

Endeavour Sports High School

2019 Annual Report



8404

Introduction

The Annual Report for 2019 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.

School contact details

Endeavour Sports High School

Taren Pt Rd & The Boulevarde

Caringbah, 2229

www.endeavour-h.schools.nsw.edu.au

endeavour-h.school@det.nsw.edu.au

9524 0615

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 academic excellence, personal best, commitment and respect.

School context

Endeavour Sports High School is a coeducational school with 850 students enrolled in 2018 . 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 arts. The core values of our school are: academic excellence, personal best, commitment and respect.

Our 2018 NAPLAN results were our best on record. 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 reading programs.

We currently offer 15 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, Cricket NSW, Basketball NSW, Baseball NSW, Hockey NSW and the Cronulla Sharks.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

A high quality teaching and learning environment

Purpose

To provide a teaching and learning environment that establishes high expectations for all, and delivers enhanced academic results.

Improvement Measures

Increased average NAPLAN scores for Years 7 and 9.

Increased HSC average value added.

Increased number of teachers undertaking practices identified for Strategic Direction 1.

Progress towards achieving improvement measures

Process 1: Effective learning strategies, learning intentions and success criteria are explicitly taught to all students.

Evaluation	Funds Expended (Resources)
As above	*Elevate Study Skills instructors *Student diaries *HSC Mentor

Process 2: Implementation of key teaching strategies across the school including effective Feedback and formative assessment, Direct Instruction, and Teaching for Academic Success.

Evaluation	Funds Expended (Resources)
See above	*Key members of the Quality Teaching & Learning Team. *HSC Analysis template/ Teaching for HSC Success lesson observation template/ Teaching for Academic Success lesson observation template

Process 3: A whole school writing strategy is implemented.

Evaluation	Funds Expended (Resources)
Our whole school writing project suffered as setback in 2019 due to a series of unfortunate circumstances. We now have a renewed focus for 2020 and have taken on board Sydney University as a literacy partner with their Identity Text project – embedding strategies to engage Stage 4 and 5 students in writing. Eight key staff members have also signed up for the NESA accredited Grammar and Teaching course delivered by Dr Kathy Rushton from Sydney University and Joanne Rossbridge. HOWEVER, Year 9 NAPLAN results over recent years demonstrate substantial gains and we are now above the Average NAPLAN Score SSSG and the Average NAPLAN Score State. (SEE ATTACHMENT)	*Whole School Writing Coordinator *Head Teacher Teaching & Learning *Quality teaching & Learning Team members

Strategic Direction 2

Successful citizens and strong community engagement

Purpose

To ensure our values of academic achievement, personal best, commitment and respect are displayed by students and staff, and communicated effectively to our entire community.

Improvement Measures

An increased number of PBL lessons are effectively taught across the school.

Increased social media engagement across the various platforms.

An improved process of reviewing and enhancing school policies.

Progress towards achieving improvement measures

Process 1: The High Expectations culture – that reinforces the values of academic excellence, personal best, commitment and respect – is maintained through the implementation of the High Expectations Policy.

Evaluation	Funds Expended (Resources)
NAPLAN and HSC results reveal a much stronger culture of success has been created. The High Expectations Policy is utilised right across the school and is reflected in the number of students being issued with gold and red flags.	*Year Advisers *Sentral records

Process 2: Delivery of an effective communication system to ensure strong community engagement.

Evaluation	Funds Expended (Resources)
We now have 5,560 followers on Facebook and 2,347 Instagram followers. Our website was visited over 29,000 times in 2019. In addition, a comprehensive newsletter went home at the end of each term. Parent/Teacher nights were very well attended. The school's improved reputation and popularity is strongly reflected in demand for places significantly outstripping supply. For example, we had close to 400 applications for Year 7, 2021 and only 215 positions.	*Student success reports and photos from faculties & TSPs. *Facebook, Twitter and Instagram. *School Newsletter

Process 3: Implementation of effective policies and procedures for greater school efficiency and efficacy.

Evaluation	Funds Expended (Resources)
Three vital policies/procedures were produced relating to teacher reports, excursion/change of routine as well as homework.	*NSW Department of Education Policies. *Advice from relevant NSW Department of Education Directorates.

Strategic Direction 3

An outstanding Targeted Sports Program

Purpose

We aim to have the best junior talent development program in Australia. Endeavour is one of seven designated sports high schools in New South Wales and therefore needs to be at the forefront of developing the sporting talent of young Australians. To achieve this we need to continue to deliver outstanding coaching and mentoring, provide exceptional facilities, foster our unique sporting partnerships and deliver the very best in sports science.

Improvement Measures

Increased number of students in the Targeted Sports Program.

Increased number of Memoranda of Understanding with elite sporting organisations.

Increased number of students in the Targeted Sports Program participate in the University of Sydney Sports Science Project.

Increased number of students in the Targeted Sports Program have an individualised Talent Development Plan and engage in strength and conditioning.

Progress towards achieving improvement measures

Process 1: Development and implement the Endeavour Sports High School Targeted Sports Program Strategic Plan.

Evaluation	Funds Expended (Resources)
Second year of implementation. Key plan priorities identified including: survey, MOUs sports services offered at Endeavour. Formation of a TSP steering committee, partnerships with external bodies and further development and improvement of our TSPs. Partnerships developed with external agencies including Sydney Elite Massage and Jubilee physio. However, due to spatial issues in our Fitness centre we cannot confirm the start of our service availability.	ESHS Strategic Plan Sports High School Association Strategic Plan

Process 2: Maintenance and enhancement of partnerships with elite sporting organisations.

Evaluation	Funds Expended (Resources)
8 MOU's implemented and working successfully at ESHS. No MOU developed with football, netball and rugby league as yet.	*MOUs with our various sporting partners. *NSW Sports High School Association

Process 3: Implementation and expansion of the University of Sydney Sports Science Program.

Evaluation	Funds Expended (Resources)
Year 7 and 8 involved in re testing, due to university constraints. The university will complete testing term 1 2020 for years 9, 10 and 11.	*University of Sydney Masters students, the Endeavour HPM, testing equipment, fitness centre and timetable for testing. *Reports prepared by the University of Sydney. *High Performance Trainer *Fitness lab

Progress towards achieving improvement measures

Process 4: Strength and Conditioning has been delivered to all TSP students

Evaluation	Funds Expended (Resources)
100% of TSP students are engaged in a strength and conditioning program. 100% of students engaged with the strength and conditioning coach. Specialised programs written for elite athletes or students who have been injured.	*High Performance Trainer *Fitness lab

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$58,605 Teachers SLSOs Stronger Brother/Stronger Sister Indigenous Elder	The Indigenous Homework Centre operated throughout the year. All Indigenous students had a PLP developed and implemented. The school has a Clontarf Academy which provides highly structured mentoring for an Indigenous boy who chooses to participate.. Indigenous elder Rick O'Brien regularly took Indigenous student 'bush' to observe Indigenous art. The Stronger Sister program developed several commissioned murals throughout the Shire. National Reconciliation Week was celebrated with a whole school assembly and Aboriginal performances. Aboriginal students NAPLAN scores were above the average SSSG and State scores for most categories.
English language proficiency	\$71,695 SLSOs	EALD students were given additional support from the SLSOs who are members of the Learning Support Team. The performance of EALD students in the 2019 HSC compared favourably with non-EALD students.
Low level adjustment for disability	*1.5 FTE *\$85,618 *SLSOs	ILPs were developed and implemented for all identified students. Wellbeing data indicated that there was overwhelming success for the majority of students with attendance, academic achievement and behaviour. L&ST staff worked closely with these students as intended.
Socio-economic background	*\$168,928 *SLSOs	Learning & Support Teachers and SLSOs worked with students on an individual and group basis. Curriculum was differentiated when necessary..The academic performance of students in the first two SES quartiles compared very well with those in quartiles 3 and 4 in the 2019 NAPLAN. As did low SES students in the HSC.
Support for beginning teachers		Mentors did the following throughout the year: <ul style="list-style-type: none"> • engaged in collaborative practices through team teaching • observed lessons and provided structured feedback based on observation • assisted them with implementing effective classroom management strategies • mentored through professional discussion, personal reflection and assistance with compiling evidence to achieve mandatory accreditation • collaborated in assessing and evaluating student work • supervised of the planning quality lessons <p>The role of overseeing beginning teachers and the program delivered to them was given to Karina Dunne who has developed and modified the two attached policies.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	547	577	572	628
Girls	239	266	293	366

Student attendance profile

School				
Year	2016	2017	2018	2019
7	91.6	93.8	92.7	93.8
8	88.4	88.9	89.2	91
9	89.1	87.3	83.8	89.7
10	87.4	87.5	81.2	86.1
11	86.2	86	82.5	86.6
12	89.5	87.7	87.4	86.7
All Years	88.7	88.8	86.5	89.5
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	3
Employment	3	2	32
TAFE entry	4	0	20
University Entry	0	0	35
Other	0	0	0
Unknown	0	0	10

Year 12 students undertaking vocational or trade training

47.37% of Year 12 students at Endeavour Sports High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

95.3% of all Year 12 students at Endeavour Sports High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	53.5
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	17.77
Other Positions	3

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,449,060
Revenue	12,324,534
Appropriation	11,117,923
Sale of Goods and Services	71,349
Grants and contributions	1,083,528
Investment income	10,834
Other revenue	40,900
Expenses	-12,183,022
Employee related	-10,672,544
Operating expenses	-1,510,478
Surplus / deficit for the year	141,512

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	1,421,193
Equity Total	544,921
Equity - Aboriginal	58,605
Equity - Socio-economic	168,928
Equity - Language	71,695
Equity - Disability	245,692
Base Total	8,371,574
Base - Per Capita	214,821
Base - Location	0
Base - Other	8,156,754
Other Total	676,950
Grand Total	11,014,638

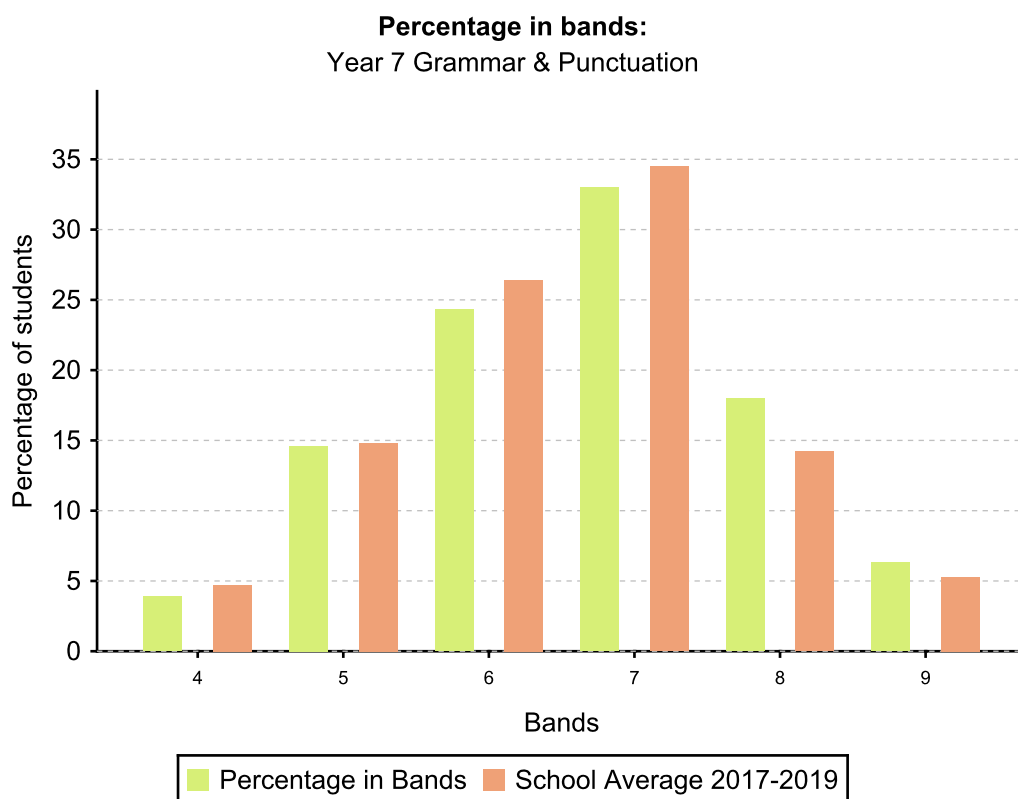
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

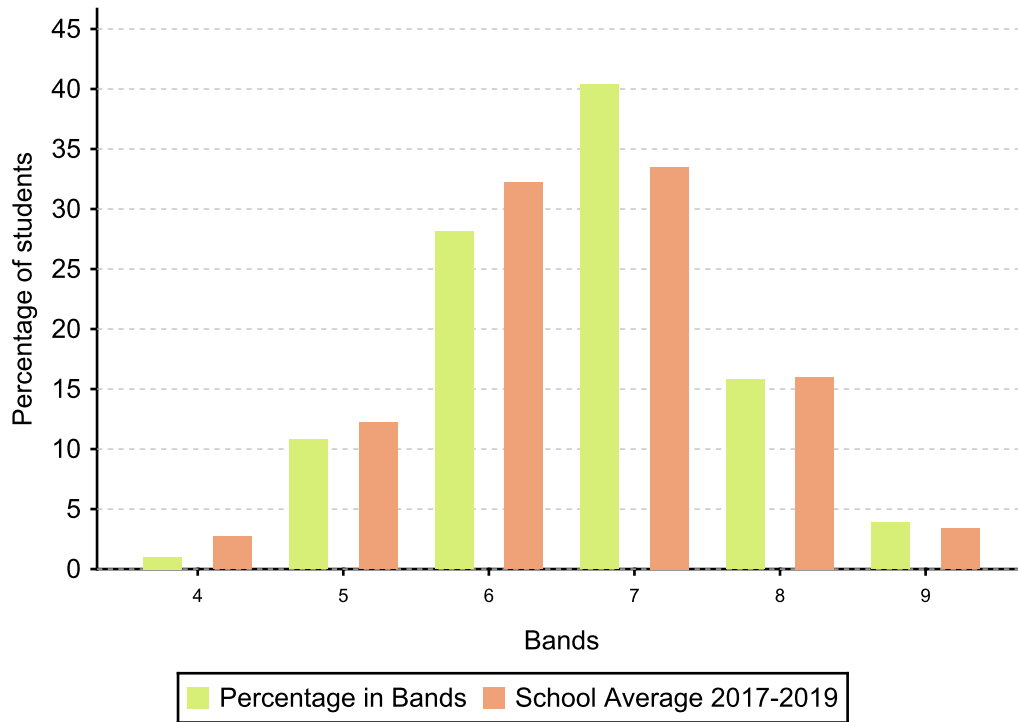
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



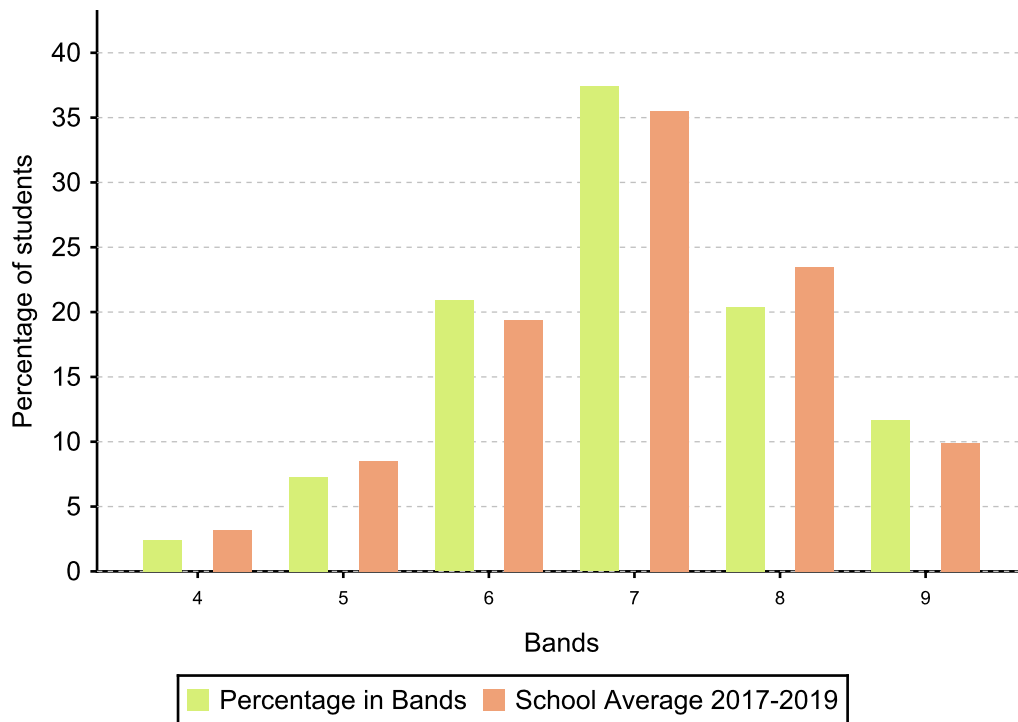
Band	4	5	6	7	8	9
Percentage of students	3.9	14.6	24.3	33.0	18.0	6.3
School avg 2017-2019	4.7	14.8	26.4	34.5	14.2	5.3

**Percentage in bands:
Year 7 Reading**



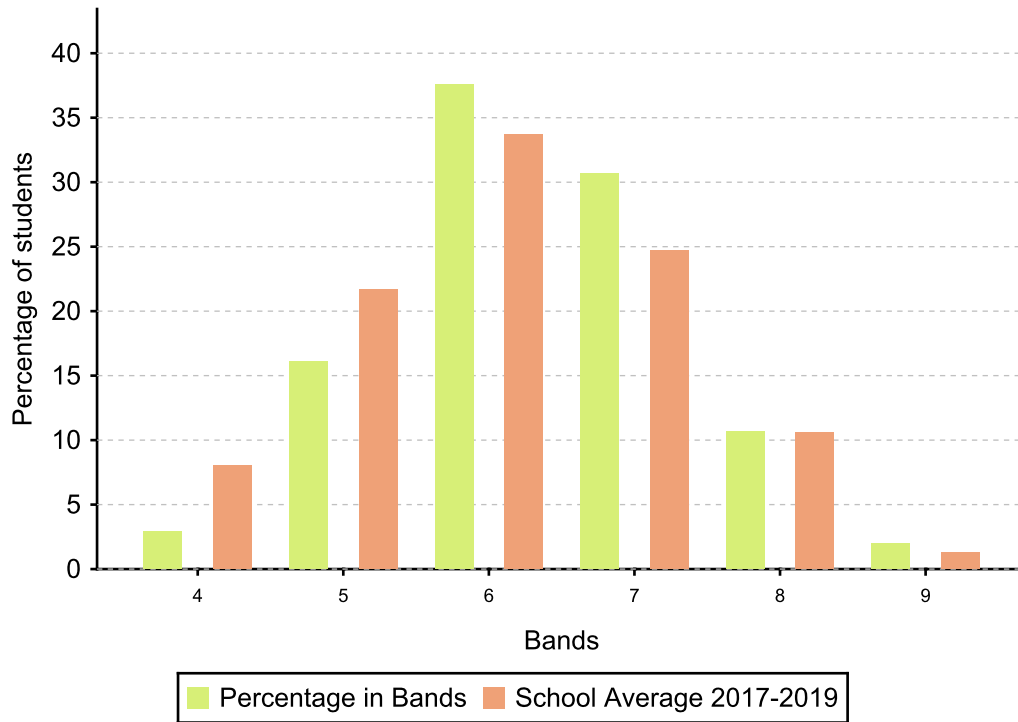
Band	4	5	6	7	8	9
Percentage of students	1.0	10.8	28.1	40.4	15.8	3.9
School avg 2017-2019	2.7	12.2	32.2	33.5	16	3.4

**Percentage in bands:
Year 7 Spelling**



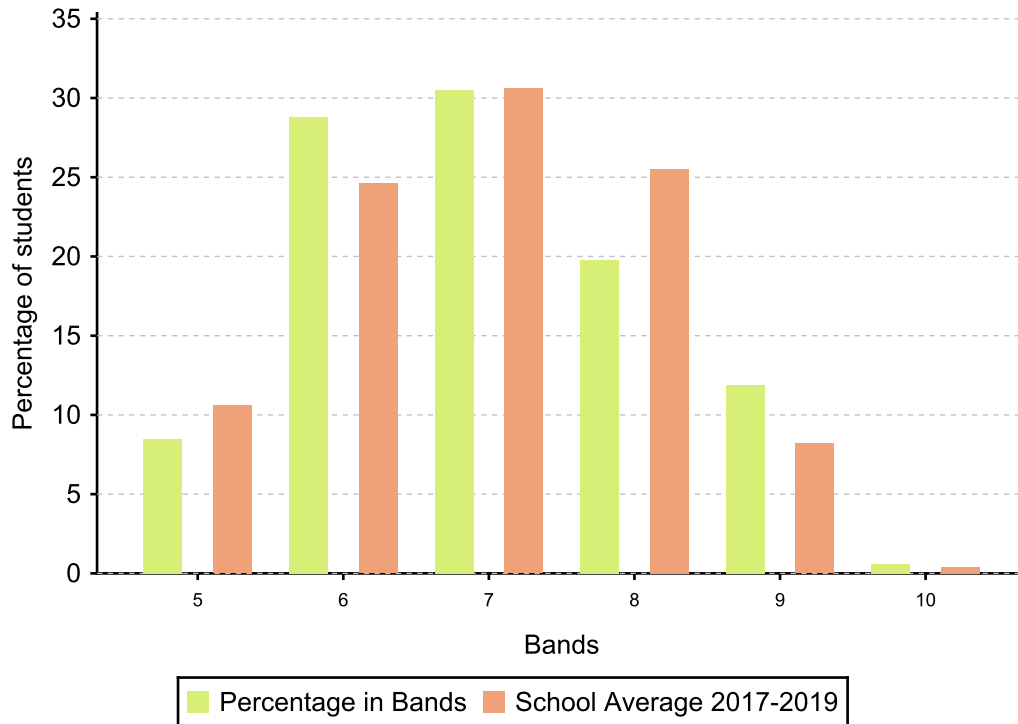
Band	4	5	6	7	8	9
Percentage of students	2.4	7.3	20.9	37.4	20.4	11.7
School avg 2017-2019	3.2	8.5	19.4	35.5	23.5	9.9

Percentage in bands:
Year 7 Writing



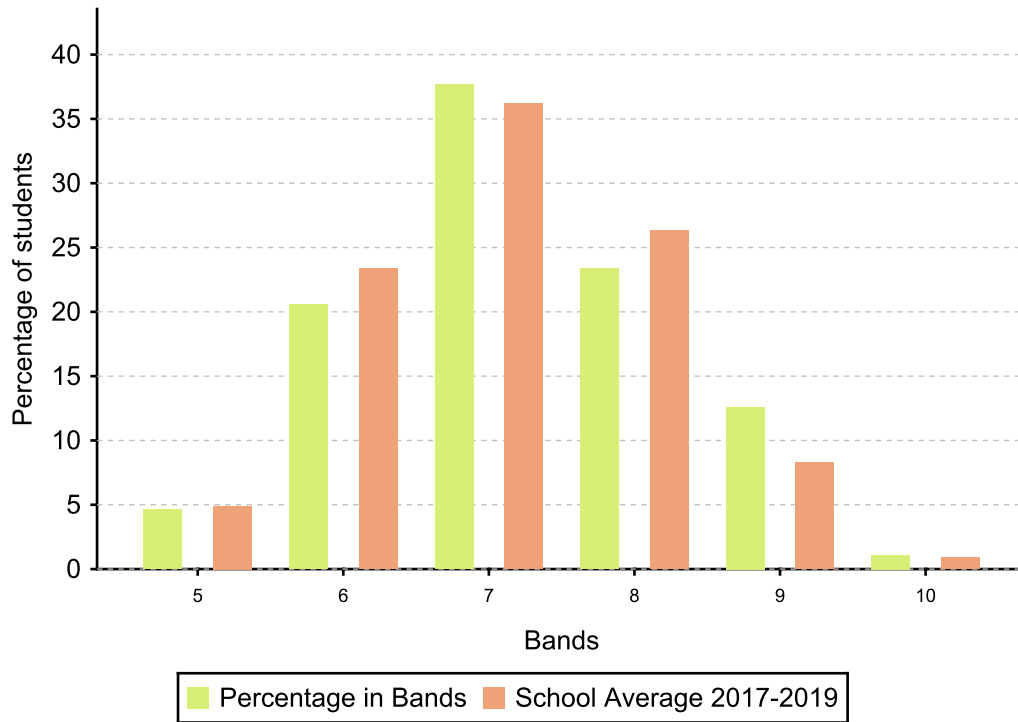
Band	4	5	6	7	8	9
Percentage of students	2.9	16.1	37.6	30.7	10.7	2.0
School avg 2017-2019	8	21.7	33.7	24.7	10.6	1.3

Percentage in bands:
Year 9 Grammar & Punctuation



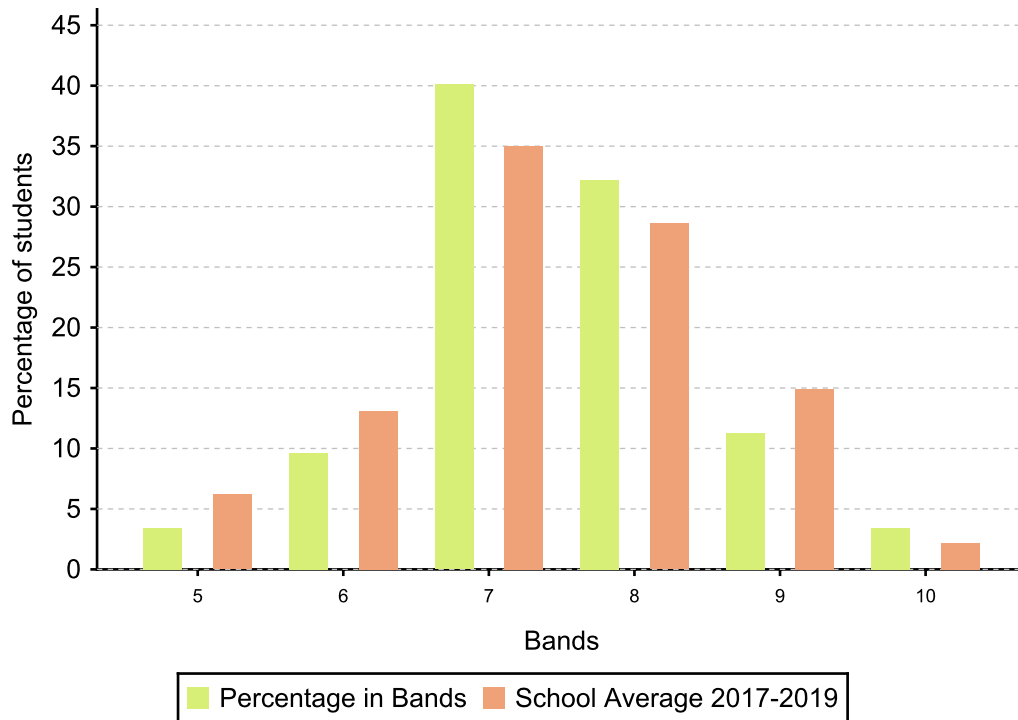
Band	5	6	7	8	9	10
Percentage of students	8.5	28.8	30.5	19.8	11.9	0.6
School avg 2017-2019	10.6	24.6	30.6	25.5	8.2	0.4

Percentage in bands:
Year 9 Reading



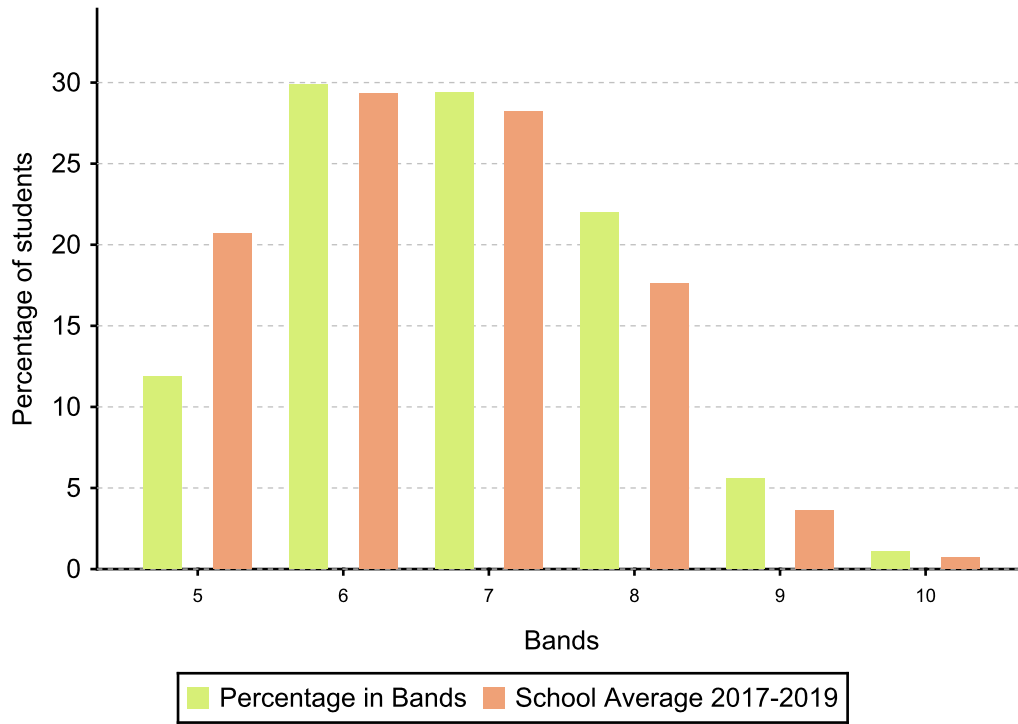
Band	5	6	7	8	9	10
Percentage of students	4.6	20.6	37.7	23.4	12.6	1.1
School avg 2017-2019	4.9	23.4	36.2	26.3	8.3	0.9

Percentage in bands:
Year 9 Spelling



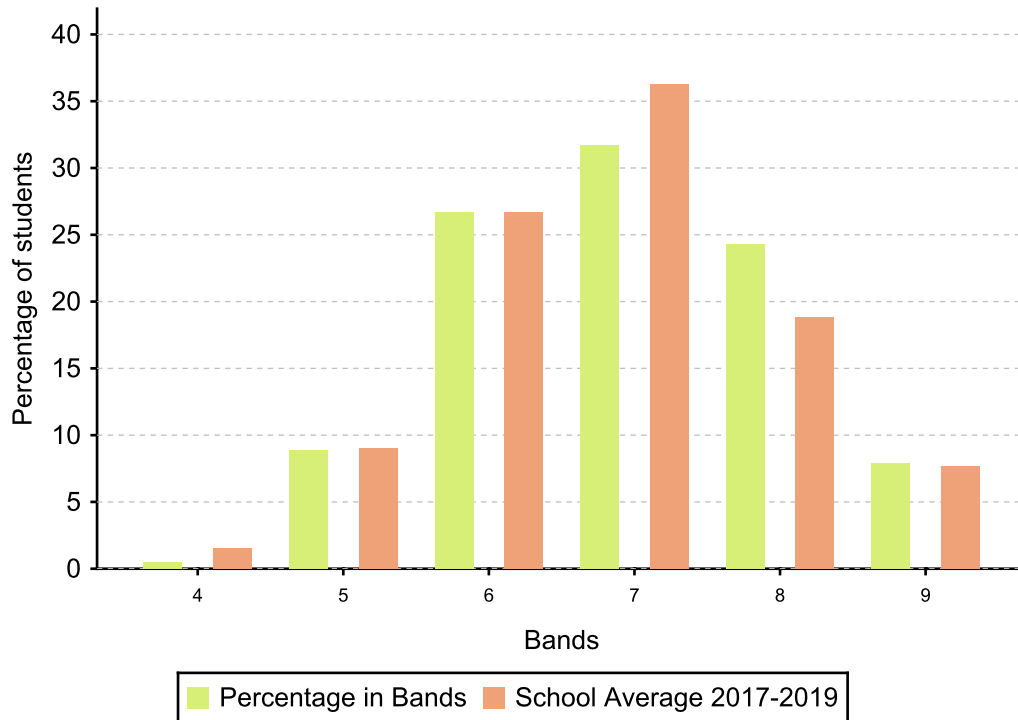
Band	5	6	7	8	9	10
Percentage of students	3.4	9.6	40.1	32.2	11.3	3.4
School avg 2017-2019	6.2	13.1	35	28.6	14.9	2.2

Percentage in bands:
Year 9 Writing



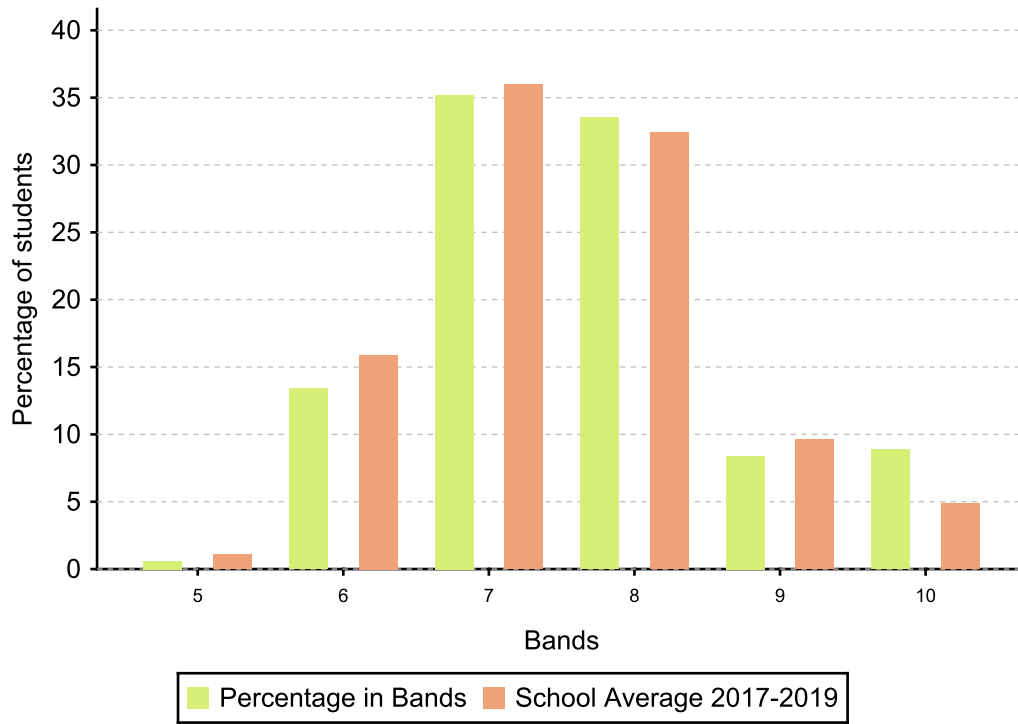
Band	5	6	7	8	9	10
Percentage of students	11.9	29.9	29.4	22.0	5.6	1.1
School avg 2017-2019	20.7	29.3	28.2	17.6	3.6	0.7

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	0.5	8.9	26.7	31.7	24.3	7.9
School avg 2017-2019	1.5	9	26.7	36.3	18.8	7.7

Percentage in bands:
Year 9 Numeracy

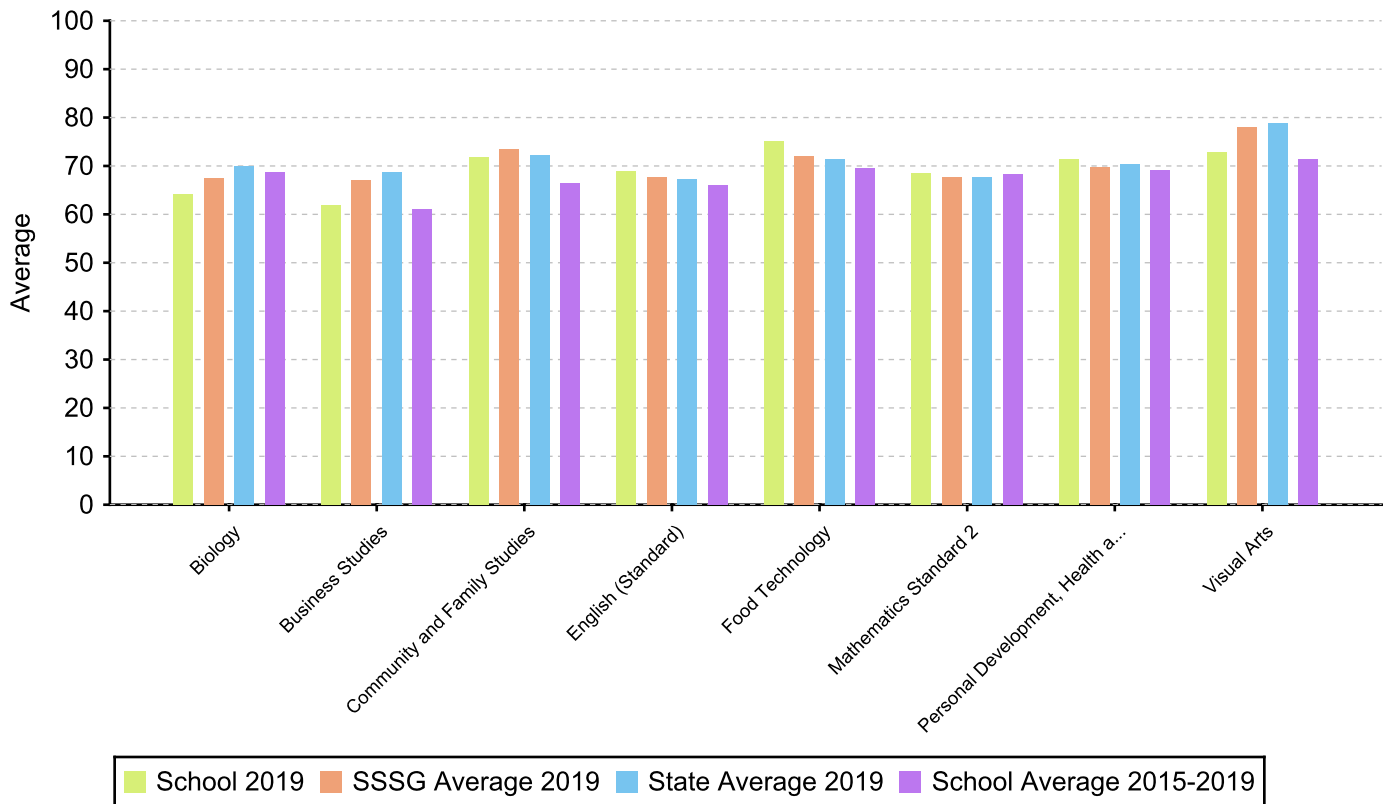


Band	5	6	7	8	9	10
Percentage of students	0.6	13.4	35.2	33.5	8.4	8.9
School avg 2017-2019	1.1	15.9	36	32.4	9.6	4.9

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	64.1	67.4	69.9	68.7
Business Studies	61.8	67.1	68.6	61.0
Community and Family Studies	71.8	73.6	72.2	66.3
English (Standard)	68.9	67.6	67.3	65.9
Food Technology	75.2	72.1	71.4	69.6
Mathematics Standard 2	68.4	67.6	67.7	68.4
Personal Development, Health and Physical Education	71.3	69.7	70.5	69.1
Visual Arts	72.8	78.0	78.8	71.4

Parent/caregiver, student, teacher satisfaction

Our annual parent survey for 2019 revealed that parents are overwhelmingly happy with the performance of the school, the strategies it has adopted and its future pathway for success. Both the TTFM survey of staff and the principal's annual survey of his leadership reveal that teachers are very satisfied with the performance of the school, the strategies it has adopted and its future pathway for success. Student TTFM surveys and qualitative interviews reveal students are very satisfied with the performance of the school.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.