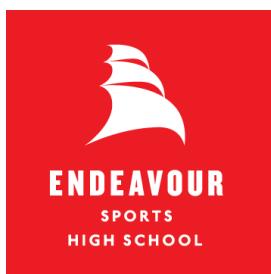


# Endeavour Sports High School

## Annual Report



2018



8404

# Introduction

The Annual Report for **2018** 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

## School contact details

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9524 0615

## Message from the Principal

At Endeavour we strive to establish high expectations for all that we do. This year we met, and exceeded, our own very lofty standards.

**ACADEMIC SUCCESS:** Our No 1. Priority is, and will always, be academic success. This was most evident with our second consecutive year of best ever **NAPLAN results**. These literacy and numeracy tests demonstrated that not only are our students achieving at record levels, but that the value we added between Year 7 and 9 to student performance is also at an all-time high.

We also achieved our best HSC results since 2011 in two subjects, our second best in five and our third in another.

Our **extension program** continues to challenge our students to push the boundaries of their achievement. Differentiated teaching & learning, experiences that test creativity, and a healthy competitive environment is being delivered and the achievements acknowledged.

Every week we have recognised academic success with our **Principal's Awards**, with the highlight for the students being the highly prized photo with me. I am a little disappointed that no-one to date has used this photograph for their social media profile pic.

**SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS:** Our **STEM Program** is ensuring that we produce the innovators of the future in these important fields. Coding, robotics and the use of drones all make for an exciting program that tests the problem-solving ability of our students. It was impressive to see the results of our STEM Program in competitions such as the ANSTO Challenge.

**EXTRA-CURRICULAR SUCCESS:** We continue to excel in extra-curricula academic pursuits such as **debating, public speaking, writing and extension reading**. Of particular note was the performance of our Year 7 and 8 debating teams, as well as Jack Heslehurst who reached the final of the Shire Public Speaking contest. Another outstanding performance was from John Fotopoulos who was a distinguished achiever in the Spark Sutherland Shire Writing competition.

Several of our students performed at the **NSW Parliament** in different events: Hannah Higgins and Akash Biradar at the NSW Children's Week Parliament, Tanvi Mishra & Alexia Barrett at the Women's Leadership seminar, and several students for the NAIDOC Speak UP! Competition.

I could go on, but you get the picture that our students are excelling academically both inside and outside of the classroom.

**HIGH EXPECTATIONS:** Everybody is aware of our High Expectations policy which has enhanced our culture of achievement. Recipients of **Gold Flags** at the end of each term are students whose attendance, behaviour and academic work have consistently been of a high standard. Each term we recognise these students and thank them for setting the standard for others.

**CREATIVE AND PERFORMING ARTS:** A good school excels academically, but a great school produces students who are achievers across a range of pursuits. Our **creative and performing arts** program has gone from strength to strength. Music, Art, Dance and Drama are being strongly supported and the talent being developed was on full display throughout the year at various events. But, undoubtedly, the highlight of the year was our annual Performing Arts Showcase.

**TARGETED SPORTS PROGRAM:** Our **Targeted Sports Program** is reaching new heights in terms of quantity and quality of athletes. Across the 14 sports we have seen more competition winning teams, regional, state and Australian representatives and personal bests than ever before. Our Sports Science Program with Sydney University was expanded to all TSP students in Years 7–10 and is delivering cutting-edge science to our athletes. We continue to upgrade our amenities, with a state-of-the art high performance cricket facility currently being constructed, and our partnerships with elite sporting organisations have been cemented with MOUs in a number of sports. We have no doubt that many of our current students will be joining a long list of former Endeavour students to grace the professional sporting arena. I can't move away from our sporting success without making special mention of our very own member of staff who competed at this year's Commonwealth Games. Not for the first time, Susie Smith donned the Green & Gold of her country and made us all very proud. I must also make special mention of our inaugural inductees to our **Sport Hall of Fame – Teresa Polias & Craig Stevens**. Our inaugural inductee to our **Distinguished Achiever Hall of Fame was Liz Drakopoulos**.

**AN AWARD-WINNING YEAR:** I think it is safe to say that this was an **award-winning year**, unmatched by any other school in the country. Early in the year I had the great honour of being awarded a scholarship to Harvard University to mix with school leaders from around the world and spread the Endeavour story. This was followed by our school being awarded the Australian Government Secondary School of the Year at the inaugural Australian Education Awards. So not only are we being recognised as the best, but we will forever be the first! The accolades kept coming with leadership, individual and team honours at the World Teachers Day Awards hosted by the Australian College of Educators. And if that wasn't enough, five of our staff members were acknowledged at the Department of Education's Miranda Network Awards.

Our **success has been recognised** by the Prime Minister, state member of parliament, head of the Department of Education and his deputy, and the media. We were also the subject of a short film promoting public education.

**A GREAT TEAM:** I have an amazing team of **school leaders, teachers, support teachers and administration staff**. This year we welcomed a new Deputy, Nagla Jebeile, and Jocelyn Gooch had her first anniversary in the DP's chair. I wish to acknowledge their prodigious contribution to our 2018 success. My executive team is filled with dedicated and caring leaders who are the true embodiment of the concept of a team, and our teachers and support teachers have brought talent, passion, care and skill to our students. Our administration staff are the best I have ever worked with. They are often the face of the school, the messengers, the marketers and the behind-the-scenes contributors. I am inspired every day by their love of the school and the quality of what they do. They hold a very special place in my heart.

I would also like to thank my **primary principal colleagues**. We enjoy close relationships and have strengthened the links between our schools in 2018 to not only improve the transition to high school but to assist with the delivery of programs in your schools. I look forward to these partnerships continuing and strengthening.

With our incredible team we deliver an outstanding education environment for our students. Our young people are why we are here, doing what we love. We continue to set the bar high for them and they have responded marvellously. They are proving that if you believe in young people, push them to the boundaries of their capabilities, and support them with the right knowledge, skill and guidance they will achieve great things. I am so proud of our students!

Finally, I would like to thank our community for making Endeavour the special place that it is. Our success is shared by students, staff, parents, partners and friends. We deserve to be incredibly proud of who we are and what we have achieved.

# 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

### 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 three domains and found evidence to support that Endeavour Sports High School is sustaining and growing in many elements and delivering in others. Explicit teaching using Direct Instruction and providing meaningful feedback to students were our focus for professional learning and led to our growth in the domains of Learning, Teaching and Leading. A whole school focus on implementing formative assessment, teachers establishing a growth mindset, teaching for HSC success, mentoring HSC students combined with Elevate study skills have paved the way for pedagogical change. Our High Expectations review has led to student engagement, academic success and wellbeing providing effective conditions for learning. 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

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.

### Overall summary of progress

Professional learning in formative assessment, growth mindset, feedback, Direct Instruction and Teaching for HSC Success was delivered and lesson observations were implemented. 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.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased average NAPLAN scores for Years 7 and 9.	71,064 professional learning	<p>There is an increase in the average score for all domains in Year 7 NAPLAN.</p> <p>In Year 7 writing we have increased from scoring 12.87 points below average in 2017 to 16 points above state average in 2018.</p> <p>In Year 7 numeracy we have increased from scoring 7..58 points below state average to 5 points above state average.</p>
Increased HSC average value added.		HSC average value added has remained constant.
Increased number of teachers undertaking practices identified for Strategic Direction 1.		All Head Teachers led their faculties with evidence based teaching practice in an effort to improve student learning outcomes. All teachers in each faculty incorporated timely, meaningful feedback to students and conducted lesson observations focusing on direct instruction. There was an overall increase in Year 7 NAPLAN results.

### Next Steps

We will continue to implement evidenced based teaching strategies across the school including feedback, direct instruction and teaching for academic success. Effective learning strategies are explicitly taught to all students including study skills for all years. A school wide literacy program is being developed and mentoring for HSC students and HSC seminars will be conducted.



## 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.

### Overall summary of progress

The school continues in its positive culture shift and focus on academic achievement. Surveys indicate that we have strongly embedded a culture of high expectations amongst students, staff and the community. PBL was explicitly taught in student wellbeing periods. Constant communication via the schools Facebook page which has seen over five thousand followers.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased number of PBL lessons are effectively taught across the school.		PBL has been explicitly taught during wellbeing periods to all years across the school.
Increased social media engagement across the various platforms.		Facebook has 5000 followers. The school has an active Twitter and Instagram account.
An improved process of reviewing and enhancing school policies.		There were four school policies reviewed and written in 2018. Consultation occurred across the school community.

### 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. The school's policies will continue to be evaluated and updated. PBL is a whole school approach. Facebook, Instagram and Twitter will be constantly updated and we will continue to build strong links with the community.



### 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.

#### Overall summary of progress

A combined Sports High School Strategic plan was created. Several MOU's have been created. There has been a significant increase in the number of students using fitness facilities and our high performance coach has written individual and group fitness programs. There is an established relationship with Sydney University who completed pre and post fitness testing on all students in years 7–10.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of students in the Targeted Sports Program.	Nil	There was a significant increase in the number of students in the Targeted Sports Program and this aligned with the significant increase in overall student numbers. Students qualifying for Targeted Sports Programs has increased from 510 to 580 seeing a 13% increase in the number of students in the Talented Sports Program.
Increased number of Memoranda of Understanding with elite sporting organisations.	Nil	Several Memoranda of Understanding were established in 2018. Some of these include Cricket NSW, Basketball NSW, Baseball NSW, Hockey NSW, NSW Rugby and, last week, Softball NSW and Swimming NSW.
Increased number of students in the Targeted Sports Program participate in the University of Sydney Sports Science Project.	Nil	All students in Years 7 – 10 participate in the University of Sydney testing. The testing is extensive and identifies key attributes of the athletes and how they relate to the students Targeted Sports Program.
Increased number of students in the Targeted Sports Program have an individualised Talent Development Plan and engage in strength and conditioning.	Nil	All Targeted Sports Programs have a strength and conditioning component that is individualised and personalised.

#### Next Steps

Increase the fitness testing to all students in the TSP program. Develop further MOUs with sporting bodies such as Netball NSW. Continue to develop and deliver a high quality strength and conditioning program. Continue our membership with the NSW Sports High School Association. Strategic planning for the introduction of Gymnastics and Softball Talented Sports Programs for start in 2020. Working on the introduction of the MOUs with Netball NSW and NSW Rugby League. Strength and Conditioning sessions are available for all Talented Sports Programs before school, lunch and afternoons. All girls fitness, strength and conditioning sessions to be introduced for 2019.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$62,089	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.
<b>English language proficiency</b>	\$17,707	Funds allocated to accommodate the reallocation of teaching periods to enable our Language ESL trained staff member to assist ESL students. ESL teacher also employed.
<b>Low level adjustment for disability</b>	\$241, 787	Student support was delivered on an individual and group basis. Curriculum was differentiated and PLPs ensured that individual needs were catered for.
<b>Socio-economic background</b>	\$193, 666	A comprehensive learning and support plan was delivered. NAPLAN results were our best on record.
<b>Support for beginning teachers</b>	\$91, 044	The Beginning Teacher Mentor position continued. The person in the 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			
	2015	2016	2017	2018
Boys	504	547	577	572
Girls	230	239	266	293

The entire student population has increased by 20% since 2015.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	92.9	91.6	93.8	92.7
8	90.1	88.4	88.9	89.2
9	88.4	89.1	87.3	83.8
10	86.6	87.4	87.5	81.2
11	89.4	86.2	86	82.5
12	88.7	89.5	87.7	87.4
All Years	89.4	88.7	88.8	86.5
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### Management of non-attendance

Teachers alert the Year Adviser of any concerns regarding the non-attendance of a student. Year Advisers meet with the students to discuss concerns and contact the parents. The Head Teacher Welfare monitors attendance patterns and meets with parents to develop an attendance plan and monitors implementation. HSLO referral occurs when students continue with poor attendance patterns.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	2
Employment	4	7	53
TAFE entry	0	0	7
University Entry	0	0	21
Other	12	0	4
Unknown	0	0	21

### Year 12 students undertaking vocational or trade training

Vocational Education and 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 2018 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 1 or Cert 11 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, the students catered for school functions and coordinate "Coffee Bound" which is a real life simulated coffee shop for staff. The construction students make a valuable contribution through the construction of projects at local primary schools and at Endeavour.

### 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 and mentoring for subject selection have all contributed to our 2018 year 12 cohort attaining a HSC or equivalent vocational qualification.

### Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	48.3
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	16.88
Other Positions	3

\*Full Time Equivalent

Two of our staff are of Aboriginal or Torres Strait Islander descent

## 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	12

## Professional learning and teacher accreditation

The professional learning that staff attended was purposefully linked to their Performance and Development Plans. Four teachers obtained accreditation at the proficient level. Our New Scheme Teachers undertook training to meet their accreditation requirements. The professional development they attended was specifically related to growth in their profession. School professional development was led by the executive team and focussed on the strategic directions of the school plan and specific evidenced based practice to impact student learning. School development days covered all mandatory training, Google classrooms and G suite, Sentral, Growth Mindset, Hattie's Visible Learning, Feedback, Scout, Using Data with Confidence, Wellbeing Toolkit, supporting students with Special needs, strategies for EAL/D students. Staff attended external professional learning relevant to all new syllabus implementation and specific Key Learning Areas.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	1,026,678
<b>Revenue</b>	11,593,627
Appropriation	10,621,828
Sale of Goods and Services	65,671
Grants and Contributions	882,248
Gain and Loss	0
Other Revenue	12,648
Investment Income	11,232
<b>Expenses</b>	-11,171,245
Recurrent Expenses	-11,171,245
Employee Related	-9,821,769
Operating Expenses	-1,349,476
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	422,382
<b>Balance Carried Forward</b>	1,449,060

The opening balance for the 2018 school financial year is displayed in the table above as balance brought forward. The financial summary for the year ended 31st December 2018.

The amount displayed in the appropriation category in the financial summary table is drawn from the balance carried forward shown in the table and includes any financial transactions in SAP since migration to SAP/SALM.

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.

	2018 Actual (\$)
<b>Base Total</b>	7,493,461
Base Per Capita	173,027
Base Location	0
Other Base	7,320,434
<b>Equity Total</b>	515,250
Equity Aboriginal	62,089
Equity Socio economic	193,666
Equity Language	17,707
Equity Disability	241,787
<b>Targeted Total</b>	1,396,972
<b>Other Total</b>	351,822
<b>Grand Total</b>	9,757,504

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.

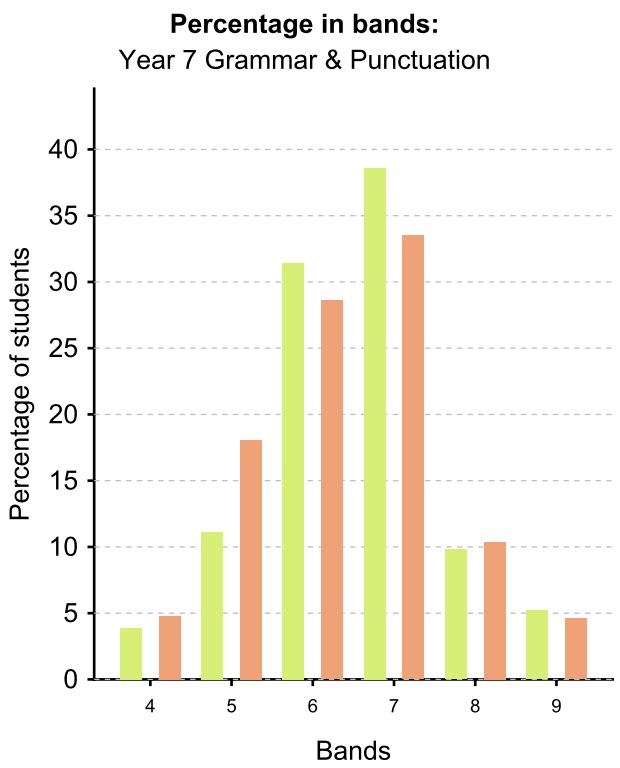
Endeavour's 2018 numeracy and writing results reveal a significant improvement on the three year average.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

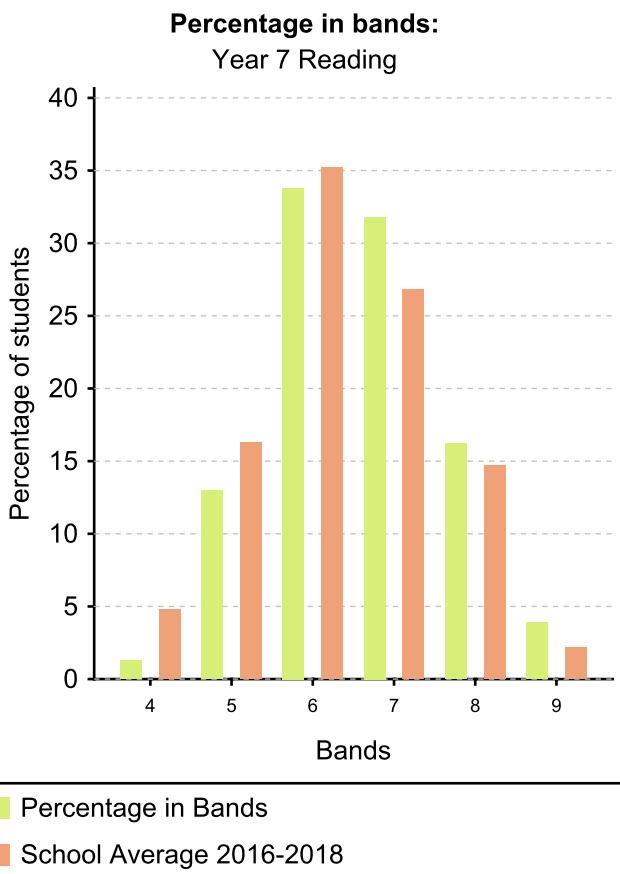
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 7 NAPLAN Reading results are above state average showing significant student gains and Year 7 writing results are 16 points above the state average.

Year 7 NAPLAN Spelling results are above state average showing by 12 points.



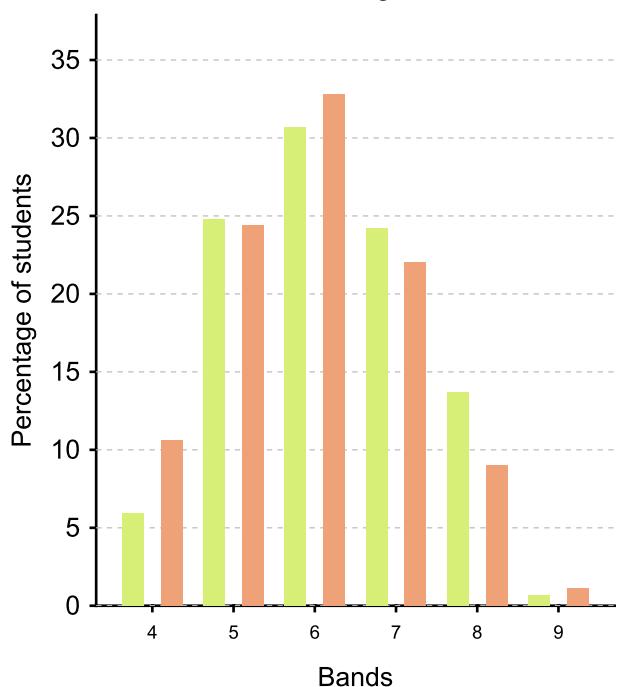
Band	4	5	6	7	8	9
Percentage of students	3.9	11.1	31.4	38.6	9.8	5.2
School avg 2016-2018	4.8	18.1	28.6	33.5	10.4	4.6



Band	4	5	6	7	8	9
Percentage of students	1.3	13.0	33.8	31.8	16.2	3.9
School avg 2016-2018	4.8	16.3	35.2	26.8	14.7	2.2

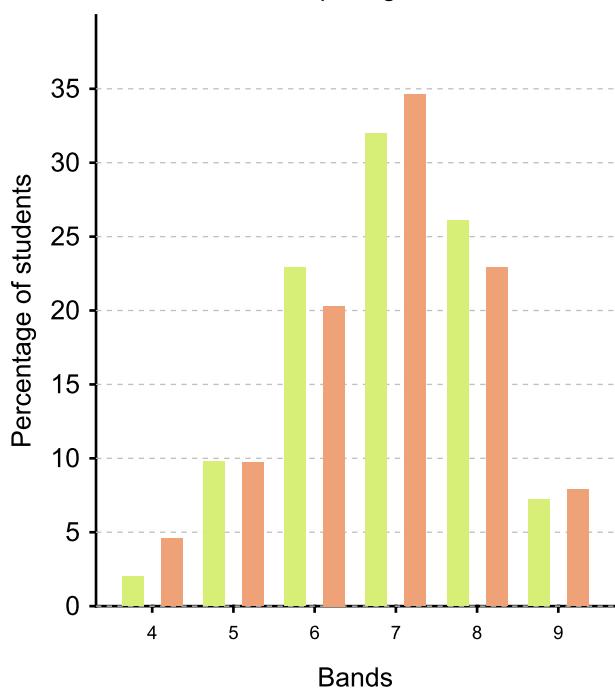
#### Percentage in bands:

Year 7 Writing



#### Percentage in bands:

Year 7 Spelling



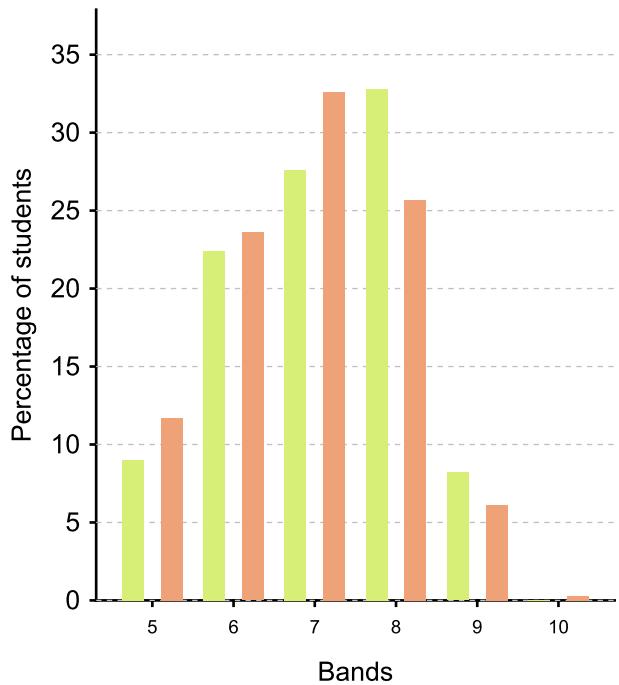
■ Percentage in Bands

■ School Average 2016-2018

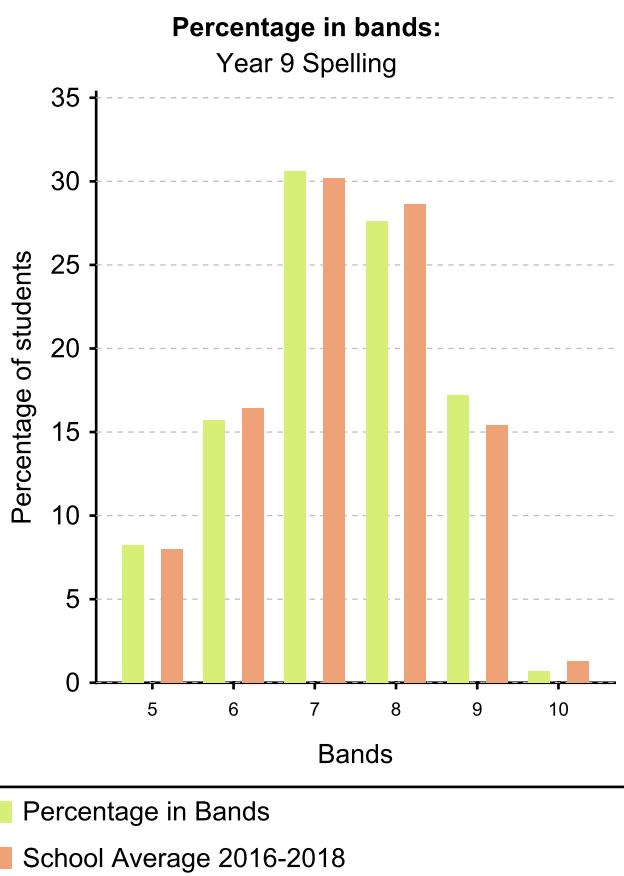
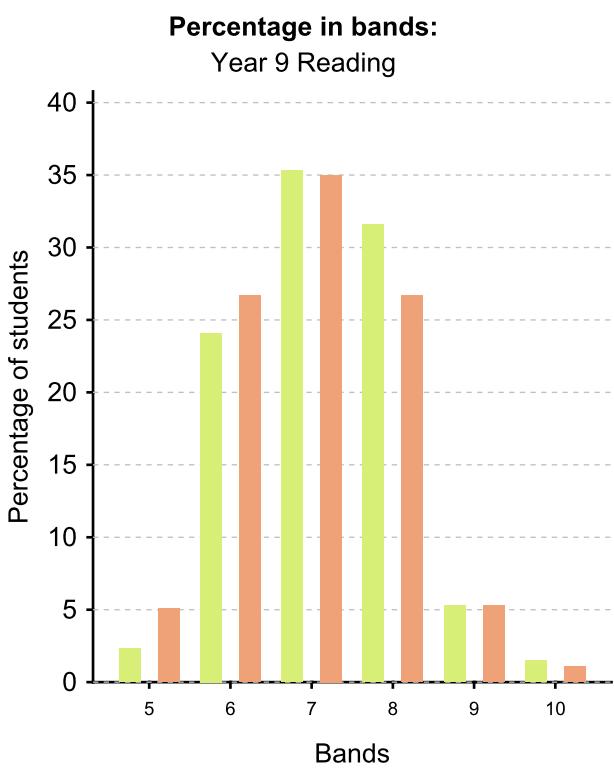
Band	4	5	6	7	8	9
Percentage of students	2.0	9.8	22.9	32.0	26.1	7.2
School avg 2016-2018	4.6	9.7	20.3	34.6	22.9	7.9

#### Percentage in bands:

Year 9 Grammar & Punctuation

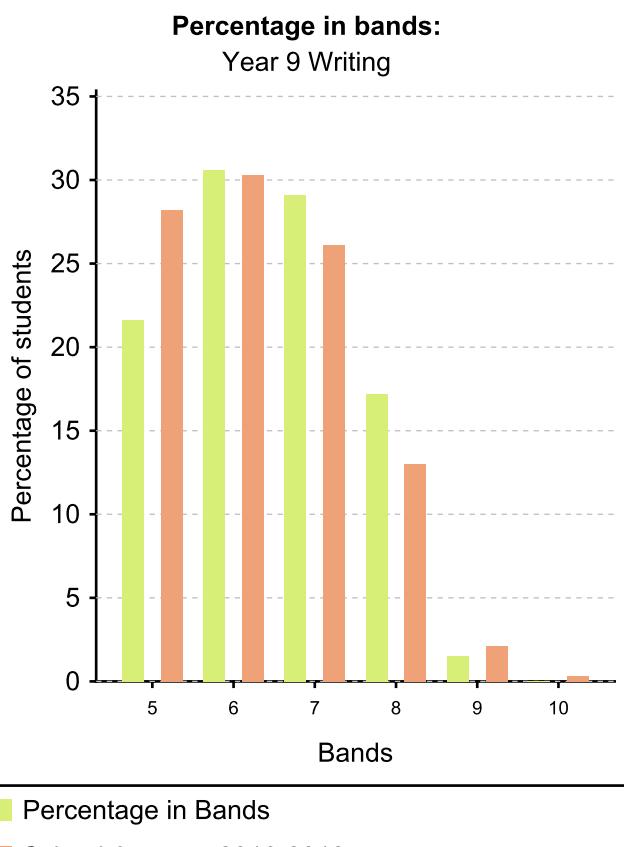


Band	5	6	7	8	9	10
Percentage of students	9.0	22.4	27.6	32.8	8.2	0.0
School avg 2016-2018	11.7	23.6	32.6	25.7	6.1	0.3



Band	5	6	7	8	9	10
Percentage of students	8.2	15.7	30.6	27.6	17.2	0.7
School avg 2016-2018	8	16.4	30.2	28.6	15.4	1.3

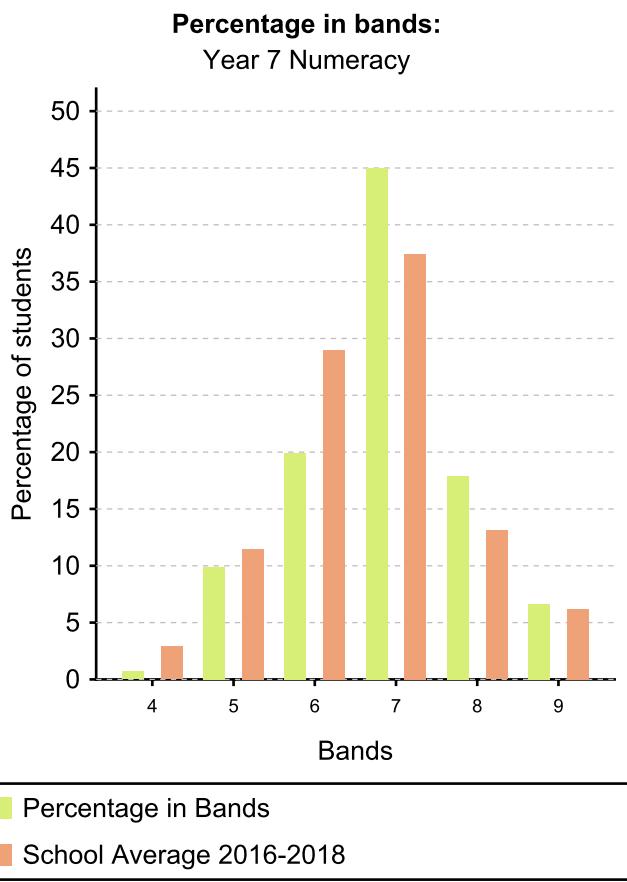
Band	5	6	7	8	9	10
Percentage of students	2.3	24.1	35.3	31.6	5.3	1.5
School avg 2016-2018	5.1	26.7	35	26.7	5.3	1.1



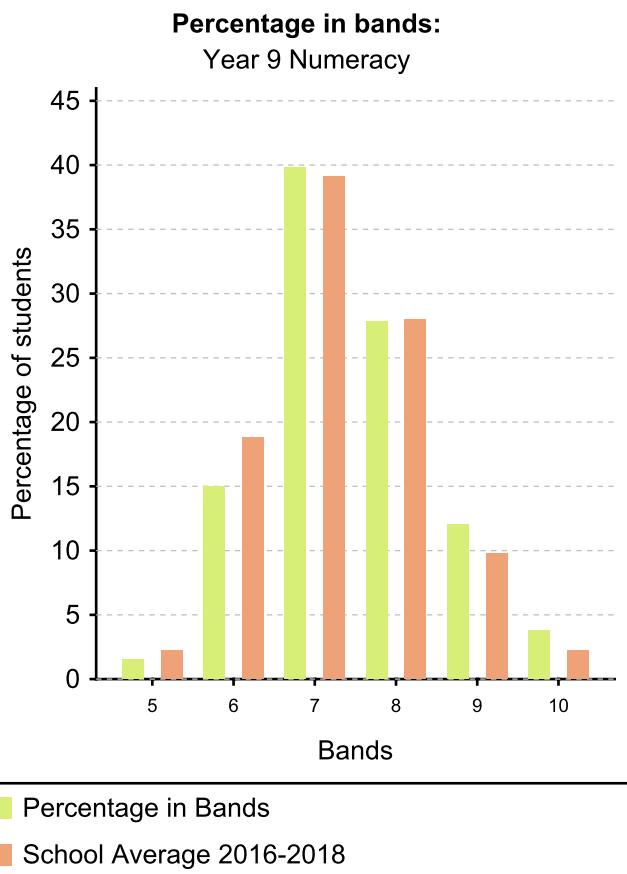
Band	5	6	7	8	9	10
Percentage of students	21.6	30.6	29.1	17.2	1.5	0.0
School avg 2016-2018	28.2	30.3	26.1	13	2.1	0.3

Year 7 NAPLAN Numeracy results are above the state average and the average of similar schools by 7 points and Year 9 Numeracy results are above state average overall.

In regards to the Premiers Literacy and Numeracy Priority Endeavour Sports increased the number of students in the top two bands by 17% from 2016 to 2018.



Band	4	5	6	7	8	9
Percentage of students	0.7	9.9	19.9	45.0	17.9	6.6
School avg 2016-2018	2.9	11.5	29	37.4	13.1	6.2



Band	5	6	7	8	9	10
Percentage of students	1.5	15.0	39.8	27.8	12.0	3.8
School avg 2016-2018	2.2	18.8	39.1	28	9.8	2.2

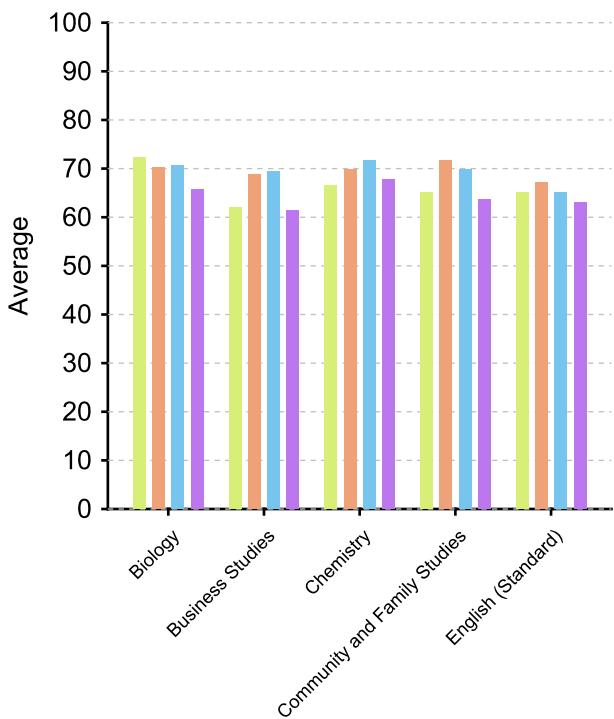
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

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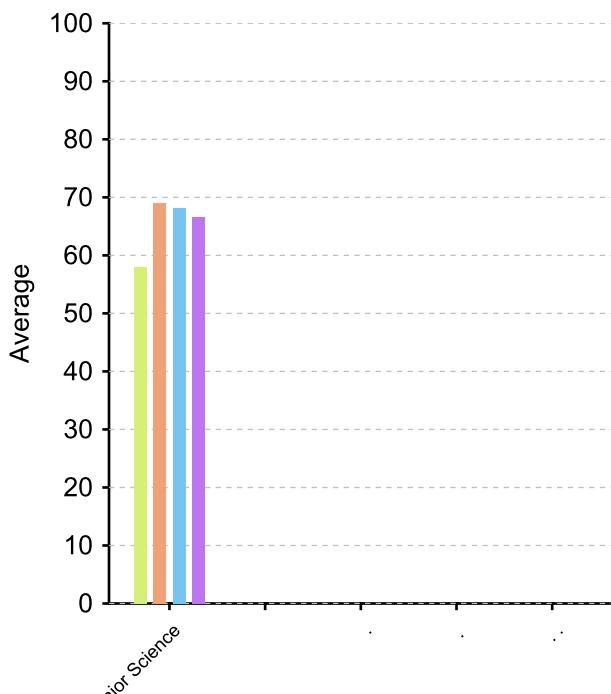
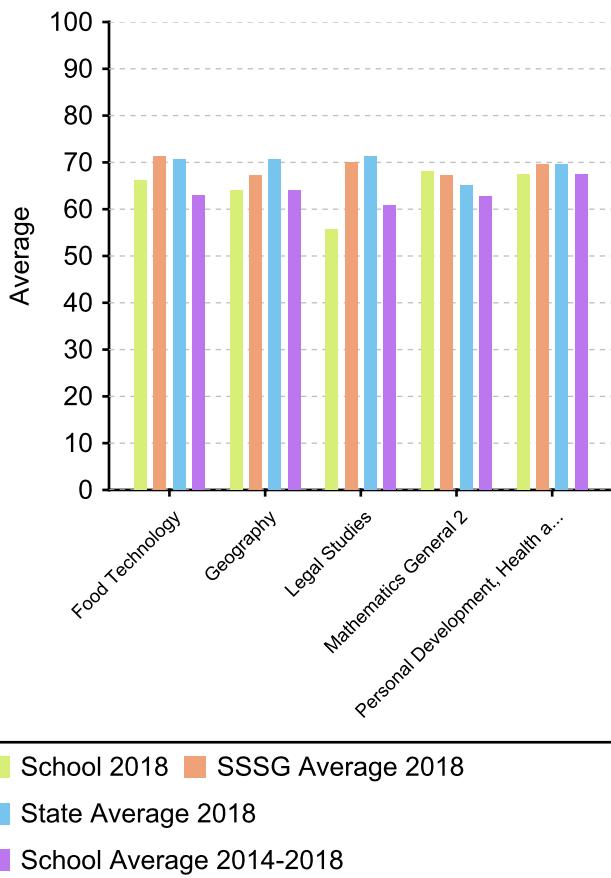


### Higher School Certificate (HSC)

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



■ School 2018 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018



■ School 2018 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018

Subject	School 2018	SSSG	State	School Average 2014-2018
Biology	72.3	70.2	70.7	65.7

Business Studies	62.0	68.7	69.3	61.4
Chemistry	66.5	69.9	71.8	67.7
Community and Family Studies	65.0	71.7	69.9	63.7
English (Standard)	65.1	67.1	65.0	62.9
Food Technology	66.2	71.2	70.7	62.8
Geography	64.0	67.1	70.6	64.0
Legal Studies	55.6	69.9	71.2	60.8
Mathematics General 2	68.0	67.1	65.1	62.7
Personal Development, Health and Physical Education	67.4	69.6	69.5	67.4
Senior Science	58.0	69.1	68.2	66.6

Endeavour's 2018 HSC results were consistent with previous year's results. Raised academic criteria for enrolment since 2015 means that more academically capable students will be sitting the HSC in a few years time. We have been implementing strategies to raise performance in the HSC including the employment of a HSC mentor, a comprehensive study skills program and a focus on quality feedback.

## Parent/caregiver, student, teacher satisfaction

In 2018 parents were surveyed about many aspects of the school and there were 211 respondents. The percentage of respondents strongly agreed or agreed within the following statements are:

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

Endeavour has high expectations for student achievement – 89%

Endeavour is committed to delivering a high quality teaching – 83%

Endeavour has created a strong learning environment – 82%

Academic achievement is being recognised at Endeavour – 91%

Endeavour's leadership team has a strong vision for the school – 89%

Endeavour has a very effective leadership team – 81%

Endeavour's targeted sports program is of a high

quality – 73%

Endeavour has established a culture for continued success – 83%

The student tell them from me survey revealed that Endeavour students had higher levels of intellectual engagement, a great sense of belonging, a more positive view of student outcomes and a greater level of optimism than that of the state average.

A staff survey had 73 respondents and produced the following results in the eight drivers of student learning.

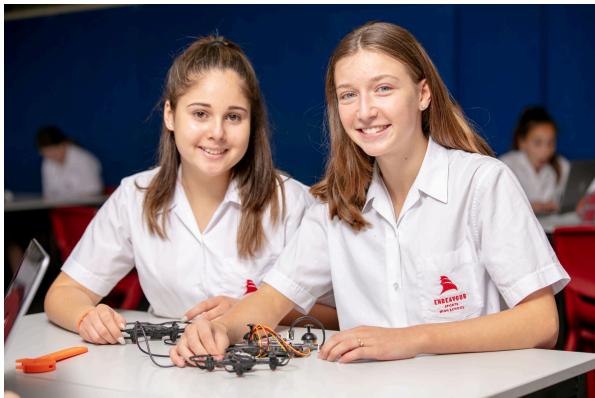
97% believed there was a clear vision for the school

93% believe we are establishing a stronger teaching and learning culture.

97% believe we have set high expectations for the school.

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

92% 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 improved were noted, and realistic goals set. School attendance was systematically monitored to track achievement of individual learning and social goals. The Endeavour Aboriginal students had NAPLAN scores that were higher than SSG 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 Sister Speak and other cultural activities. Two Aboriginal students won Public Education Foundation scholarships worth \$5000 each, which will fund laptops, internet access, tuition and resources for study. Rick O'Brien, our Indigenous elder on staff, gave many students cultural experiences visiting ancient sites in the local National Park. 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. Tolerance for others and anti racism is taught in wellbeing and reinforced at year group meetings.