

# 2022 Annual Report

## Endeavour Sports High School



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# Introduction

The Annual Report for 2022 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 Strategic Improvement 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

Endeavour Sports High School provides an inspiring teaching and learning environment that supports all to achieve their personal best and delivers excellence in academic, sporting and cultural pursuits.

## School context

Endeavour Sports High School embraces academic excellence as its number one priority. Endeavour is a designated Sports High School situated in the south of Sydney that has a student population of over 1200. 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 academic excellence, citizenship, elite sports and the arts. The core values of our school are: academic excellence, personal best, commitment and respect.

Our Extension Class and STEM programs are ensuring that we cater for our high potential and gifted students, and our High Expectations Policy guarantees that all our students put learning first. Endeavour provides a broad curriculum and we have successful programs in the creative and performing arts including dance, art, music and drama. We also have high achieving debating, public speaking and chess programs. We currently offer 16 Targeted Sports Programs and have partnerships with elite sporting organisations including Sydney FC, the Sydney Swans, Cricket NSW, Basketball NSW, Baseball NSW, Hockey NSW and the Cronulla Sharks National Rugby League club.

Through our situational analysis we consulted the entire school community including students, staff, parents and the local AECG, and we have identified a need to use formative data driven practices that ensure students are engaged in the educational and talent development programs we provide, and that teachers engage in professional learning to deliver quality differentiated instruction to cater for all students. The monitoring and tracking of student learning through formative and school based assessment is a major focus. The school analyses student progress and utilises achievement data to improve practice. Teachers respond to trends in student achievement at individual, group and whole school levels.

# 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

## Self-assessment using the School Excellence Framework

Elements	2022 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	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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations of success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy and Numeracy Initiative
- High Potential & Gifted Education (HPGE) Initiative
- HSC Academic Success Initiative

### Resources allocated to this strategic direction

**Socio-economic background:** \$137,565.71

**Low level adjustment for disability:** \$260,253.28

**English language proficiency:** \$59,750.43

**Professional learning:** \$106,088.26

### Summary of progress

25.8% of students attained results in the top two bands of numeracy demonstrating achievement above the upper bound target.

14.7% of students attained results in the top two bands of reading demonstrating achievement of the lower bound target.

The professional learning on literacy and numeracy completed by staff was very pleasing and demonstrated a high level of engagement. Writing, reading and numeracy strategies and task differentiation professional learning was completed by all staff. Most importantly, this learning for literacy and numeracy was translated into quality formative assessment tasks being embedded into teaching programs for Years 8, 9 and 10.

There was extensive mentoring of HSC students by the HSC Mentor who regularly produced a comprehensive summary of the interactions he had with the students. Exit surveys of HSC students provided very positive feedback of their learning experience. This was particularly pleasing given the significant disruption caused by COVID.

The implementation of the HPGE initiative was extremely successful and the teachers involved reflected this in their feedback.

Evidence of quality HSC teaching and learning was reflected in HSC student exit surveys, HSC results analyses for 2022 and feedback from the HSC mentor. The value added between Year 9 and the HSC was the second best on record in 2021 and above the state average. We eagerly await the outcome for 2022 which has yet to be released.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Literacy and Numeracy Initiatives:</b> <ul style="list-style-type: none"><li>• Improvement in the percentage of Year 9 students achieving expected growth in reading of 2%.</li><li>• Literacy formative assessment tasks embedded into teaching programs in Years 8, 9, 10</li><li>• Professional learning on literacy completed by all staff</li></ul>	<p>Student achievement data is unavailable for this reading progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p> <p>Professional learning on literacy and numeracy completed by all staff.</p> <p>Literacy formative assessment tasks were embedded into teaching programs in Years 8, 9, 10.</p> <p>Quality professional discussions on student progress and teaching</p>

<p><b>Literacy and Numeracy Initiatives:</b></p> <ul style="list-style-type: none"> <li>• Improvement in the percentage of Year 9 students achieving expected growth in reading of 2%.</li> <li>• Literacy formative assessment tasks embedded into teaching programs in Years 8, 9, 10</li> <li>• Professional learning on literacy completed by all staff</li> </ul>	<p>strategies took place in faculty meetings.</p>
<p><b>Literacy and Numeracy Initiatives:</b></p> <ul style="list-style-type: none"> <li>• Improvement in the percentage of Year 9 students achieving expected growth in numeracy of 2%.</li> <li>• Numeracy strategies identified and tasks embedded into teaching programs in Year 9.</li> </ul>	<p>Student achievement data is unavailable for this numeracy progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p> <p>Numeracy strategies identified and tasks embedded into teaching programs in Year 9.</p>
<p><b>Students in the Top 2 Bands in NAPLAN</b></p> <p>Improvement in the percentage of Year 9 students in the top 2 bands in reading of 8%.</p>	<p>14.7% of students attained results in the top two bands of reading demonstrating achievement of the lower bound target but slightly below the 8% target increase for 2022.</p> <p>This result reflects the professional learning we delivered on the explicit teaching of reading and these strategies being embedded into programs.</p>
<p><b>Students in the Top 2 Bands in NAPLAN</b></p> <p>Improvement in the percentage of Year 9 student in the top 2 bands in numeracy of 7%.</p>	<p>25.8% of students attained results in the top two bands of numeracy demonstrating achievement above the upper bound target and 3% above our target increase for 2022.</p> <p>This result reflects the professional learning we delivered on the explicit teaching of numeracy across the curriculum and these strategies being embedded into programs.</p>
<p><b>Students in the Top Bands in the HSC</b></p> <p>Improvement in the percentage of Year 12 students in the top 2 bands in the HSC of 9%.</p>	<p>26.37% of students attained results in the top two bands demonstrating achievement of our upper bound target.</p>
<p><b>Students in the Top Bands in the HSC</b></p> <p>Improvement in the percentage of Year 12 students in the top 3 bands in the HSC of 10%.</p>	<p>60.85% of students attained results in the top three bands demonstrating achievement well above our upper bound target.</p>
<p><b>HPGE Initiatives:</b></p> <ul style="list-style-type: none"> <li>• QTR conducted as part of regular practice with 70% of the HPGE team as one of their observations.</li> <li>• A 30% increase in QTR professional learning for all staff.</li> </ul>	<p>Quality Teaching Rounds were conducted in Semester two.</p> <ul style="list-style-type: none"> <li>• Every member of the HPGE team was involved in the rounds and evaluated the process as having high impact on their own professional growth.</li> <li>• Every beginning teacher was involved in the rounds and rated the process as having high impact on their own professional growth.</li> <li>• Every faculty had at least two people engage in the rounds and they rated the process as having high impact on their own professional growth.</li> </ul> <p>In 2021 15 people were involved in Quality Teaching Rounds and in 2022 there was an 86% increase in staff involved with 28 people engaged in the process.</p>
<p>Proportionally contribute to the Sutherland Principal Network target uplift of Aboriginal students attaining the HSC in 2023, while maintaining their cultural identity.</p>	<p>2022 HSC results for the network have yet to be released.</p>

## Strategic Direction 2: Strong student wellbeing

### Purpose

To continue to build upon a strong foundation of student wellbeing and community engagement through the implementation of supportive procedures and practices for each of our students, as well as ensuring strong communication and relationships with members of our community.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Expectations Program
- Wellbeing Program

### Resources allocated to this strategic direction

**Student support officer (SSO):** \$96,058.00

### Summary of progress

Improvement in the percentage of students with a positive sense of wellbeing fell just short of our lower bound target.. This was very pleasing considering the consequences of COVID are still being felt.

Our High Expectations policy (HEP) continues to be one of the most effective policies implemented within the school and HEP reviews occurred as scheduled.

Comprehensive data on student wellbeing was recorded, collated and analysed to inform Wellbeing Team responses. Resources were then developed for students at risk and support provided.

In line with the network and state, the percentage of students attending school 90% of the time or more fell in 2022.

Students with attendance concerns were managed (depending on the significance of the problem) by different levels of the school's hierarchy and key support people within the department.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Attendance</b> <ul style="list-style-type: none"><li>• Improvement in the percentage of students attending school 90% of the time or more by 8.2%.</li><li>• High Expectations reviews are conducted twice per term.</li><li>• Students with attendance concerns are managed (depending on the significance of the problem) by different levels of the school's hierarchy and key support people within the department.</li></ul>	<p>The number of students attending greater than 90% of the time or more has decreased by 17%, however this figure was significantly affected by the impact of COVID and reflected the fall across the network and state.</p> <p>High Expectations reviews were conducted and students performing well were acknowledged, while those raising concerns were given appropriate feedback and support.</p> <p>Students with attendance concerns were managed (depending on the significance of the problem) by different levels of the school's hierarchy and key support people within the department.</p> <p>In 2022 our attendance flowchart was reviewed with additional clarity and support delivered.</p>
<b>Wellbeing</b> <ul style="list-style-type: none"><li>• Improvement in the percentage of students with a positive sense of wellbeing by 2.7%.</li><li>• High Expectations reviews are conducted twice per term.</li></ul>	<p>Improvement in the percentage of students with a positive sense of wellbeing fell just short of our lower bound target. This was very pleasing considering the consequences of COVID are still being felt. Tell Them From Me data shows an improvement of 1% of reported positive wellbeing, including no change in advocacy at school, 3% increase in sense of belonging and 1% increase in positive relationships.</p>

• Students identified with wellbeing concerns are provided with additional support such as mentoring and access to wellbeing programs.

Our High Expectations policy (HEP) continues to be one of the most effective policies implemented within the school and HEP reviews occurred as scheduled.

Comprehensive data on student wellbeing was recorded, collated and analysed to inform Wellbeing Team responses. Resources were then developed for students at risk and support provided.

In 2022 we provided the Wellbeing Team with additional periods to enhance their delivery of wellbeing support to our students.

## Strategic Direction 3: An outstanding Targeted Sports Program

### Purpose

We aim to have the best junior talent development program in Australia. As a designated sports high school, Endeavour Sports High School aims to be at the forefront of developing the sporting talent of young Australians. To achieve this we will further develop and refine coaching and mentoring practices, upgrade sporting facilities and resources, strengthen our sporting partnerships and provide best practice in sports science.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Quality Coaching, Mentoring & Sports Partnerships
- Sport Science Program

### Resources allocated to this strategic direction

### Summary of progress

The number of students in the Targeted Sports Program is close to 800..

The external audit undertaken by the NSW Sports High School Association revealed that students, parents and coaches were very happy with the standard of the TSP. The audit revealed that each of the TSPs could be placed on the NSW Office of Sport's FTEM pathway. Some of the sports, like Football and Rugby League, were identified as exemplars. However, areas for further development included additional strength & conditioning opportunities for all athletes, the need for an athletics hub and additional period allocations to school based coaches and mentors. We now have two additional strength and conditioning facilities and the construction of the second stage of our athletics hub is due to begin in early 2023.

The sports science testing with the University of Sydney could not go ahead due to problems with our university partner. Our student athletes' physical development was well supported through our expanded strength and conditioning (S&C) program. A much greater number of students across all sports have been able to engage in both group and individualised S&C programs.

Our partnerships with both state and professional sporting bodies were maintained and in some cases enhanced. We now have an MOU with the NSW Institute of Sport. This is allowing for stronger pathways for our student athletes into both representative and professional sporting teams.

We continue to enhance our sporting facilities with the recent announcement that 5 Sports has been awarded a multi-million dollar grant from the NSW Office of Sport to upgrade the surface of playing fields and to create two indoor multi-purpose courts.

In 2023 we hope to be able to demonstrate the gains we have made in student athlete development with enhanced performances and growth in the number of students making representative teams. We will continue to focus on the quality of our coaching, facilities, talent development sessions and partnerships. We are also looking to expand the use of sports science and allied health professional services - physiotherapy, nutrition and sports psychology.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Numbers of students in the Targeted Sports Program is maintained.	<p>While numbers slightly decreased from 2021 to 2022, this can be solely accounted for by the reduced number of students we took into Year 7 as we were growing too large in total population and local boundaries were reduced.</p> <p>We are no longer looking to increase the number of students in the TSP but will focus largely on the quality of the athletes.</p>

<p>Percentage of students engaged in the testing by Sydney University increases by 1%</p>	<p>Testing did not occur because of issues with our partner university. It is also unlikely to take place in 2023.</p>
<p>The proportion of Targeted Sports Programs with MOUs with elite sporting organisations is maintained.</p> <p>The quality of these MOUs means that students are provided with unique talent development opportunities.</p>	<p>We saw an increase in the number of Memoranda of Understanding (MOU) with elite sporting organisations increase with the creation of an official MOU with the NSW Office of Sport. The majority of our Targeted Sports Program (TSP) sports have either official MOUs including AFL NSW, Baseball NSW, Basketball NSW, Cricket NSW, Netball NSW, Rugby NSW and Swimming NSW, or informal relationships such as those with the Cronulla Sharks, Sutherland Sharks Basketball, Shire Elite Cheerleading and Golf NSW. Through the NSW Sports High School Association we have also entered into a partnership with the Australian College of Physical Education.</p> <p>2023 will see a unique Service Level Agreement created with Sydney FC.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$65,270.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Endeavour Sports High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release to liaise with carers to develop personalised learning and support plans.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  An increase in literacy and numeracy strategies differentiated for students with specific needs.  Teaching and learning programs have embedded literacy and numeracy strategies to cater for students with specific needs.  Successful integration of the majority of students with specific learning needs who received this funding.  Students with PLSP's demonstrated steady progress towards achieving their learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continued support of students in the classroom through the employment of SLSOs. Review of personalised learning and supports plans, continued implementation of strategies to cater for the diverse and specific learning needs of students.</p>
<p>Socio-economic background</p> <p>\$137,565.71</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Endeavour Sports High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy Initiative</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through our literacy and numeracy program, HPGE and Teaching HSC for academic success to support student learning</li> <li>• employment of additional staff to support the literacy and numeracy program implementation, the HPGE program implementation and for the HSC success program.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Staff commented that the literacy professional learning and literacy teaching resources were very helpful. The seamless implementation of the KLA specific tasks into programs and classes indicated the efficacy of the resources produced. Students requiring additional literacy and numeracy support were identified, focus areas for teachers to explicitly teach strategies for literacy and numeracy were decided upon by faculties, informed by discussions regarding literacy and numeracy data. Literacy and numeracy resources were embedded into various Stage 4 and 5 teaching programs.</p>

<p>Socio-economic background</p> <p>\$137,565.71</p>	<p><b>After evaluation, the next steps to support our students will be:</b> Continuation of our literacy and numeracy programs with a further emphasis on reading and comprehension.</p>
<p>Aboriginal background</p> <p>\$57,450.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Endeavour Sports High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> PLP process was completed for all Indigenous students and students are working towards their PLP goals. In class support for Indigenous students was provided by SLSOs and the after school tutoring operated for Indigenous students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued support with PLPs, mentoring, in class support and after school tutoring.</p>
<p>English language proficiency</p> <p>\$59,750.43</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Endeavour Sports High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy Initiative</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional EAL/D Teacher and SLSO support in the classroom to support students. EAL/D Students have been assessed and placed on EAL/D progressions. Reports showing the EAL/D phases on the progressions have been generated for Year 7 -10 students. EAL/D Teachers worked collaboratively with classroom teachers to incorporate a range of strategies into programs to address the identified language needs of EAL/D students. EAL/D Teachers have focused on reading and comprehension skills, writing skills, grammar and spelling. EAL/D Teachers have been co-teaching in the classroom and withdrawing small group for extensive support in Stage 4. EAL/D Teachers have provided Stage 6 students with individualised support.</p>

<p>English language proficiency</p> <p>\$59,750.43</p>	<p><b>After evaluation, the next steps to support our students will be:</b>  Continue with EAL/D Teacher and SLSO support in the classroom. Students will be assessed and placed on the progression and EAL/D reports will be generated for parents.  EAL/D Teachers and classroom teachers will continue to work collaboratively to plan and identify language needs of students.  EAL/D Teachers will continue to focus on reading and comprehension skills, writing skills, grammar and spelling as well as provide individualised support for Stage 6 student.</p>
<p>Low level adjustment for disability</p> <p>\$260,253.28</p>	<p>Low level adjustment for disability equity loading provides support for students at Endeavour Sports High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy Initiative</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Students with low level disabilities being supported in the classroom with literacy and numeracy are showing improvement against the progressions.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continued support of students with low level disability in the classroom through the employment of LaSTs and SLSOs</p>
<p>Professional learning</p> <p>\$106,088.26</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Endeavour Sports High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy Initiative</li> <li>• High Potential &amp; Gifted Education (HPGE) Initiative</li> <li>• HSC Academic Success Initiative</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Literacy and numeracy presentation to all staff. Writing workshops using the Best Writer's Guide and focus on sentence structure and relative clauses.</li> </ul> <p>Demonstration of teaching strategies. Year 9 and 7 Numeracy Check In data analysis and strategies for whole school support of numeracy.  Teachers in the HPGE team engaged in professional learning focused on lesson observations and the implementation of the quality teaching framework.  Quality teaching rounds were undertaken.</p> <p><b>The allocation of this funding has resulted in the following impact:</b>  Entire HPGE team involved in the training. Staff engagement in QTR resources. Consistent coding of each other's lessons (lesson observations undertaken). The team quantitatively stated it was one of the best forms of TPL they have engaged with. Teachers include the Quality Teaching Framework in their lessons. Expansion across all faculties and</p>

<p>Professional learning</p> <p>\$106,088.26</p>	<p>implementation in Stage 4 and 5. Literacy and numeracy data reflects PL success.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue QTR across the school throughout faculties. Continue our focus of improving teachers' skills in implementing literacy and numeracy strategies.</p>
<p>COVID ILSP</p> <p>\$137,175.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• releasing staff to analyse school and student data to (identify students for small group tuition groups/monitor progress of student groups)</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - reading and numeracy</li> <li>• employment of additional staff to support the monitoring of COVID ILSP funding</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The data showed that 60 students showed negative growth in reading and required support. Teachers commented that the intensive support was both essential and allowed students to feel comfortable asking questions in a safe and supportive environment. Students spent more time discussing the text and locating information to answer comprehension questions. 80% of students showed improvement in their reading and comprehension. The data identified 70 students in Year 8 that experienced negative growth in NAPLAN numeracy. Teachers assessed students and implemented strategies to improve numeracy outcomes. Pretest and post-test data showed the areas for improvement and areas for further development.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to implement reading circles for Year 8 students showing negative growth in NAPLAN reading. We will continue to work with students who have experienced negative growth in numeracy in intensive groups, with extra support to focus on individual problem areas.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Endeavour Sports High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing Program</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Funding for a student support officer to work closely with the welfare team and support students mental health and wellbeing.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Greater individual student support and implementation of additional wellbeing programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ the student support officer.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	628	703	710	742
Girls	366	406	465	509

## Student attendance profile

School				
Year	2019	2020	2021	2022
7	93.8	93.9	92.6	88.3
8	91.0	92.1	89.0	85.5
9	89.7	91.8	86.6	84.3
10	86.1	90.5	85.4	81.7
11	86.6	88.6	85.8	82.5
12	86.7	88.1	85.9	84.4
All Years	89.5	91.2	87.9	84.7
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

## Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with

previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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	0.5	1	13
Employment	0.9	6	28
TAFE entry	0.9	2	10
University Entry	0	0	35
Other	3.8	8	7
Unknown	0.5	1	7

## Year 12 students undertaking vocational or trade training

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33.53% of Year 12 students at Endeavour Sports High School undertook vocational education and training in 2022.

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

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95.9% of all Year 12 students at Endeavour Sports High School expected to complete Year 12 in 2022 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)	13
Classroom Teacher(s)	67.8
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.4
School Counsellor	1
School Administration and Support Staff	21.17
Other Positions	1

\*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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	2,057,287
<b>Revenue</b>	15,957,638
Appropriation	14,617,473
Sale of Goods and Services	96,313
Grants and contributions	1,205,894
Investment income	29,533
Other revenue	8,425
<b>Expenses</b>	-17,098,852
Employee related	-13,793,024
Operating expenses	-3,305,828
<b>Surplus / deficit for the year</b>	-1,141,214
<b>Closing Balance</b>	916,073

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	65,799
<b>Equity Total</b>	515,019
Equity - Aboriginal	57,450
Equity - Socio-economic	137,566
Equity - Language	59,750
Equity - Disability	260,253
<b>Base Total</b>	12,956,302
Base - Per Capita	311,675
Base - Location	0
Base - Other	12,644,627
<b>Other Total</b>	688,062
<b>Grand Total</b>	14,225,183

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

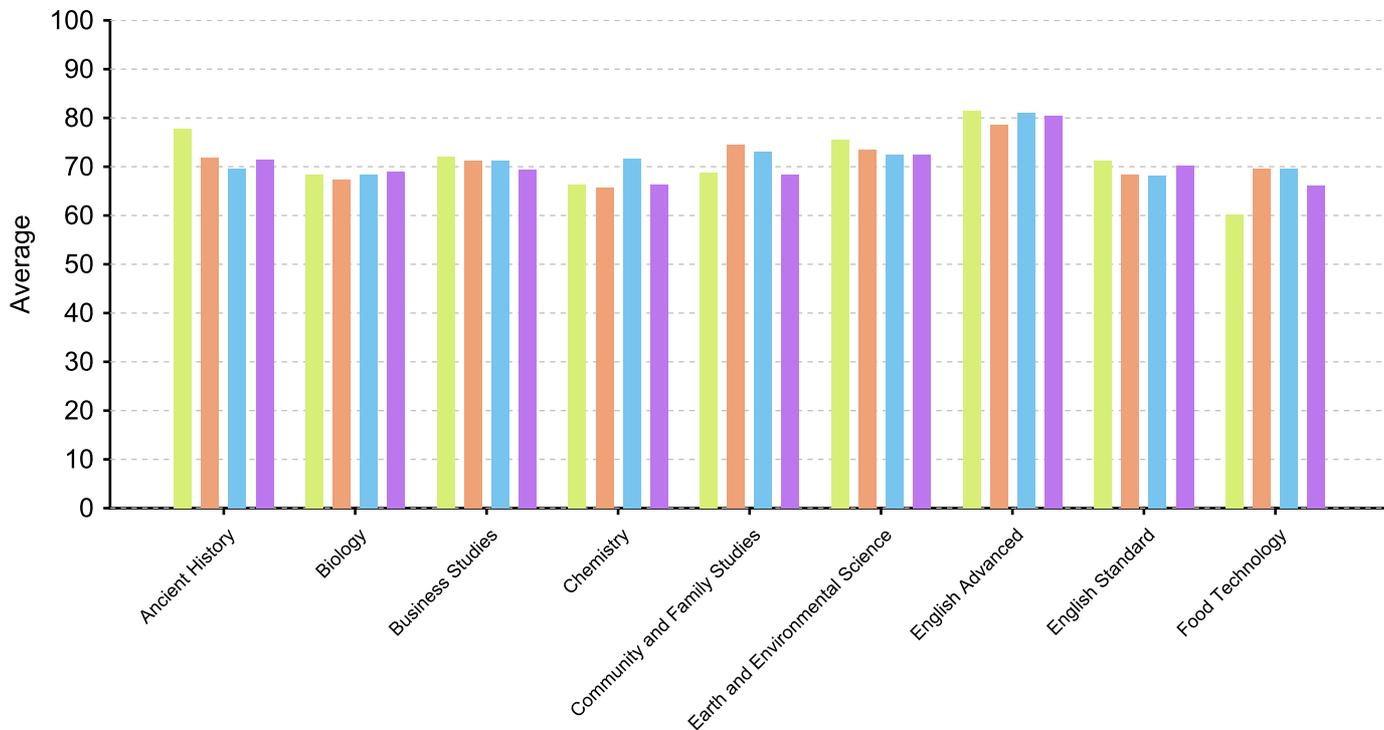
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

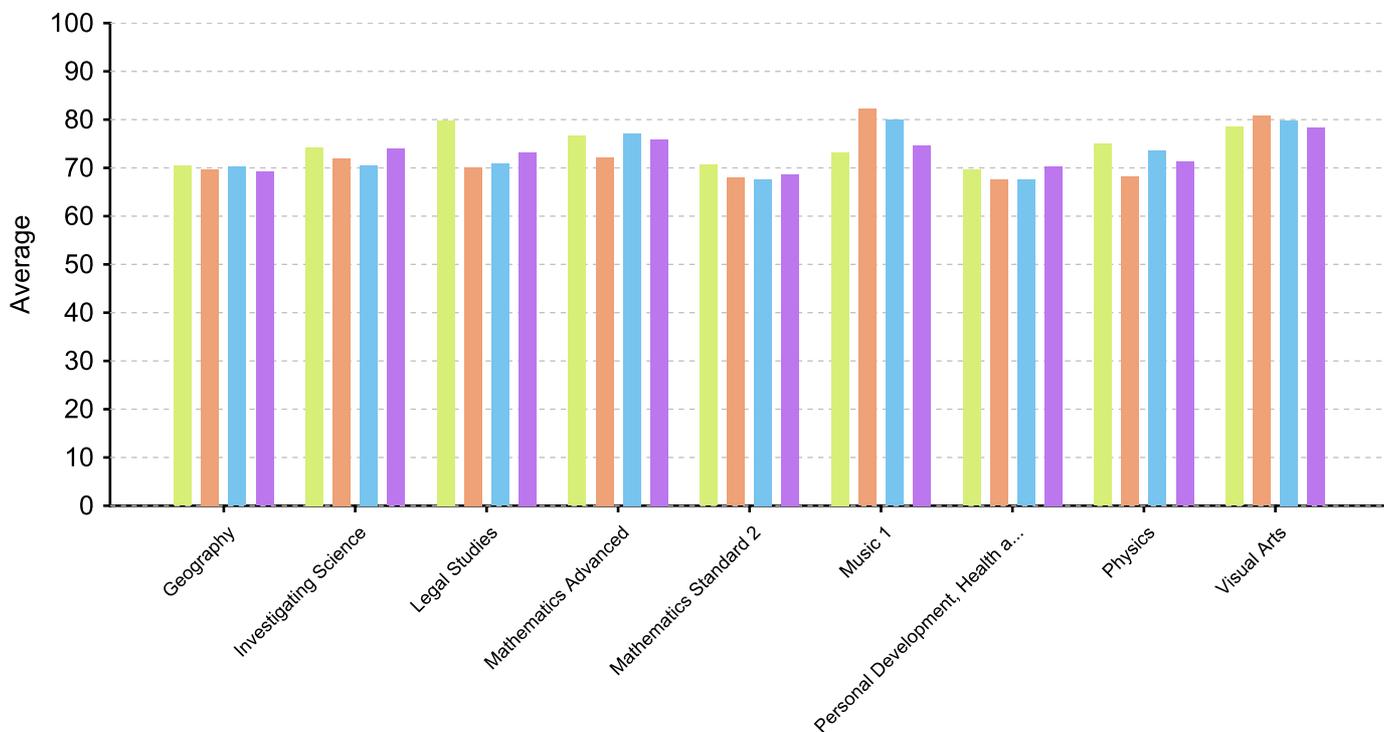
# School performance - HSC

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.



Legend: School 2022 (Light Green), SSSG Average 2022 (Orange), State Average 2022 (Light Blue), School Average 2020-2022 (Purple)



Legend: School 2022 (Light Green), SSSG Average 2022 (Orange), State Average 2022 (Light Blue), School Average 2020-2022 (Purple)

<b>Subject</b>	<b>School 2022</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2020-2022</b>
Ancient History	77.9	71.8	69.6	71.4
Biology	68.3	67.4	68.5	69.1
Business Studies	72.1	71.4	71.2	69.4
Chemistry	66.4	65.7	71.7	66.3
Community and Family Studies	68.8	74.6	73.2	68.4
Earth and Environmental Science	75.6	73.5	72.5	72.6
English Advanced	81.5	78.5	81.0	80.4
English Standard	71.2	68.5	68.1	70.2
Food Technology	60.2	69.7	69.7	66.1
Geography	70.4	69.7	70.2	69.2
Investigating Science	74.3	72.0	70.6	73.9
Legal Studies	79.8	70.1	70.8	73.2
Mathematics Advanced	76.6	72.2	77.1	75.8
Mathematics Standard 2	70.6	68.0	67.6	68.7
Music 1	73.2	82.2	79.9	74.7
Personal Development, Health and Physical Education	69.6	67.5	67.5	70.4
Physics	75.0	68.1	73.5	71.2
Visual Arts	78.5	80.7	79.8	78.2

## Parent/caregiver, student, teacher satisfaction

The annual principal survey of staff about the principal had 84 respondents and produced the following results:

1. 85% strongly agreed and 11% agreed the principal had a clear vision for the school .
2. 76% strongly agreed and 17% agreed that the principal is very supportive of staff.
3. 71% strongly agreed and 23% agreed that the principal leads a strong teaching and learning culture.
4. 83% strongly agreed and 15% agreed that the principal sets high expectations for the school.
5. 71% strongly agreed and 21% agreed that the principal is an effective decision maker.
6. 79% strongly agreed and 18% agreed that the principal had led significant improvements at Endeavour.
7. 77% strongly agreed and 18% agreed that the principal is a well respected leader.
8. 86% strongly agreed and 11% agreed that they feel positive about the future with the current principal.

The 2022 Student Tell Them From Me survey produced the following results:

1. 76% of students have a positive sense of belonging which is 10% above the NSW Govt Norm.
2. 85% reported having positive relationships, 6% above the NSW Govt Norm.
3. 94% state they have positive behaviour at school, 8% above the NSW Govt Norm.
4. Our student also believe they are more intellectually engaged, have more effective learning time, receive more explicit teaching & feedback, have greater advocacy at school and have more positive relationships with their teachers than the NSW Govt Norm .

The 2022 feedback from parents indicated a very high level of satisfaction.:

1. A record level of enrolments for the school with nearly 1300 students.
2. A record number of student enrolled in the Targeted Sports Program.
3. A record number of parents attended Parent/Teacher night with feedback indicating overwhelming satisfaction with the school.
4. A record number of parents attended our 2022 Open Night for Year 7 2023.
5. We have over 10,000 followers on Facebook and 4000 on Instagram
6. Our P&C meetings are held twice per term and minutes indicate strong support for the school and a high degree of satisfaction.

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.