

# 2020 Annual Report

## Endeavour Sports High School



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# Introduction

The Annual Report for 2020 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

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Endeavour Sports High School

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## School vision

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 1100 students enrolled in 2020 . 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 2019 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Excelling
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)
<p>Due to COVID, the Elevate Study Skills Program could not go ahead.</p> <p>TTFM survey was completed and revealed that student responses to questions about the learning environment are higher than the NSW norm.</p> <p>All students were issued with a school diary containing vital study information and tips. These diaries were checked during the Wellbeing Period.</p> <p>The HSC mentor was employed for the entire year providing invaluable advice to HSC students as well as fantastic feedback to teachers about the academic and welfare progress of students. A student survey revealed that students found the HSC mentor to be very supportive and helpful.</p>	<p>*Elevate Study Skills instructors</p> <p>*TTFM survey</p> <p>*Student diaries</p> <p>*HSC Mentor</p>

**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)
<p>Key teaching strategies across the school including effective Feedback and formative assessment, Direct Instruction, and Teaching for Academic Success have been delivered.</p> <p>HSC seminars and workshops were delivered and provided additional support to students to their normal classroom lessons.</p>	<p>*HSC Analysis template/ Teaching for HSC Success lesson observation template/ Teaching for Academic Success lesson observation template</p>

**Process 3:** A whole school writing strategy is implemented.

Evaluation	Funds Expended (Resources)
<p>On track, achieved the milestones and goals for 2020, student data showed significant improvement in writing.</p> <p>Student writing survey data was positive, students valued the teacher feedback and reflection, and were able to identify areas for improvement and new areas of strength.</p> <p>Project data was positive, informative and was used for 2021 programming.</p>	<p>Casual release days four teachers.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Literacy and numeracy (\$2120.00)</li></ul>

## Progress towards achieving improvement measures

Writing strategies and tasks embedded for the 2021 Year 9 teaching programs.	
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## 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)
High Expectations Review occurred and red and gold flags were issued. Those issued gold flags were acknowledged via social media.	*Year Advisers *Sentral records

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

Evaluation	Funds Expended (Resources)
Unfortunately, Parent Teacher Night could not go ahead because of COVID, but reporting periods went ahead and parents were encouraged to contact the school if they wanted further clarification about their child's progress.  Regular posts were made to the school's Facebook and Instagram pages and website. The school now has over 6000 Facebook followers and 3000 Instagram followers.  This became increasingly important as COVID prevented many people within our community - like parents - from attending the school. For example, we were able to stream our Year 12 graduation ceremony and Presentation Day online as parents were unable to attend either event.	*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)
Uniform policy was updated to reflect the establishment of higher standards.  Library Management and Procedure document was created. This was timely given that the library refurbishment was completed at the end of 2019.  Both documents were finalised after community consultation showed overwhelming support for them.	*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)
Recommendations acknowledged - adjustments to be made to 2021 - 2024 School Improvement plan (Strategic Direction 3).	Meetings - TSP Steering Committee

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

Evaluation	Funds Expended (Resources)
Delayed due to COVID19. To be revisited in 2021.	Sports High Schools Association

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

Evaluation	Funds Expended (Resources)
Interventions were delayed due to COVID19.	University of Sydney Masters students, the Endeavour HPM, testing equipment, Sports Science centre and timetable for testing.  Reports prepared by the University of Sydney.  High Performance Manager.  Sports Science Centre.

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

Evaluation	Funds Expended (Resources)
All TSP students have access to Strength & Conditioning sessions before and during school hours in consultation with the HPM. Individual programs	HPM



## Progress towards achieving improvement measures

are designed and delivered by the HPM. HPM liaised with all Head Coaches / Mentors in regards to the engagement in S&C activities of their athletes. Athlete S&C needs for 2021 discussed.

Sport Science centre

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$55,719 - employment of SLSO and period allocation to teacher to develop PLPs.	All students met the national literacy and numeracy minimum standard.
<b>English language proficiency</b>	0.2 Teacher - EALD support for students 7-12 - Kerry  0.6 SLSO - EALD support for students 7-12 - Karen  EALD Teacher casual - Katrina  <b>Funding Sources:</b> • English language proficiency (\$4 102.00) • English language proficiency (\$4 167.00) • English language proficiency (\$9 950.00)	Evaluation of the teacher support to inform 2021 planning.  Evaluation of students using EALD progressions in 2020. Data collected and analysed.
<b>Low level adjustment for disability</b>	1.5 teacher staffing (\$164,076)  Flexible funding used to employ SLSOs (\$82, 938)  <b>Funding Sources:</b> • Low level adjustment for disability (\$40 751.00) • Low level adjustment for disability (\$7 222.00) • Low level adjustment for disability (\$7 174.00) • Low level adjustment for disability (\$3 718.00)	Review processes and programs for 2021. Reflection on teacher and parent feedback to inform 2021 planning.
<b>Socio-economic background</b>	SLSO 2FTE on temporary contracts  Casual SLSO  After school homework tutors  <b>Funding Sources:</b> • Socio-economic background (\$42 251.00) • Socio-economic background (\$343.00)	Identification of Year 6 students who may require early transition and identified as requiring extra support.
<b>Support for beginning teachers</b>	<b>Wordfile links</b> emailed to all mentees re sites to assist with PL and skill development.  <b>Green folders</b> set up to house the above documents as well as NSW Education Standards Authority's Australian Teaching standards booklet, The Proficient Teacher Accreditation	Have had 8 staff successfully transition from Graduate to Proficient during T4 2019 and T4 2020. 2 more have almost completed their eTam uploads.  Weekly meetings and reflection time with professional readings were informative and I believe essential to the well being and PL of the new staff. General feedback was positive and staff were happy.  <b>A shortfall exists in our support and mentoring for beginning teachers on HSC</b>

**Support for beginning teachers**

Policy, Personal Induction Planner, Lesson Observation forms, Supervisor's Official Teacher Accreditation Lesson Observation Report form, Endeavour Sports High's Programming Policy, Report Writing Style Guide, Hard copy of Teacher Proficiency Accreditation Portfolio, Procedures for negative student behaviour management and Late submissions of assessments 7-9.

Head Teacher Teaching and Learning, Welfare Head teacher, Deputies and Principal visits to afternoon meetings- Providing insight into various policies and procedures at Endeavour- Mobile Phone, HSC for success, N Warning procedure, High Expectation policy, Report writing, Welfare, Role of Mentor, Supervisor and TAA, Strong Start Great Teacher process and responsibilities.

**AITSL " My induction App"**

Leacher Accreditation **Proficient Journey Map**

**QTR resources for Quality Teaching model, coding, lesson exemplars on video & Professional Reading** prior to Team observations.

**T1 Report** examples.

See **Portfolio soft copy for Beginning Teacher's targeted standards and Evidence.**

**See Progress of mentor role T4 2019-T4 2020 file** for day to day working journal.

**Funding Sources:**

- Support for beginning teachers (\$10 154.00)
- Support for beginning teachers (\$4 942.00)
- Support for beginning teachers (\$724.00)

**classes.** At this stage in the program there is a monitoring form with intent for HT to introduce subject units and provide PL for new staff on HSC in-services for subject area, but there hasn't been a rigorous program designed or implemented for this.

**More surveying of new teachers must be undertaken to gauge areas requiring assistance in their teaching practice as well as their well being.** Early surveys done were for induction and settling in, however to improve the efficacy of their and the mentor's practice.

**QTR was a major success.** The new grads enjoyed the collegiality, the professional readings, the observations and the coding. Working with the the Quality Teaching Framework allowed for positive reflection on best practice and for the grads to aspire to implementing CCT and Differentiation in the classroom.

**Need to gain better analytics on value added** in progress of the Beginning Teachers over time

**Feedback from BTs should be codified** so we have data on what is impactful for them and what has made significant improvements for them in their teaching practice to inform further adaptations to the current program.

**HAT and LEAD** should be a major focus for staff in their first 5 years of teaching.

**A comparative approach to other school programs** could see collegial support across shire schools in assisting Beginning Teachers, running workshops, providing support and networks.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	577	572	628	703
Girls	266	293	366	406

## Student attendance profile

School				
Year	2017	2018	2019	2020
7	93.8	92.7	93.8	93.9
8	88.9	89.2	91	92.1
9	87.3	83.8	89.7	91.8
10	87.5	81.2	86.1	90.5
11	86	82.5	86.6	88.6
12	87.7	87.4	86.7	88.1
All Years	88.8	86.5	89.5	91.2
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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	0
Employment	2	6	26
TAFE entry	2	14	9
University Entry	0	0	36
Other	3	0	11
Unknown	0	4	18

## Year 12 students undertaking vocational or trade training

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36.64% of Year 12 students at Endeavour Sports High School undertook vocational education and training in 2020.

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

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94.5% of all Year 12 students at Endeavour Sports High School expected to complete Year 12 in 2020 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)	11
Classroom Teacher(s)	62.6
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	19.97
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	1,590,573
<b>Revenue</b>	14,144,235
Appropriation	12,942,893
Sale of Goods and Services	80,955
Grants and contributions	1,101,656
Investment income	4,431
Other revenue	14,300
<b>Expenses</b>	-13,697,713
Employee related	-11,838,399
Operating expenses	-1,859,314
<b>Surplus / deficit for the year</b>	446,522
<b>Closing Balance</b>	2,037,094

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	114,343
<b>Equity Total</b>	574,200
Equity - Aboriginal	55,719
Equity - Socio-economic	179,508
Equity - Language	91,959
Equity - Disability	247,014
<b>Base Total</b>	11,461,633
Base - Per Capita	252,298
Base - Location	0
Base - Other	11,209,334
<b>Other Total</b>	670,133
<b>Grand Total</b>	12,820,309

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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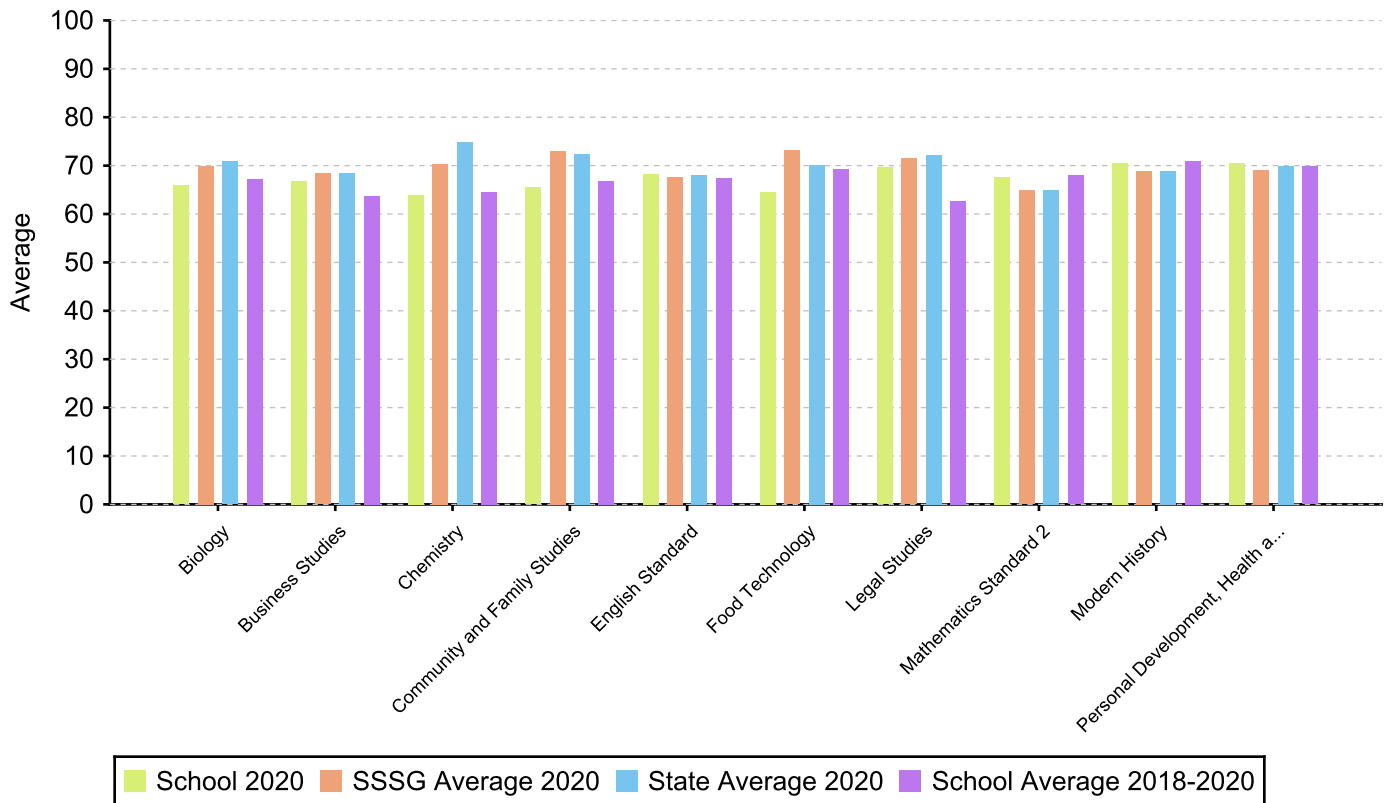
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

# 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 2020	SSSG	State	School Average 2018-2020
Biology	65.9	70.0	70.8	67.2
Business Studies	66.9	68.4	68.6	63.7
Chemistry	64.0	70.4	74.8	64.6
Community and Family Studies	65.5	73.0	72.4	66.9
English Standard	68.2	67.7	68.1	67.4
Food Technology	64.6	73.1	70.2	69.3
Legal Studies	69.6	71.5	72.1	62.7
Mathematics Standard 2	67.7	64.9	64.9	67.9
Modern History	70.6	69.0	68.9	70.9
Personal Development, Health and Physical Education	70.6	69.1	69.9	69.8

## Parent/caregiver, student, teacher satisfaction

At the end of 2020, 433 parents completed a survey about the school. More than 80% of parents either strongly agreed or agreed that:

- Endeavour's main focus is on academic achievement
- Endeavour has high expectations for student achievement
- Endeavour is committed to delivering high quality teaching
- Endeavour has created a strong learning environment
- Academic achievement is being recognised at Endeavour
- Endeavour has effective school leadership
- Endeavour's Targeted Sports Program is of a high standard.
- Endeavour has achieved significant success in recent years
- The community is recognising Endeavour's success
- Endeavour has a good reputation within the community.
- Endeavour has established a culture for continued success

Over 90% of parents responded that that they strongly agreed or agreed that their child was proud to attend Endeavour.

Tell Them From Me Surveys of students indicated that our students positive sense of belonging exceeded the state average by 10%. In addition, 90% of students believed their behaviour was positive at school, and their intellectual engagement also exceeded the state average.

Staff satisfaction was reflected in the principal's annual anonymous survey which had 74 respondents.

- 88% strongly agreed and 11% agreed that there was a clear vision for the school
- 78% strongly agreed and the remainder agreed that the principal is leading a stronger teaching and learning culture
- 97% strongly agreed that there had been significant improvements at the school
- 93% strongly agreed and 7% agreed that they felt positive about Endeavour's future

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.