples evaluated indicate increase in outcomes and 'effort'.• School based assessment and qualitative data indicates student growth in the application of general capabilities to school based and real world learning.• External assessment indicates value added growth.• Growth in student TSP numbers		Results from the Tell Them From Me survey demonstrate improvements in rigour, relevance and the creation of a positive learning climate. Teacher PDPs were strongly aligned to the school's strategic directions. Lesson observations were expanded and a larger number were delivered. NAPLAN results were our best on record and there has been significant growth in student TSP numbers.

Next Steps

The school's High Expectations Policy has proven to be an enormous success and will continue to be a vital element of our school culture of success. Staff will continue to collaborate and engage in whole school professional learning. Lesson observations will remain an important driver of shared practice and analysis of teacher to student feedback samples will be added to our overall Feedback strategy.



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

Surveys of staff, students and parents indicate a high level of satisfaction and support for the school's policies, strategies and achievements. Student outcomes demonstrate a high level of school improvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Surveys indicate a high level of satisfaction regarding the school's performance		Students, staff and parents were surveyed extensively throughout the year and their responses were overwhelmingly supportive of the processes, products and practices of the school.
A Positive Behaviour for Learning (PBL) program is developed.		The PBL program was developed after extensive consultation and will be delivered in the newly created Wellbeing Period in 2018.
The High Expectations Policy is reviewed and modified for enhanced effectiveness.		The High Expectations Policy has become a highly regarded element of the Endeavour culture. It was modified slightly to enable further enhancements to be made.

Next Steps

In 2018 a Wellbeing Period has been established to further enhance support for students' academic performance and welfare. This period is used to monitor attendance, uniform and diary use and to deliver PBL lessons.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$65453 <ul style="list-style-type: none"> • Aboriginal background loading (\$65 452.00) 	SLSOs were employed to support students in the classroom. Staff employed to support the completion of student PLPs. SLSOs employed to support students in the homework centre each Monday and there was tuition of students after school during the week.
English language proficiency	\$30554	Funds allocated to accommodate the reallocation of teaching periods to enable our Language ESL trained staff member to assist ESL students. ESL teacher employed also at .2
Low level adjustment for disability	\$60336 <ul style="list-style-type: none"> • (\$0.00) 	Student support was delivered on an individual and group basis. Curriculum was differentiated and PLPs ensured that individual needs were catered for.
Socio-economic background	\$214593	A comprehensive learning and support plan was delivered. NAPLAN results were our best on record and HSC results were impressive.
Support for beginning teachers	\$67250	A Beginning Teacher Mentor position was created. The person in this role has implemented a comprehensive BT support program involving professional learning, lesson observations, instructional rounds and extensive feedback.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	480	504	547	577
Girls	235	230	239	266

The entire student population has grown by 18% since 2014 and Year 7&8 by 40%.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	93.2	92.9	91.6	93.8
8	90.1	90.1	88.4	88.9
9	88	88.4	89.1	87.3
10	87.6	86.6	87.4	87.5
11	85.9	89.4	86.2	86
12	87.1	88.7	89.5	87.7
All Years	88.5	89.4	88.7	88.8
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Teachers alert the Year Adviser of any concerns regarding the non-attendance of a student. The Year Adviser will meet with the student to discuss any concerns and contact the parents. If necessary, the YA will refer the student to the Welfare committee for assessment and a meeting may result with parents and an attendance plan developed and implemented. HSLO referral may occur for students whose non-attendance continues.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	2	2	5
Employment	8	5	43
TAFE entry	2	0	9
University Entry	0	0	24
Other	0	0	4
Unknown	0	0	15

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 2017 were Hospitality and Construction. These courses allowed 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. The Coffee Bound Café is an integral part of Hospitality training and serves as a real life simulated activity for our students. The Construction students make a valuable contribution to the community through their construction of a number of projects both at Endeavour and local primary schools. Work placement is a mandatory component of all VET courses.

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 prearranged. Accordingly, Endeavour offers a diversity of options that cater for individual abilities and aspirations: traditional subjects, VET courses, TVET courses, School Based Traineeships, School Based Apprenticeships and Distance Education for the study of languages. A flexible work experience program and individual counselling for subject selection have all contributed to our 2017 Year 12 cohort attaining a HSC or equivalent vocational qualification.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	47
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.6
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	16.48
Other Positions	3

*Full Time Equivalent

Two of our teachers are Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	3

Professional learning and teacher accreditation

The Professional Learning that staff attended was purposefully linked to their Performance and Development Plans. Five teachers obtained their accreditation at Proficient. Staff attended external professional learning relevant to the Australian Curriculum, Stage 6 specific syllabus implementation and leadership development. Our New Scheme Teachers undertook training to meet their accreditation requirements. The professional development they attended was specifically related to growth in their profession. A comprehensive Beginning Teacher Program was established and delivered. Internal professional development was led by the executive team and focused on the Strategic Directions of the School Plan and specific evidence based practice to impact student learning. School development days covered face-to-face anaphylaxis and CPR training, Code of Conduct, PBL, the N-Determination system, High Expectations, lesson observations, the new Stage

6 syllabuses and feedback.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	942,699
Global funds	389,832
Tied funds	479,995
School & community sources	562,824
Interest	11,294
Trust receipts	21,691
Canteen	123,230
Total Receipts	1,588,866
Payments	
Teaching & learning	
Key Learning Areas	96,579
Excursions	71,089
Extracurricular dissections	289,449
Library	5,530
Training & Development	1,540
Tied Funds Payments	376,646
Short Term Relief	54,837
Administration & Office	212,347
Canteen Payments	121,013
Utilities	61,967
Maintenance	38,310
Trust Payments	24,609
Capital Programs	140,000
Total Payments	1,493,915
Balance carried forward	1,037,649

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	2,003,616
Appropriation	1,652,502
Sale of Goods and Services	71,198
Grants and Contributions	278,238
Gain and Loss	0
Other Revenue	0
Investment Income	1,677
Expenses	-976,937
Recurrent Expenses	-976,937
Employee Related	-508,941
Operating Expenses	-467,996
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,026,678
Balance Carried Forward	1,026,678

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The school adheres to recommended financial management processes and governance structures to meet financial policy requirements.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	7,111,391
Base Per Capita	127,482
Base Location	0
Other Base	6,983,909
Equity Total	533,455
Equity Aboriginal	65,454
Equity Socio economic	214,593
Equity Language	30,554
Equity Disability	222,854
Targeted Total	1,310,047
Other Total	344,061
Grand Total	9,298,954

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

Endeavour's 2017 literacy results reveal a considerable improvement on the three year average.

Percentage in Bands:

Year 7 - Grammar & Punctuation

Band	4	5	6	7	8	9
Percentage of students	6.6	18.5	24.4	32.7	13.7	4.2
School avg 2015-2017	7.4	18.9	30.5	27.2	11.9	4.0

Percentage in Bands:

Year 7 - Reading

Band	4	5	6	7	8	9
Percentage of students	6.0	13.1	35.7	26.8	16.1	2.4
School avg 2015-2017	6.8	17.9	37.4	23.7	12.6	1.7

Percentage in Bands:

Year 7 - Spelling

Band	4	5	6	7	8	9
Percentage of students	5.4	8.9	14.3	36.3	25.0	10.1
School avg 2015-2017	6.3	10.7	20.1	34.0	21.7	7.1

Percentage in Bands:

Year 7 - Writing

Band	4	5	6	7	8	9
Percentage of students	16.1	25.6	31.6	17.9	7.7	1.2
School avg 2015-2017	12.9	28.1	33.7	18.4	6.0	0.9

Percentage in Bands:

Year 9 - Grammar & Punctuation

Band	5	6	7	8	9	10
Percentage of students	15.0	21.4	33.6	25.7	3.6	0.7
School avg 2015-2017	12.0	30.4	34.3	18.3	4.8	0.2

Percentage in Bands:

Year 9 - Reading

Band	5	6	7	8	9	10
Percentage of students	7.9	26.4	35.0	25.0	5.7	0.0
School avg 2015-2017	8.1	27.7	36.0	22.7	4.4	1.2

Percentage in Bands:

Year 9 - Spelling

Band	5	6	7	8	9	10
Percentage of students	7.9	15.0	32.9	25.0	17.1	2.1
School avg 2015-2017	8.6	14.1	30.5	32.6	12.4	1.8

Percentage in Bands:

Year 9 - Writing

Band	5	6	7	8	9	10
Percentage of students	30.9	27.3	25.9	12.2	2.9	0.7
School avg 2015-2017	31.3	32.8	22.1	10.9	2.4	0.5

Endeavour's 2017 numeracy results show considerable improvement on the three year average.

Percentage in Bands:

Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	3.6	8.3	32.7	33.9	13.1	8.3
School avg 2015-2017	3.5	15.5	32.8	33.5	10.2	4.3

Percentage in Bands:

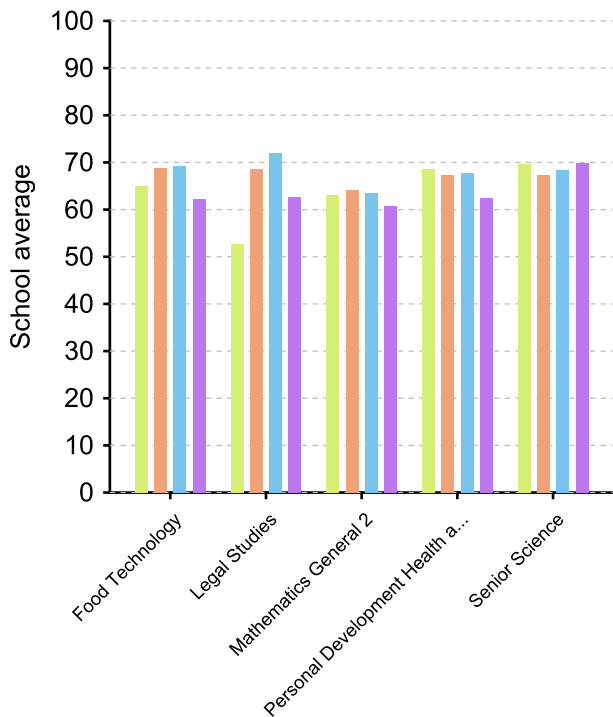
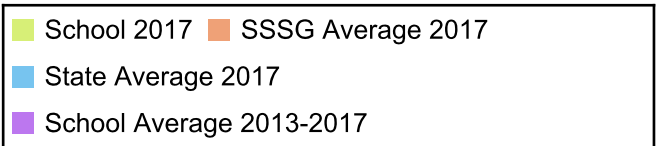
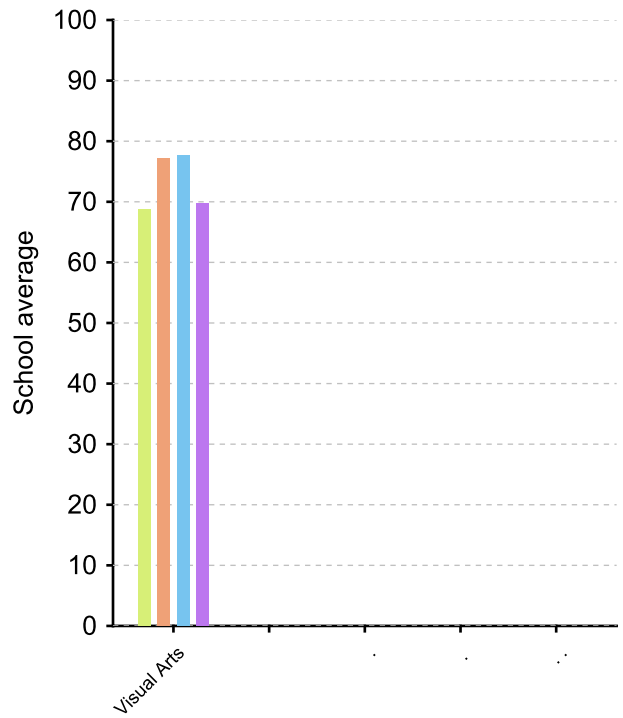
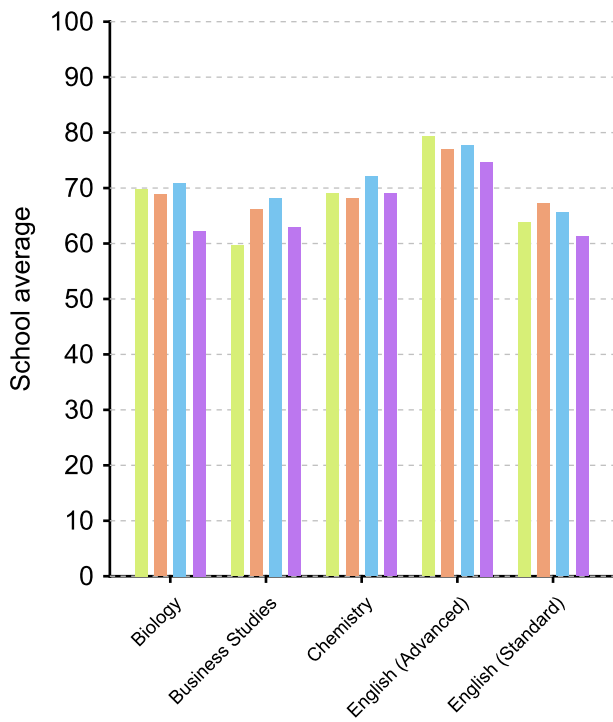
Year 9 - Numeracy

Band	5	6	7	8	9	10
Percentage of students	1.5	20.0	33.3	35.6	8.9	0.7
School avg 2015-2017	2.6	22.9	40.1	25.5	7.5	1.4

Endeavour achieved its best NAPLAN results on record in 2017. The average NAPLAN results for our Aboriginal students exceeded those of our SSSG and the rest of the state. The percentage of Year 7 students in the top 2 bands for numeracy and reading exceeded those for the SSSG. The percentage of Year 9 students in the top 2 bands for numeracy and reading were below those for the SSSG. The percentage of Year 9 Aboriginal students in the top 2 bands for numeracy and literacy were above the State results.

**Higher School Certificate (HSC)**

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



Subject	School 2017	SSSG	State	School Average 2013-2017
Biology	69.8	68.8	70.9	62.3
Business Studies	59.6	66.1	68.2	62.9
Chemistry	69.0	68.1	72.1	69.0
English (Advanced)	79.3	77.0	77.6	74.7
English (Standard)	63.9	67.3	65.6	61.3
Food Technology	64.9	68.9	69.3	62.2
Legal Studies	52.6	68.5	72.1	62.7
Mathematics General 2	63.0	64.0	63.6	60.7
Personal Development Health and Physical Education	68.5	67.3	67.7	62.3
Senior Science	69.7	67.2	68.3	69.9
Visual Arts	68.7	77.1	77.7	69.7

Endeavour's 2017 HSC results were the best in several years. Raised academic criteria for enrolment since 2015 means that more academically capable students will be sitting their HSC in a few years time. We have

been implementing many strategies to raise performance in the HSC including the employment of a HSC student mentor, a comprehensive study skills program and a focus on quality feedback.

Parent/caregiver, student, teacher satisfaction

In 2017 parents were surveyed about many aspects of the school and there were 229 respondents. The percentage of respondents that strongly agreed or agreed with the following statements are:

Endeavour's main focus is on academic achievement – 82%

Endeavour has high expectations for student achievement – 90%

Endeavour is committed to delivering high quality teaching – 84%

Endeavour has created a strong learning environment – 84%

Academic achievement is being recognised at Endeavour – 89%

Endeavour's leadership team has a strong vision for the school – 84%

Endeavour has a very effective leadership team – 82%

Endeavour's Targeted Sports Program is of a high quality – 81%

Endeavour has established a culture for continued success – 84%

The student Tell Them From Me survey revealed that Endeavour students had higher levels of intellectual engagement, a greater sense of belonging, a more positive view of student outcomes and a greater level of optimism than the state average.

A staff survey had 68 respondents and produced the following results:

100% believed there was a clear vision for the school.

98% believe we are establishing a stronger teaching and learning culture.

100% agree that we have set high expectations for the school.

100% believe we have made significant improvements to the school.

100% agree that they feel positive about the future school under the current principal's leadership.



Policy requirements

Aboriginal education

Our Aboriginal students collaborated with the Learning Support staff in designing their Personalised Learning Pathways. Identified areas of growth and areas for self improvement were noted and realistic goals were set. Student attendance was systematically monitored to ensure achievement of individual learning and social goals. The Endeavour Aboriginal students had average NAPLAN scores that were higher than both the SSSG and the State. Endeavour was the first school in Sydney to adopt a Clontarf mentoring program for Aboriginal boys. Our Indigenous girls were involved in Sista Speak and other cultural activities. Rick O'Brien, an Indigenous elder on staff, gave many of our Aboriginal students wonderful cultural experiences visiting ancient sites in the local national park. He was also involved with students in the production of a number of murals throughout the Shire. The school has developed strong links with the local AECG.



Multicultural and anti-racism education

Endeavour Sports High School is a place where tolerance and respect for other cultures is the norm. Our diverse student population is celebrated on Harmony Day with whole school events including a formal assembly, performances, activities and stalls. Tolerance for others and anti-racism is taught within the curriculum and reinforced at year group meetings.

and formal assemblies.