

# 2023 Annual Report

## Endeavour Sports High School



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# Introduction

The Annual Report for 2023 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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## 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   | 2023 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 growth and performance               | 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**  
**Low level adjustment for disability**  
**English language proficiency**  
**Professional learning**  
**Per capita**

### Summary of progress

Literacy and numeracy initiative teachers used evidence of learning, including a range of formative assessments and strategies to inform their teaching, adapt their practice and meet literacy and numeracy learning needs of students.

Teachers collected and analysed formative assessments for literacy and numeracy as well as student writing samples to inform their teaching.

The professional learning on literacy and numeracy completed by staff was very well received 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 7, 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.

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 the school's HSC results analyses for 2023 and feedback from the HSC mentor. The value added between Year 9 and the HSC was, again, above the state average.

### 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>Students in the Top Bands in the HSC</b><br><br>Improvement in the percentage of Year 12 students in the top 2 bands in the HSC of 9%. | 17.29% of students attained results in the top two bands demonstrating achievement of our upper bound target.      |
| <b>Students in the Top Bands in the HSC</b>   | 57.29% of students attained results in the top three bands demonstrating achievement above our upper bound target. |

|   |  |
|---|--|
| Improvement in the percentage of Year 12 students in the top 3 bands in the HSC of 10%.   |  |
| <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> | Quality Teaching rounds conducted with all members of the HPGE team, all beginning teachers and at least two other staff members in each faculty. Each faculty was represented in the rounds. Two other faculty members from each KLA were involved. Each beginning teacher was involved. A full two day organisation was completed by a trained member of staff. Staff underwent a professional learning activity prior to the rounds. The target of a 30% increase in QTR professional learning for all staff was met. |
| Proportionally contribute to the Sutherland Principal Network target uplift of Aboriginal students attaining the HSC in 2023, while maintaining their cultural identity.  | 2023 HSC results for the network have yet to be released.  |
| An increased proportion of the 2023 student cohort achieving the HSC Minimum Standard in reading compared to 2022 and 2021.   | 100% of HSC students reached the Minimum Standard  |
| An increased proportion of the 2023 student cohort achieving the HSC Minimum Standard in numeracy compared to 2022 and 2021.  | 100% of HSC students reached the Minimum Standard  |

## 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

### Summary of progress

Improvement in the percentage of students with a positive sense of wellbeing was not available on SCOUT.

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.

The percentage of students attending school 90% of the time or more rose by 14% points in 2023.

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><br>Improvement in the percentage of students attending school 90% of the time or more by 8.2%. | The number of students attending greater than 90% of the time has increased from 43% to 57%. |
| <b>Wellbeing</b><br>Improvement in the percentage of students with a positive sense of wellbeing by 2.7%.        | The figure for 2023 was not available on SCOUT.  |

## 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 recommendations of the external audit undertaken by the NSW Sports High School Association continued to be implemented. One of the key recommendations was to enhance the provision of strength & conditioning to athletes. This is now done through three separate S&C facilities. In addition, the athletics hub has been expanded with a long jump pit and throws circles.

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 a MOU with the NSW Institute of Sport. This is allowing for stronger pathways for our student athletes into both representative and professional sporting teams.

The establishment of our Golf TSP has been highly successful with strong relationships with NSW Golf, the Jack Newton Golf Foundation and Cronulla Golf Club.

We continue to enhance our sporting facilities with 5 Sports beginning their upgrade with the 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 2024 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.                  | The number of athletes in the TSP has actually grown. In particular, we have witnessed a significant increase in the number of female athletes. |
| Percentage of students engaged in the testing by Sydney University increases by 1% | Testing did not occur because of issues with our partner university.<br>The partnership has concluded.  |
| The proportion of Targeted Sports  | The majority of our Targeted Sports Program (TSP) sports have either  |



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| <p>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>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>We have a new Service Level Agreement with Sydney FC.</p> |
|--|---|

| Funding sources  | Impact achieved this year   |
|--|---|
| <p>Integration funding support</p> <p>\$124,393.00</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 for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/> An increase in literacy and numeracy strategies differentiated for students with specific needs.<br/> Teaching and learning programs have embedded literacy and numeracy strategies to cater for students with specific needs.<br/> Successful integration of the majority of students with specific learning needs who received this funding.<br/> 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><br/> Continued support of students in the classroom through the employment of SLSOs. Review of personalised learning and support plans, continued implementation of strategies to cater for the diverse and specific learning needs of students.</p> |
| <p>Socio-economic background</p> <p>\$139,109.54</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><br/> 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</p>  |

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| <p>Socio-economic background</p> <p>\$139,109.54</p>   | <p>programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Continuation of our literacy and numeracy programs with a further emphasis on reading and comprehension.</p>  |
| <p>Aboriginal background</p> <p>\$51,929.00</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 (LaST) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>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><br/>Continued support with PLPs, mentoring, in class support and after school tutoring.</p>  |
| <p>English language proficiency</p> <p>\$97,857.13</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><br/>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.<br/>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.<br/>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 groups for extensive support in Stage 4. EAL/D Teachers have provided Stage 6 students with individualised support.</p> |

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| <p>English language proficiency</p> <p>\$97,857.13</p>         | <p><b>After evaluation, the next steps to support our students will be:</b><br/> 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.<br/> EAL/D Teachers and classroom teachers will continue to work collaboratively to plan and identify language needs of students.<br/> 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 students.</p>   |
| <p>Low level adjustment for disability</p> <p>\$321,605.54</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><br/> 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><br/> Continued support of students with low level disability in the classroom through the employment of LaSTs and SLSOs.</p>   |
| <p>Professional learning</p> <p>\$106,014.50</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> </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 presentations to all staff. Writing workshops using the Best Writer's Guide and focus on sentence structure and relative clauses.<br/> Demonstration of teaching strategies. Years 9 and 7 Numeracy Check In data analysis and strategies for whole school support of numeracy.<br/> Teachers in the HPGE team engaged in professional learning focused on lesson observations and the implementation of the quality teaching framework.<br/> Quality teaching rounds were undertaken.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/> 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>\$106,014.50</p>  | <p>implementation in Stage 4 and 5.<br/>Literacy and numeracy data reflects PL success.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Continue QTR across the school throughout faculties.<br/>Continue our focus of improving teachers' skills in implementing literacy and numeracy strategies.</p>   |
| <p>COVID ILSP</p> <p>\$123,532.09</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 2023.</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>• providing targeted, explicit instruction for student groups in literacy/numeracy - writing &amp; reading</li> <li>• employing staff to provide online tuition to student groups in literacy/numeracy - KLA specific numeracy</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>The data showed that 40 students showed negative growth in literacy 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 literacy.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Continue to implement intensive support with explicit teaching and monitor student progress.</p> |
| <p>Student Support Officer</p> <p>\$99,516.00</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>• High Expectations Program</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other include:</b></p> <ul style="list-style-type: none"> <li>• Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies.</li> <li>• Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies.</li> <li>• SSOs contribute to the implementation of the whole school approach to wellbeing with a focus on early intervention.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>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><br/>Continue to employ the student support officer.</p>   |

# Student information

## Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2020       | 2021 | 2022 | 2023 |
| Boys     | 703        | 710  | 742  | 705  |
| Girls    | 406        | 465  | 509  | 533  |

## Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2020 | 2021 | 2022 | 2023 |
| 7         | 93.9 | 92.6 | 88.3 | 90.8 |
| 8         | 92.1 | 89.0 | 85.5 | 87.7 |
| 9         | 91.8 | 86.6 | 84.3 | 86.8 |
| 10        | 90.5 | 85.4 | 81.7 | 87.2 |
| 11        | 88.6 | 85.8 | 82.5 | 84.8 |
| 12        | 88.1 | 85.9 | 84.4 | 86.3 |
| All Years | 91.2 | 87.9 | 84.7 | 87.3 |
| State DoE |      |      |      |      |
| Year      | 2020 | 2021 | 2022 | 2023 |
| 7         | 92.1 | 89.7 | 85.5 | 87.9 |
| 8         | 90.1 | 86.7 | 82.1 | 84.6 |
| 9         | 89.0 | 84.9 | 80.5 | 82.8 |
| 10        | 87.7 | 83.3 | 78.9 | 81.1 |
| 11        | 88.2 | 83.6 | 80.0 | 81.7 |
| 12        | 90.4 | 87.0 | 83.9 | 86.0 |
| All Years | 89.6 | 85.9 | 81.7 | 83.9 |

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## 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   | 5         | 8         | 2         |
| Employment   | 2         | 13        | 17        |
| TAFE entry   | 5         | 4         | 13        |
| University Entry   | 0         | 0         | 42        |
| Other  | 5         | 12        | 3         |
| Unknown  | 1         | 1         | 4         |

## Year 12 students undertaking vocational or trade training

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29.86% of Year 12 students at Endeavour Sports High School undertook vocational education and training in 2023.

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

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99.2% of all Year 12 students at Endeavour Sports High School expected to complete Year 12 in 2023 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)                         | 14    |
| Classroom Teacher(s)                    | 66.7  |
| Learning and Support Teacher(s)         | 1.8   |
| Teacher Librarian                       | 1.4   |
| Teacher EAL/D                           | 0.4   |
| 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 2023, 2.5% 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> | 2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| School Support | 3.00%                  | 3.60%   |
| Teachers       | 3.00%                  | 3.40%   |

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

|                                       | 2023 Actual (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 916,072.69       |
| <b>Revenue</b>                        | 16,680,896.70    |
| Appropriation                         | 15,198,671.79    |
| Sale of Goods and Services            | 85,982.96        |
| Grants and contributions              | 1,340,535.43     |
| Investment income                     | 55,706.52        |
| <b>Expenses</b>                       | -16,149,723.49   |
| Employee related                      | -14,103,831.77   |
| Operating expenses                    | -2,045,891.72    |
| <b>Surplus / deficit for the year</b> | 531,173.21       |
| <b>Closing Balance</b>                | 1,447,245.90     |

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.

|                         | 2023 <b>SBAR Adjustments</b> (\$) |
|-------------------------|-----------------------------------|
| <b>Targeted Total</b>   | 137,771                           |
| <b>Equity Total</b>     | 610,501                           |
| Equity - Aboriginal     | 51,929                            |
| Equity - Socio-economic | 139,110                           |
| Equity - Language       | 97,857                            |
| Equity - Disability     | 321,606                           |
| <b>Base Total</b>       | 13,388,566                        |
| Base - Per Capita       | 339,783                           |
| Base - Location         | 0                                 |
| Base - Other            | 13,048,783                        |
| <b>Other Total</b>      | 586,938                           |
| <b>Grand Total</b>      | 14,723,777                        |

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

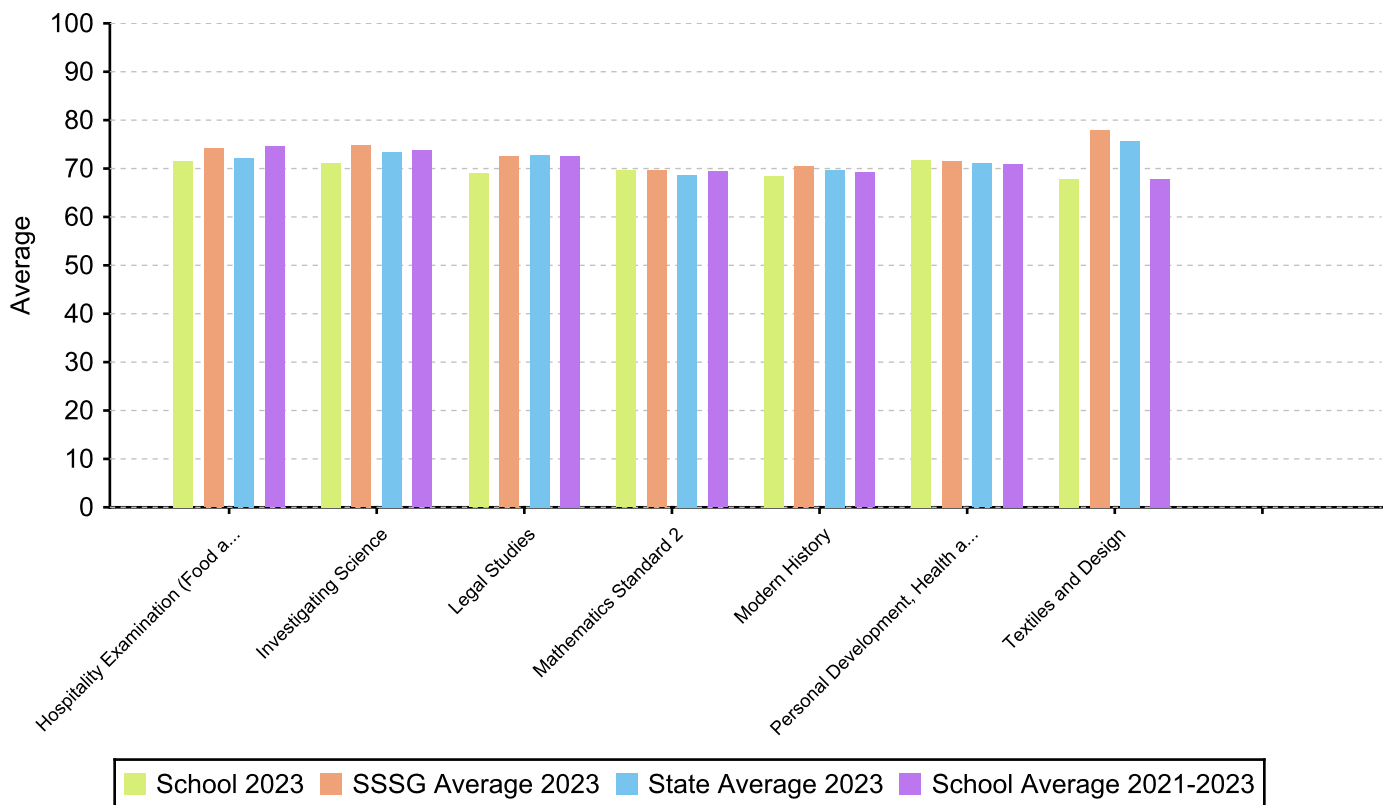
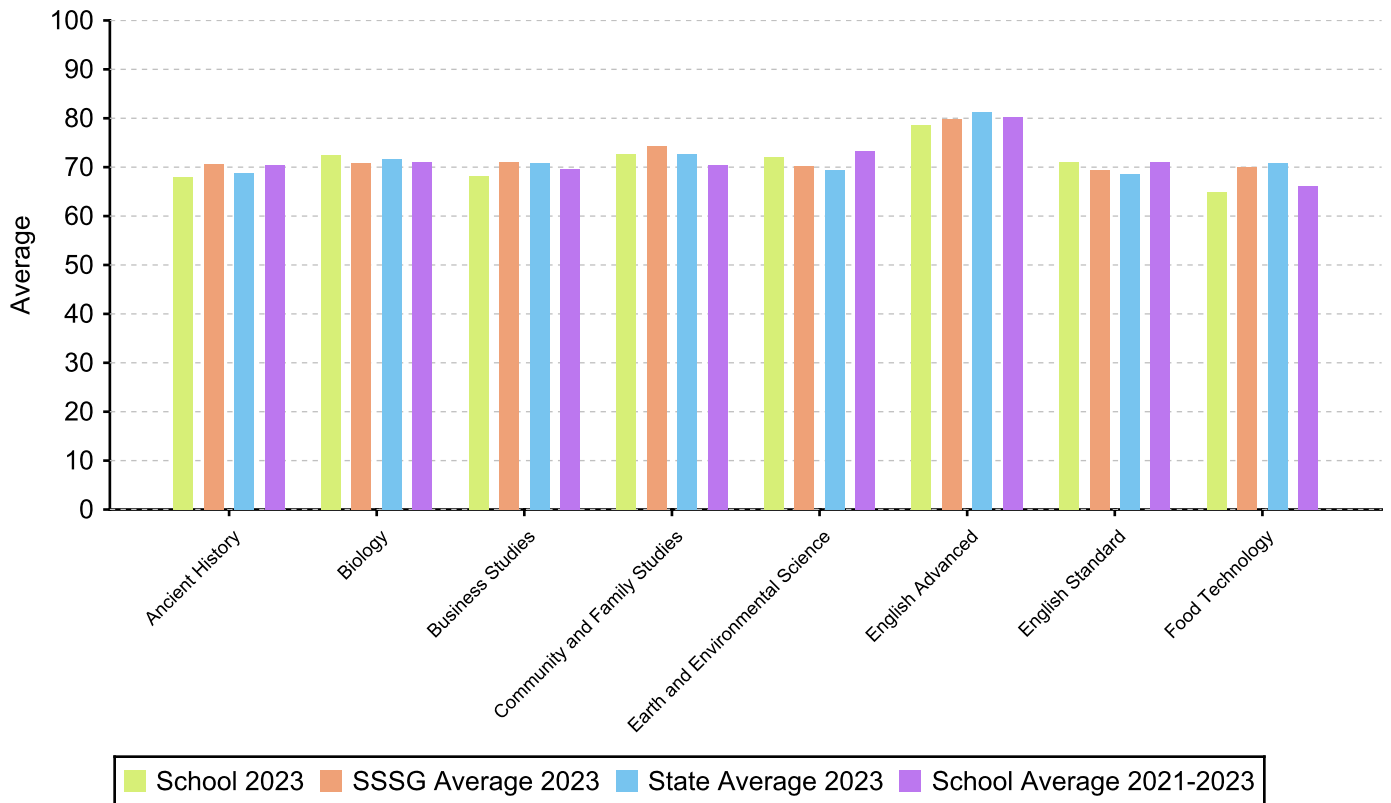
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.



| <b>Subject</b>                                      | <b>School 2023</b> | <b>SSSG</b> | <b>State</b> | <b>School Average<br/>2021-2023</b> |
|---|--------------------|-------------|--------------|-------------------------------------|
| Ancient History                                     | 68.0               | 70.6        | 68.7         | 70.3                                |
| Biology   | 72.4               | 70.8        | 71.8         | 71.1                                |
| Business Studies                                    | 68.1               | 71.0        | 70.9         | 69.6                                |
| Community and Family Studies                        | 72.7               | 74.2        | 72.7         | 70.4                                |
| Earth and Environmental Science                     | 72.1               | 70.2        | 69.4         | 73.4                                |
| English Advanced                                    | 78.6               | 79.8        | 81.2         | 80.2                                |
| English Standard                                    | 71.1               | 69.5        | 68.5         | 71.1                                |
| Food Technology                                     | 65.0               | 70.1        | 70.8         | 66.1                                |
| Hospitality Examination (Food and Beverage)         | 71.6               | 74.1        | 72.1         | 74.6                                |
| Investigating Science                               | 71.1               | 74.7        | 73.4         | 73.8                                |
| Legal Studies                                       | 69.0               | 72.5        | 72.9         | 72.6                                |
| Mathematics Standard 2                              | 69.6               | 69.6        | 68.7         | 69.3                                |
| Modern History                                      | 68.4               | 70.4        | 69.6         | 69.2                                |
| Personal Development, Health and Physical Education | 71.8               | 71.6        | 71.0         | 70.9                                |
| Textiles and Design                                 | 67.8               | 77.9        | 75.7         | 67.8                                |

## Parent/caregiver, student, teacher satisfaction

The 2023 Student Tell Them From Me survey produced the following results:

1. 69% of students have a positive sense of belonging which is 3% above the NSW Govt Norm.
2. 84% reported having positive relationships, 6% above the NSW Govt Norm.
3. 94% state they have positive behaviour at school, 7% above the NSW Govt Norm.
4. Our students also believe they have more effective learning time 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. Enrolments and applications for enrolment are incredibly strong.
2. A record number of student are 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 2023 Open Night for Year 7 2024.
5. We have over 14,000 followers on Facebook and nearly 5000 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.

The 2023 feedback from teachers indicated a very high level of satisfaction. There were 43 respondents.

1. 89% had a strong sense of belonging.
2. 85% felt well supported in their job.
3. 72% agreed staff morale was good.
4. 83% agreed school leaders in my school are leading improvement and change.
5. 91% agreed school leaders clearly communicate their strategic vision and values for our school.

# 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.