



Education &
Communities

Public Schools NSW

8404

Endeavour Sports High School

Annual School Report **2012**

*Valuing individual potential
achieving personal best*



Our school at a glance

Students

Endeavour Sports High School is a comprehensive, co-educational high school of 820 students from years 7 to 12 which offers a selective Targeted Sports Program for talented athletes and a Special Education Unit for students with special needs.

We serve the community to the south of Sydney and have the advantage of a diverse and multicultural student population from over 60 primary schools spread across a wide geographical area.

As well as offering a high quality education to our local students, the school has a strong Targeted Sports Program. Endeavour Sports High School appeals to gifted athletes who seek a quality education in an environment in which their talents are recognised, supported and nurtured.

Almost 70% of the student population has gained placement in the Targeted Sports Program through a merit-based selection process. The program is supported by some of the most highly qualified coaches in the state and supervised by a teacher mentor assigned to each of the 17 sports offered by the school.

Staff

The teaching and support staff, at Endeavour Sports High School are highly professional and dedicated to achieving quality educational and welfare outcomes for all our students. They work collectively and believe that all students have the ability to succeed.

The school continues to involve students in many state recognised extra-curricular programs and offers many opportunities for students to achieve their full potential under the guidance of experienced and intrinsically motivated staff.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

At Endeavour Sports High School we have a myriad of programs. SHAPE is our gifted and talented transition to high school program. Within Endeavour we have a school support program that operates every Tuesday and Thursday afternoon. DEAR – Drop Everything and Read is the reading program stage 4 students start the day with, and Number Crunchers is the Numeracy program students participate in. We offer Year 10 and stage 6 students a study skills program and in 2012 the program MY ATAR was implemented with Year 12 students.

Our welfare programs are unique to our school and are recognised across the state. We are a White Ribbon school and as part of our Boys To Men Program our students pledge to “Not be Violent, Not be Silent” in regards to women and violence. Our students mentor students from San Souci and Laguna St Public in regards to this vital contemporary issue.

The promotion of Girls Education features prominently in our school as does girls welfare. Our programs such as Health and Self True 2U are uplifting and empowering.

Student achievement in 2012

Results of external test measures in NAPLAN, ESSA and HSC demonstrated significant student, value-added growth.

Literacy - NAPLAN Year 7

In 2012, 95% of all students who sat the NAPLAN exam achieved growth in one of the four disciplines of Literacy. Above, state average growth in the areas of Reading and Grammar and Punctuation were achieved. Our Year 7 girls in particular performed exceptionally well in the field of Reading.

Numeracy - NAPLAN Year 7

In 2012, 82% of students achieved growth with 38.7% of students achieving growth equal to or better than the state average. 11.2% of the student population achieved a mark in the top two bands. Endeavour caters for Year 7 students with an extra period allocated into the Mathematics curriculum.

Literacy - NAPLAN Year 9

The 2012 data was similar to that of previous years with a positive shift occurring in our top bands. Our emphasis on Reading has produced pleasing results with a number of students receiving a top bands increasing significantly. Our percentage of students in the bottom two bands in this area also decreased which is a direct result of the programs put in place to improve this area.

Numeracy - NAPLAN Year 9

Our 2012 data was extremely pleasing. 30% of student's received a Band 8 or higher. There was a positive shift from previous years in the bottom two bands. Our growth as a school was better than the states average growth and the majority of students who sat the exam in 2012 achieved better than expected growth for their age group. This is a direct result of the DEAR reading program the school has implemented to support all students at Endeavour Sports High School.

ESSA - Year 8

In 2012 we achieved significant improvement in students who received a mark in the top two levels. This was triple the amount of students who sat the exam in 2011. No student was placed in the lowest level, as opposed to 2011 where this did occur. This positive result was direct result of the hard work and strategic planning led by the science faculty across the whole school.

Year 12 HSC

In 2012 Endeavour Sports High Schools Higher School Certificate results were extremely pleasing. There was a 550% increase in the amount of Band 6s students achieved and a 365 % increase in Band 5s. These results were the direct results of all faculties and teachers implementing a strategic plan to improve our HSC data. Teachers need to be commended on their efforts in 2012.

Messages

Principal's message

Endeavour Sports High School is a school proud in tradition. Our students are proud to be Endeavour students and the Endeavour Ship our school logo and colours are worn with pride and zeal.

Our purpose at Endeavour is threefold. To ensure our students are engaged in their learning and receive the best education possible, that they exceed in their personal pursuits such as sport, dance, the visual arts, drama, and music, and that we facilitate improvements in the areas that they feel less confident in.

Staff work as a team to ensure our students graduate with many options, that our students are ready for the real world, and that they graduate as young adults with rounded personalities who have the self-efficacy to be resilient and succeed in life.

At Endeavour we value individual students pursuing their Personal Best. We value Commitment and we value Respect. We expect these three values to be demonstrated on a daily basis from all of our students, and we have high expectations of everyone within our Endeavour community.

2012 was a tremendous year. We believe we are at a take-off point with new and exciting executive leadership and an academic culture built from the ground up based on fundamental whole school Literacy and Numeracy programs and welfare programs which continue to gain praise and recognition in the region and even state wide.

At Endeavour Sports High School we are many communities one family.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Sofia Kapsimalis

Relieving Principal

School Council message

The Student Representative Council has always been an integral part of the School's Community. The role of our SRC is developing the leadership qualities of the group, helping maintain the spirit of the school and assisting the school in the implementation of policies and programs.

To help develop the skills for leadership the Student Representative Council senior group attended the Grip Leadership Conference at Sydney Olympic Park. The day involved the students participating in forums discussing issues concerning young people. The funds for the day were raised by the SRC group over the year.

Representation of our school at Sutherland SRC Zone Meetings is shared by all members of our team. The zone meetings gave the students opportunity to discuss their projects with other schools. Taleigha Brandrick represented the school as Indigenous Representative for 2012 at State level.

The focus for the SRC at Endeavour Sports High School is greater than Fundraising. In 2012 the Senior Leaders helped implement The Personal Best Program which has become an integral part of acknowledging and celebrating student achievement.

As a continuation from previous years the SRC has successfully raised money for the following charities: Biggest Morning Tea for the Cancer Council, Jeans for Genes Day, Red Cross Drive at Caringbah Station and Daffodil Day at Sutherland Station with the Cancer Council Volunteers.

With the help and enormous support of the school community the SRC raised over \$1300 dollars at the annual school Disco. These funds were dedicated to support our ST Jude's student Daudi Ndetaiywa Pallangyo in Tanzania.

Helping and being a visible part of the wider community is important. The school Captains represented our school at the ANZAC Day ceremony.

The SRC strives to do its best in the school and the wider community and think of ways to improve the students' school experiences.

Samantha Gibson and Brandon Paenga-Amosa School Captains 2013

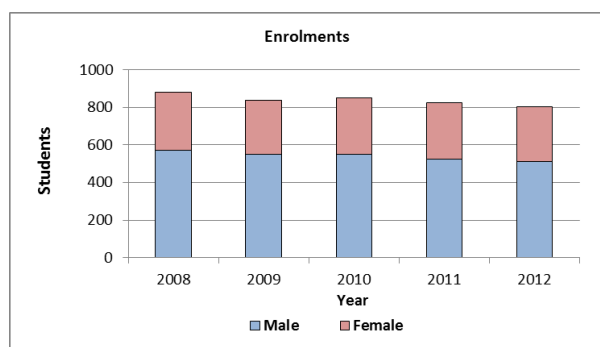
School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Gender	2008	2009	2010	2011	2012
Male	571	549	550	524	510
Female	310	290	300	301	294

Student enrolment profile

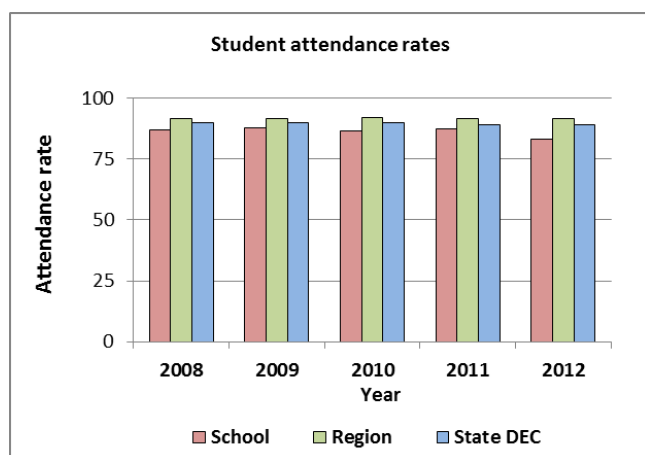


Note: Enrolments for central schools are for 7-12.

Student attendance profile

Our students many external extra-curricular commitments extenuates that improving attendance is a continued focus at Endeavour Sports High School.

	Year	2008	2009	2010	2011	2012
	7		90.3	91.1	92.1	87.0
School	8		87.5	88.0	88.6	87.7
	9		87.1	85.7	87.6	82.4
	10		86.0	86.9	83.0	81.5
	11		85.1	83.4	85.7	80.9
	12		88.8	83.3	88.9	81.1
	Total	86.8	87.6	86.5	87.5	83.3
Region	7		94.3	94.6	94.7	94.3
	8		92.4	92.7	92.6	92.5
	9		91.2	91.8	91.5	91.5
	10		91.1	91.0	90.3	90.5
	11		91.1	91.2	90.6	90.9
	12		90.8	90.9	91.1	91.1
	Total	91.5	91.8	92.0	91.8	91.8
State DEC	7		92.3	92.6	92.5	92.4
	8		90.0	90.5	90.1	90.1
	9		88.8	89.1	88.8	88.7
	10		88.7	88.3	87.1	87.0
	11		89.4	89.1	87.6	87.6
	12		89.4	89.8	89.2	89.3
	Total	89.9	89.7	89.9	89.2	89.1



Management of non-attendance

Student absenteeism is managed in accordance with DEC policy and consistent with statutory requirements for attendance at school.

The Welfare Coordinator evaluates data and interviews students causing concern. Students are placed on an Attendance Monitoring Program in collaboration with the Deputy Principal. This is followed by a period of monitoring and parental contact. If attendance does not improve referrals are made to the Home School Liaison Officer followed by formal meetings with parents and in some cases formal attendance plans being implemented.

The school also employs an SMS system that automatically calls parents when their child is absent. In addition to these initiatives the period by period electronic roll marking has led to the previous point system being replaced.

Post-school destinations

In 2012, 121 students completed their secondary schooling with award of Higher School Certificate. 58 students were successful in gaining entry to university for 2013. 12 of these gained ATAR's ranging from 80.92 to 91.80, an outstanding effort. Our highest achievers were Elysse Jones and Alex Johnston. Elysse is currently studying Design at The University of New South Wales and Alex is at Sydney University studying Health Sciences.

A special accolade must be given to Sammy McAlpine who came first in New South Wales in the TAFE Tourism and Events course. Due to this commendable achievement Sammy was snapped up by the University of Wollongong. Currently studying Bachelor of Commerce (Hospitality Management).

45 students have entered into full time employment. 24 students are attending TAFE on a full time basis. 3 students are enrolled at Notre Dame University. 2 students are studying through a private provider. The remainder are participating in part time TAFE and/or part time employment. All Year 12 students were interviewed individually in 2012 to ensure a smooth transition into post school options. Destination surveys indicate a highly successful outcome.

Year 12 students undertaking vocational or trade training

In 2012, 28 students participated in the TVET program on Tuesday afternoons and 7 Year 10 students were involved in stage V courses. Students accessed Loftus, Gympie, St George, Ultimo, Petersham and Randwick Colleges of TAFE.

Endeavour delivered Hospitality; Business Services; Retail; Sports Coaching and Construction VET courses as part of the curriculum. Over the two year period, 67% of the cohort participated in these courses, increasing their employability skills. 6 students were school based trainees which effectively combined paid employment with part time schooling whilst still attaining the award of Higher School Certificate.

Year 12 students attaining HSC or equivalent vocational educational qualification

Vocational educational training (VET) courses are offered at Endeavour Sports High School through two pathways – school delivered VET and TAFE delivered VET. The courses taught at school in 2012 were Hospitality, Construction, Retail Services and Sport Fitness and Recreation (formally known as Sport Coaching).

All teachers delivering these courses have undergone specialist training and are required to update their qualifications regularly. A number of VET teachers updated their Cert IV in 2012 which allows them to continue to assess students.

These courses allow students to gain dual accreditation. That is, the course contributes to the HSC, with the exception of Sport Recreation and Leisure, and can be used in the calculation of an Australian Tertiary Admission Rank (ATAR). These courses also allow students to achieve a Cert I or Cert II in that course.

2012 was the first HSC year that Retail Services was offered as part of the senior curriculum. It has proven to be a popular subject and has provided many opportunities for students to learn and experience the skills required for working in this industry.

Hospitality students have also gained valuable skills which will articulate into future employment opportunities. Besides competencies gained in class, students have been responsible for catering for a number of school functions including the official gym opening and VET audit. The Coffee Bound Café, run by Hospitality students, continues to be popular with students and staff.

The Construction students make a valuable contribution to the school community by constructing a variety of projects around the school. In 2012 some of the projects undertaken included the construction of a shed and a roof replacement. All Construction students must complete their Work Health and safety White Card which is a compulsory requirement before they are allowed on any work site.

Sports Fitness and Recreation is popular among Endeavour's elite athletes and provides these students with opportunities to organize and run sporting events.

Students have an option of whether to attempt the HSC exam in VET subjects. The HSC results for Hospitality indicated that our students are performing above state average with one student gaining a Band 6 and 8 students achieving a Band 5. In Construction 8 students achieved a Band 4

Work Placement is a mandatory component of all VET courses. 102 places were organised by Sutherland BEN, our work place partner. These experiences were extremely successful with a number of students being offered part time employment.

Staff information

Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teachers	10
Classroom Teachers	41.2
Teacher of Students with Disabilities	5
Learning Assistance Support Teacher	1
Teacher Librarian	1
Teacher of ESL	.4
Counsellor	.7
School Administrative & Support Staff	15.5
Total	77.8

The National Education Agreement requires schools to report on Indigenous composition of their workforce. There are three staff with Aboriginal Torres Strait Islander background at Endeavour Sports High School.

Staff retention

Historically, Endeavour Sports High School has a high staff retention rate. However, in 2012 there were appointments of two new Deputy Principals, as one retired and the other was promoted to Principal. There was also an appointment of a new HT HSIE as the HT was also promoted to that of Deputy Principal. A new Mathematics teacher was also appointed. All four positions were filled by merit.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Degree or Diploma	84
Postgraduate	15

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary	30/11/2012
Income	\$
Balance brought forward	537,492.59
Global funds	542,899.81
Tied funds	323,601.60
School & community sources	729,048.71
Interest	27,058.92
Trust receipts	79,968.20
Canteen	213,023.15
Total income	1,915,600.39
Expenditure	
Teaching & learning	
Key learning areas	1,26,748.46
Excursions	94,581.09
Extracurricular dissections	424,675.15
Library	15,574.94
Training & development	13,197.42
Tied funds	359,158.09
Casual relief teachers	120,513.33
Administration & office	331,882.91
School-operated canteen	181,921.20
Utilities	121,411.92
Maintenance	118,239.07
Trust accounts	75,280.42
Capital programs	16,000.00
Total expenditure	1,999,184.00
Balance carried forward	453,908.98

A full copy of the school's 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

Throughout 2012, outstanding results were achieved consistently by a range of students. These results were achieved within all year groups, particularly in year twelve. The quality and standard of work was very high within this cohort. Elysse Jones and Anita Kuvic achieved Band 6 whilst Ranya Bosch missed out on Band 6 by one mark. The group achieved seven Band 5's, a solid result. Elysse Jones was selected in ArtExpress and featured on the cover of the exhibiting invite.

In terms of creative arts, we perform in school spectacular and our Bring it On Dance troop placed second in the region in 2012. Our school bands performed regularly and we had our annual performance nights.

Sport

Once again 2012 has been filled with sporting success, Endeavour Sports High school provided its students with a range of positive and challenging sporting experiences. Students throughout the year were given the opportunity to participate in NSWCHS Knockouts and Representative Trials / Championships, Grade and Recreational Sport, as well as the specialist Targeted Sports Program (TSP). With all levels of interest and performance catered for, a high level of activity and development occurred across the student body.

The annual Athletics, Cross country and swimming Carnivals were major achievements, this year we invited Matraville Sports high school to our Athletics carnival which increased competition and school spirit. Next year Endeavour will compete in the Port Hacking Zone swimming carnival which will add another layer of competition for our elite swimmers, with continued marketing and student success at this level we will see an increase in student participation in 2013.

This year the Targeted Sports Program catered for 18 sports ranging from Athletics, Baseball, Dance, Golf, Rugby League, Union, Soccer and right through to Trampolining.

Highlights in 2012 include a number of National representatives from Endeavour they include: Steven Illic playing for the Australian schoolboys football team for his second year, Alex Johnston Australian Schoolboys rugby league team who played against England in Canberra and Albert Hemop Australian Schoolboys Rugby union team.

There were 47 Endeavour Sports blues and seven major school sports awards for 2012.

The junior sportswoman of the year was **Georgia Plessas of year 8**

The Junior Sportsman of the year was **Jamee Smith of year 7.**

The Sportswoman of the year for 2012 was **Emily Mifsud of year 11.**

The Sportsman of the year was **Alex Johnston of year 12.**

The Commonwealth Bank trophy for 2012 was awarded to Alex Johnston and Elysse Jones of Year 12.

The Pierre De Coubertin Award was **Michael Neill of Year 12**

The recipient of the 2012 Premier's Sporting Medallion was **James Spanoudakis of year 11.**

The recipients of a School Sports Blue Award for 2012 were:

Sharmaine Amurao Athletics

Ben Arkley Athletics

Kelsie Beranek Athletics

Declan Casey Athletics

Tay-Leiha Clark Athletics

Josefin Curlisa Athletics

Joshua Dixon Athletics

Jarawan Dixon Athletics

Francis Miguez Athletics

Dylan Patman Athletics

Max Romaine Athletics

Jamee Smith Athletics

Kathy Stavrakas Athletics

Daniel Arahua Cricket

Colin D'Arcy Cricket

Mitchell Edwards Cricket

Emily Mifsud Cricket

James Spanoudakis Cross Country

Salote Cavuilati Girls Rugby

Sera Naiqama Girls Rugby

Renee Targett Girls Rugby

Jasmin Taufua Girls Rugby

Delane Cherrington League

Kurt Dillon League

Alex Johnston League

Patrick Kopu

League

Tarik Ercan

Soccer

Stevan Ilic

Soccer

Michael Neill

Soccer

Naomi Nguyen

Soccer

Reece Bereveskos

Swimming

Lachlan Clarke

Swimming/Waterpolo

Jackson Flint

Swimming

Dane Flint

Swimming

Jake Griffin

Swimming

Claire Pearson

Swimming

Lisa Slojewski

Swimming

Casey Stevens

Swimming/Trampolining

Jesse Manoussakis

Trampolining

Iona Quinn

Trampolining

Tina Thompson

Trampolining

Brent Anderson

Union

Albert Hempo

Union

Brandon Paenga Amosa

Union

Rahboni Warren-Vosayaco

Union

Alexander Hoy

Waterpolo

Chelsea Clarke

Waterpolo

AUSTRALIAN/NATIONAL REPRESENTATIVES

Stevan Ilic – Australian Schoolboys

Billy Hatzinikolis – Australian U17's (Joeys)

Zac Nicolis – Australian U/17's (Joeys)

Metika Collis Glynn Australian 5km Open Water Championships

Tay Leigh Clark – All Schools Athletics Hobart

Tiarn Krizman – Taekwon-Do World Junior Title

Casey Stevens – Swimming at the Special Olympics Australia 3rd Jnr

National Games

INTERNATIONAL TOURS

Stevan Illic – Australian Schoolboys to Argentina and Brazil

Mark Stivic – Blackburn Rovers/Everton Trial

Jake Coleski – Stoke City Trial

Paloma Oliveira – NSW Select tour of New Zealand

Michael Trajkovski – UK Tour

Tiarn Krizman – Veteran World Taekwon-Do Championships

in Tallinn, Estonia

STATE-FINAL PLACE

League 12'2 Runners Up NSWRL

All Schools

Soccer Boys U/19 Futsal winners

Girls U14 Futsal winners

Girls U/16 Futsal winners

ADDITIONAL HIGHLIGHTS

Michael Neill – Central Coast Mariners contract

Stevan Ilic – Newcastle Jets contract

Tarik Ercan – Turkish League club Kayseri Erciyesspor

Ben Folami - NSW U/13's Australian All Star Team (football)

Georgia Plessas – NSW U/14's Australian All Star Team and player of the Tournament, part of U/17 National camp

Other

Aboriginal Education

58 Aboriginal students enrolled in 2012.

It is critical that our students have a strong sense of belonging and feel safe to express their identity at Endeavour SHS. We have a comprehensive range of programs that support students in learning, welfare and transition. Students participate in a wide range of cultural performances and ceremonies. They have attended leadership camps and university open days.

Academic

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.

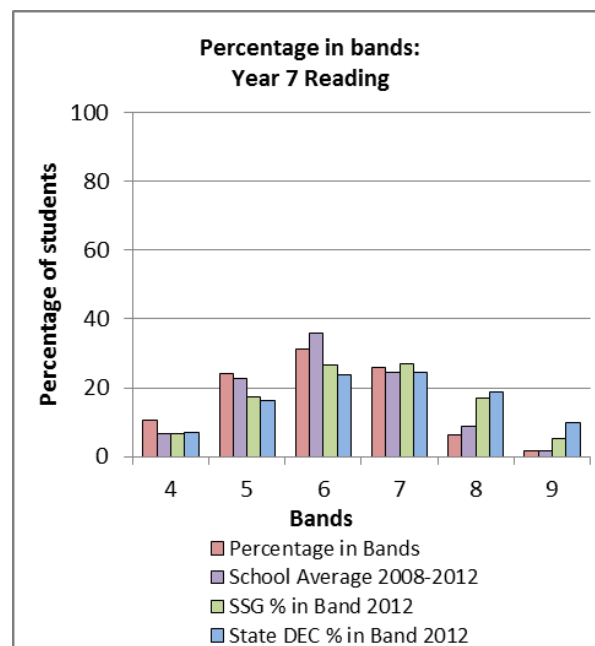
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

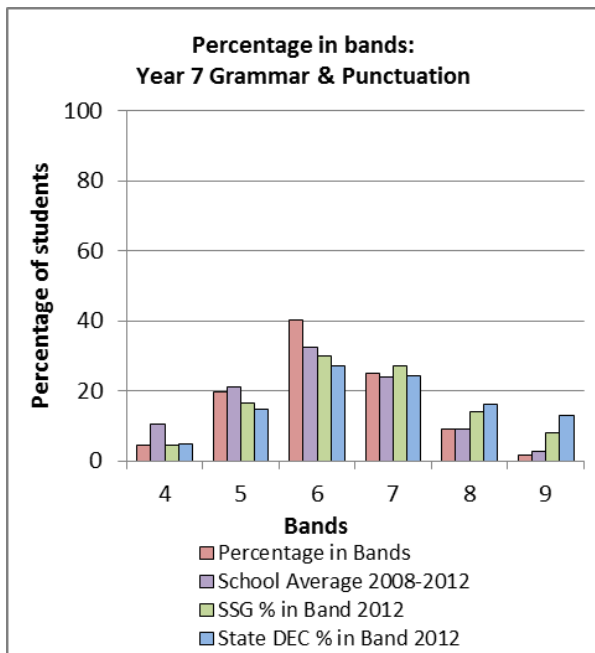
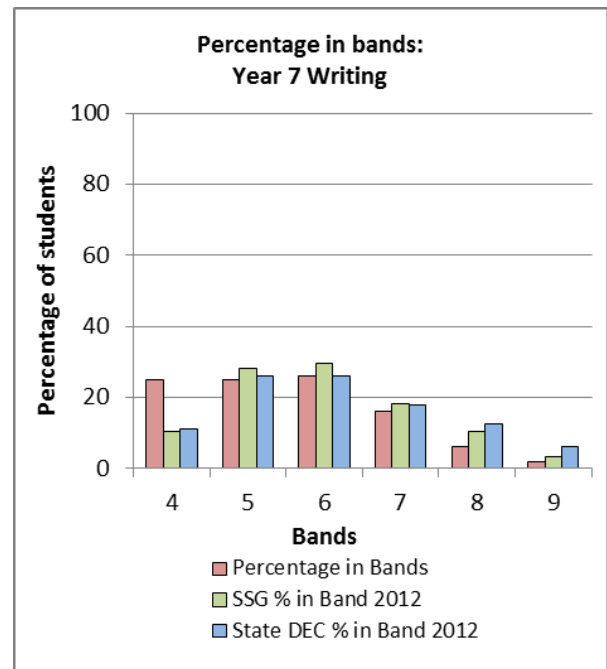
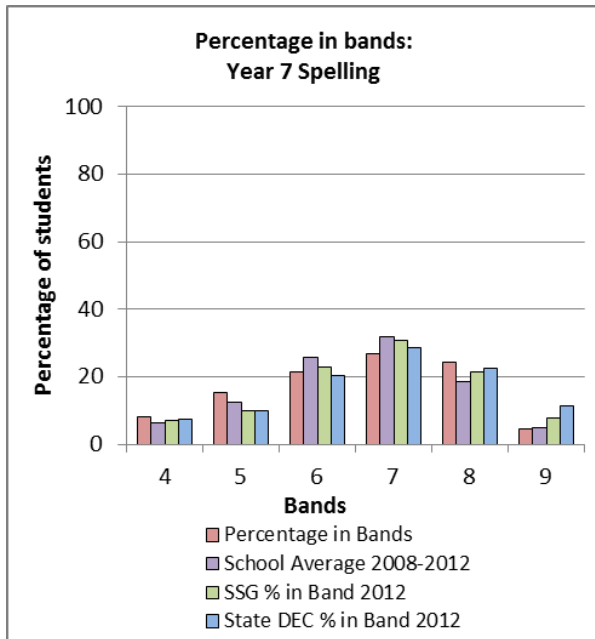
and/or

In the Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

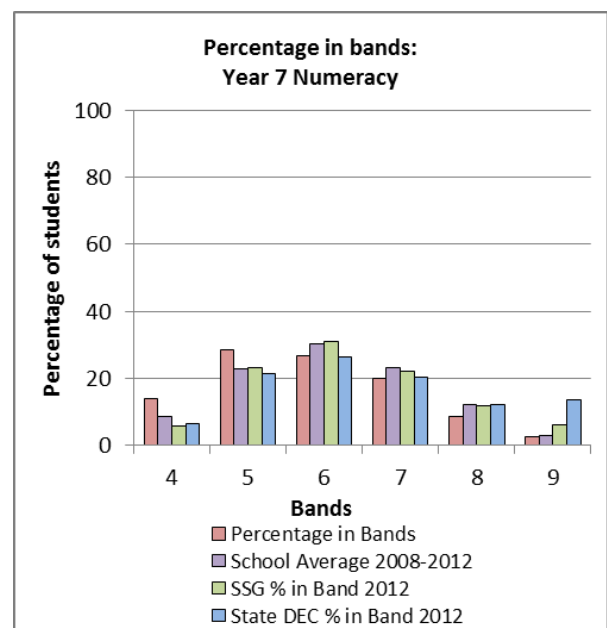
Literacy – NAPLAN Year 7



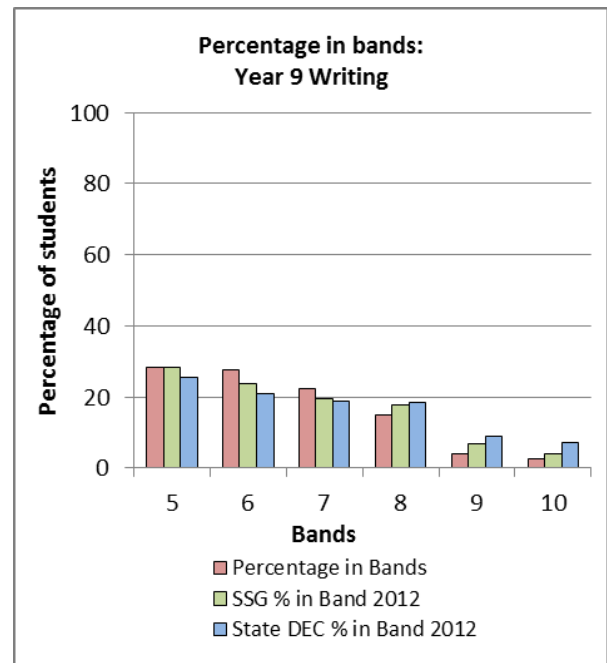
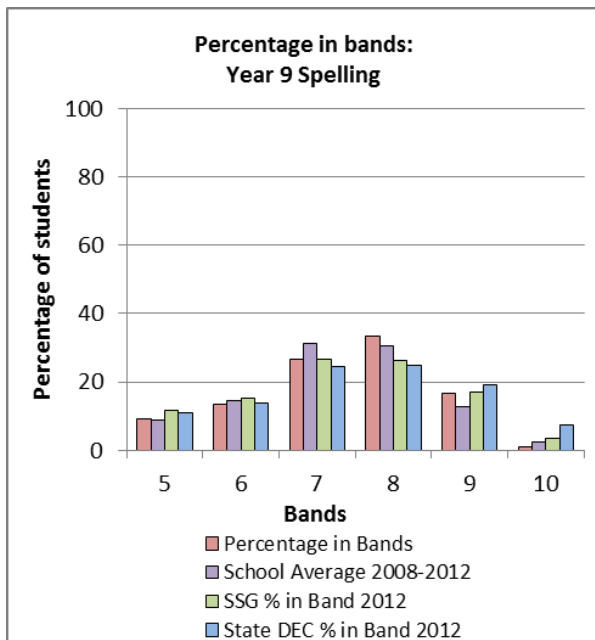
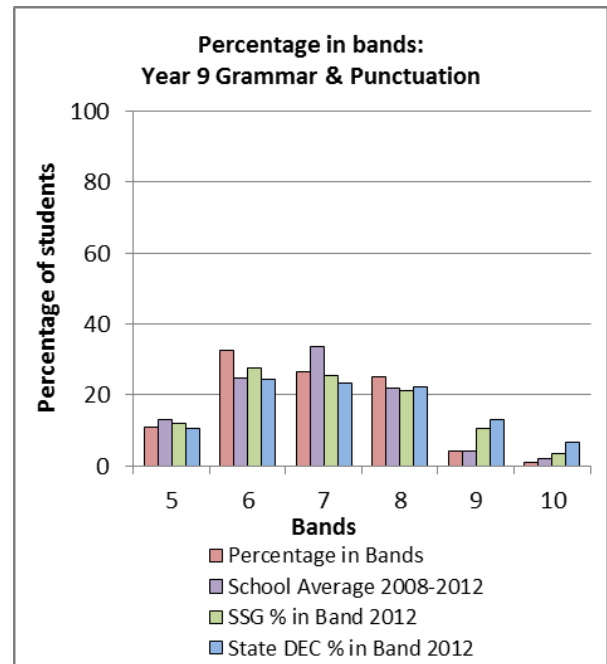
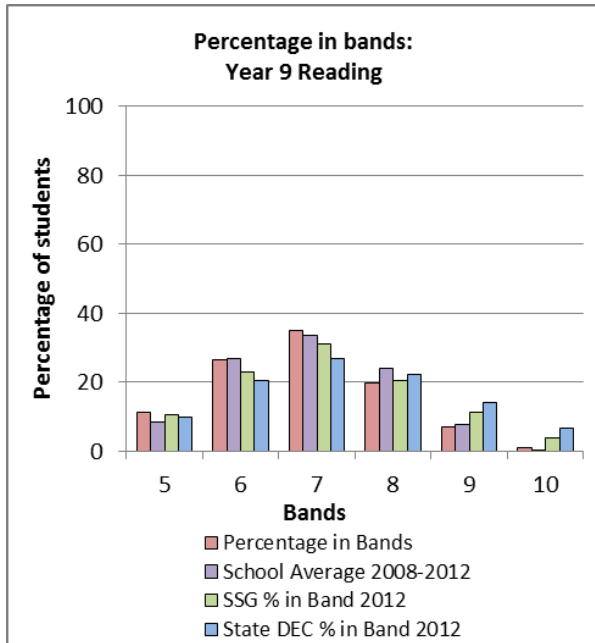
Literacy – NAPLAN Year 7



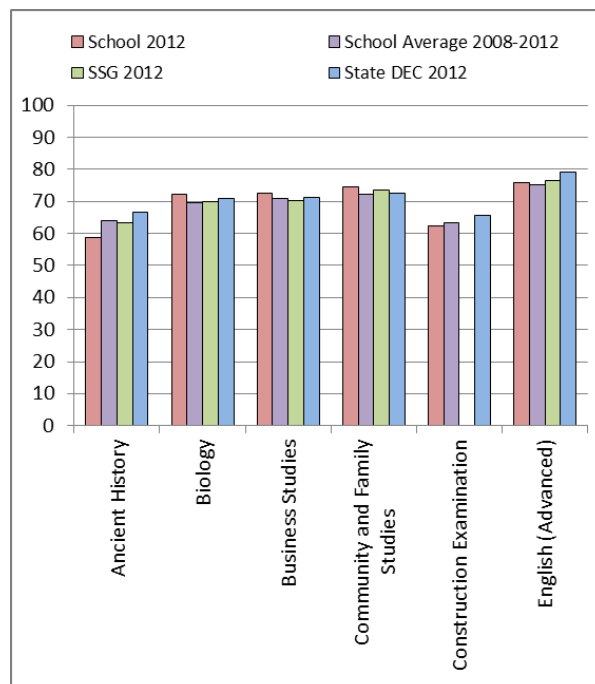
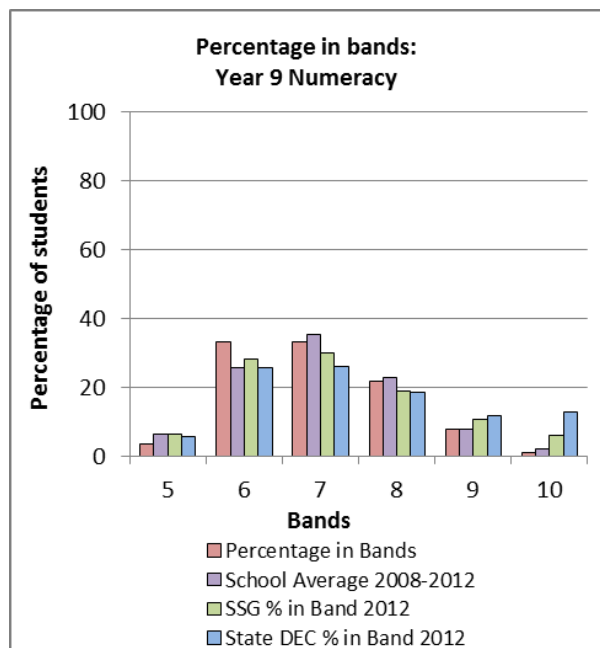
Numeracy – NAPLAN Year 7



Literacy – NAPLAN Year 9



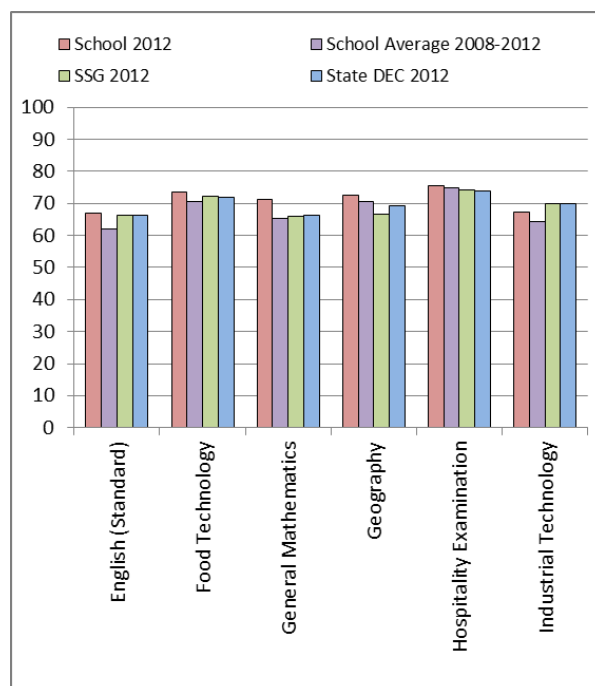
Numeracy – NAPLAN Year 9

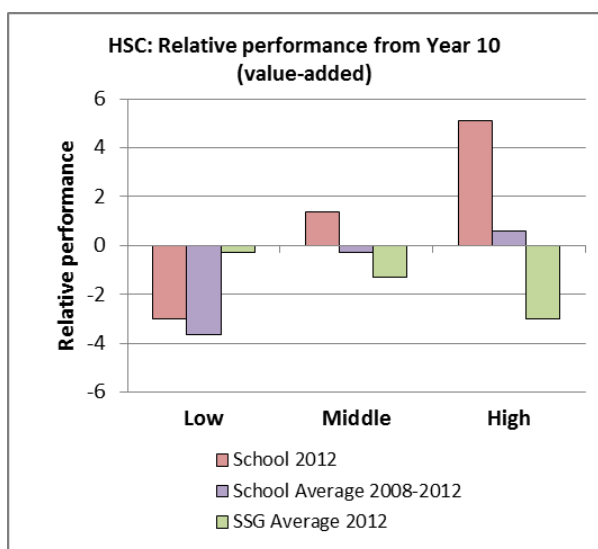
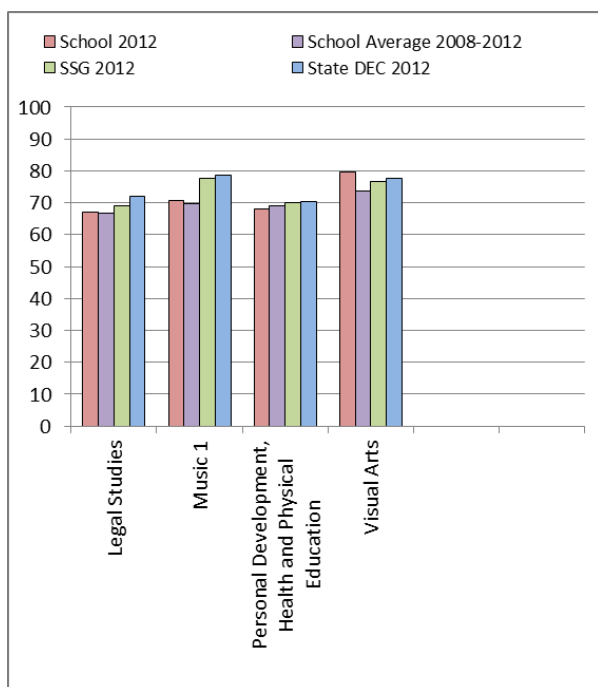


Higher School Certificate

2012 was a highly successful year for our year 12 cohort. This was demonstrated by the 5.1 in value added growth.

One of our students, Samantha McAlpine was the shire's only female highest achiever in the 'first in course' awards in the 2012 HSC. (Tourism and Events). Alex Johnston was selected in the Australian schoolboys Rugby League team, the NSW U/18 State of Origin team and achieved an ATAR of 96.8. Elysse Jones's artwork was selected in ArtExpress her art work chosen to be on the cover of the exhibition invite.





Significant programs and initiatives

Learning Programs

In- class support

This provides additional in-class tuition for students across stages in Key Learning Areas to support students to maximize educational outcomes through the explicit teaching of literacy and numeracy.

Homework Support Program

Students self-refer and are able to access teacher support to enhance their learning for up to three hours per week. Students use this additional support to improve their subject-specific reading comprehension and research skills. They are supported to understand, plan, edit and write their assessments. They have access to computers and the internet.

Aboriginal education

Personalised Learning Plans

Personalised Learning Plans are designed to assist students to identify areas for self-improvement, set realistic goals for the following year and discuss their learning. All Aboriginal students completed a Personalised Learning Plan and specifically set attendance goals to achieve greater than 90%. Student attendance was systematically monitored to ensure achievement of individual goals.

Targeted support for students below the National Minimum Standards

This provides in class support to improve targeted Aboriginal students' literacy and/or numeracy achievements. Tutors supported students in Years 8 and 9 in English, Maths, HSIE and Science.

Senior Tutorials

Students in Years 11 and 12 receive individual subject-specific tuition from a qualified tutor before, after school and during their study periods through the Norta Norta program. The tutorials target senior students to enhance their engagement and improve their academic achievement in the HSC.

Transition Programs

Aboriginal Traineeships

Three students participated in school-based traineeships. The courses were Business Services and Sport and Recreation.

Exit Plans

Exit plans were collaboratively developed for targeted students and they were extensively supported with post-school pathway options. A Transition Adviser mentored students with:

- goal clarification
- résumés, application and letter writing
- knowledge of future work and learning option

ASSIST (Aboriginal Students Supported In Transition)

ASSIST is an Aboriginal transition program designed for Yr 6 students so that they have a seamless transition to high school. The program has been developed to

welcome and connect Aboriginal students to Endeavour SHS using a range of effective and culturally appropriate activities. Aboriginal mentors visit each student in their primary school.

The scholarships and prestigious awards achieved by Aboriginal students

- The Two Ways Together scholarship was awarded to a Yr 10 student.
- The NSW Housing Youth Scholarship was awarded to six Yr 11 students.
- The Deadly Kids Award was presented to a Yr 9 student.
- The Sydney Region Outstanding Achievement Award was presented to a Yr 12 student
- The Minister's Award for Excellence was presented to a Yr 12 student.

Cultural activities

Gumbul Djada (Strong Brother) involves the mentoring of Aboriginal male students. Boys participate in cross age tutoring of new members. Aboriginal staff members are involved in mentoring, supporting students in transition and liaising with family and community. Outside Aboriginal agencies contribute to the program through workshops and organised activities.

The boys participated in cultural excursions to the National park to study Aboriginal rock engravings. Students participated in the Aboriginal Dance Ensemble in the School Spectacular.

Djurumin (Strong Sista) involves the mentoring of Aboriginal female students. The girls participate in mentoring, artistic and cultural activities program. Female elders from the community support the girls. An Aboriginal dance teacher trains the girls in Aboriginal dancing.

Welfare Programs

White Ribbon

White Ribbon is the symbol of the anti-violence towards women campaign. Our school has pledged to never be 'violent or silent' regarding the issue of violence and mistreatment towards women. Endeavour has supported the White Ribbon concept since its inception in 2009 and was a pilot school. Ms Roditis and the SRC held a White Ribbon B.B.Q. and sold the white ribbons and bracelets. The welfare 'Boys 2 Men' and 'Reclaiming the Playground' - two programs that strongly reinforce our dedication to the 'White Ribbon' concept. We also had a White Ribbon Gala Day with two of our local primary schools —Laguna Street and Sans Souci.

Our involvement in White Ribbon is an investment in the future of Australian society, a society where being a woman should not be a risk factor.

Boys to Men

The *Boys to Men* program is a key initiative of the school's strategic approach and dedication to the White Ribbon Initiative. Endeavour Sports High School's proactive approach to White Ribbon aims to promote a deeper understanding and awareness of the roles Australian men play to prevent violence against women. The Boys to Men program is a series of workshops for all year 10 students designed to raise awareness and explore key issues in relation to social values, antisocial community behaviour and appropriate behaviours at school and in the workplace. The Boys to Men program is a proactive program that delivered a powerful and explicit message within the context of White Ribbon, underpinned by the core values of care, responsibility and respect. Post program feedback strongly indicates that students value the program and have an increased understanding and commitment to the White Ribbon initiative.

Health and Self

The Health and Self program is a New School Leaving Age Innovative Project initiative designed to assist thirteen disengaging Year 9 students to see a purpose to their learning and to link the curriculum with the world of work. A major objective of the program was to encourage students to self- manage their physical health and to understand the relevance to their cognitive development. As well, students were encouraged to reflect on their academic progress, to set short term goals and to plan alternative career pathways. Post analysis of the program indicated that all of the students have effectively achieved their short term goals. The trend data indicates that the students have maintained or improved their attendance patterns; reengaged in classroom learning; and, demonstrated their ability to self-manage their career pathways.

True 2U

True 2U is a new program. It has been developed to raise self-efficacy and resilience in the female body of Endeavour Sports High School. Girls participated in various of up-tempo sessions aimed at making them feel empowered.

A focus of the program is the importance of self talk. Various pragmatic strategies that they can use on a daily basis are discussed. Students have the

opportunity to analyse their personality and chunk their concerns. Students are then able to see the specific strategies they can then put in place to become more resilient and motivated to succeed. The aim of the program is to give our young women life long strategies to be able to deal with the problems of tomorrow and be positive with a healthy self - esteem - ALWAYS.

The National School Chaplaincy and Student Welfare Program

In 2012, a School Chaplain was appointed to our school and he is employed two days per week. He works in collaboration with the school's welfare team to promote a more inclusive and harmonious school. He provides pastoral care for students, their families and community. He provides ongoing and proactive support for students and builds a platform for the development of tolerance and acceptance of the diversity of our school.

Student Support Officer

In 2012, a Student Support Officer was appointed to the school and he is employed five days per week. He supports and mentors students who are having difficulties engaging with school. He has developed and delivered workshops on anti-bullying, internet safety, anger-management, social skills and developing resilience. He works collaboratively with the school welfare team attending year camps and delivering whole school welfare programs.

Multicultural education

Significant numbers of students from Maori and Pacific Nation families are enrolled at Endeavour SHS. Students are particularly attracted to the school through the Targeted Sports Program. This trend is continuing. Based on community needs, the PCYC and the Sutherland Shire Council delivered the second phase of the partnership to provide mentoring, develop leadership skills and showcase the culture and talent of the Maori and Pacific Nation students. The aim was to mentor students and develop leadership skills of identified students. The program culminated in a celebration for parents, students and community at Gunnamatta Park in Cronulla.

Other programs

Special Education

The school has a support unit to meet the needs of students. We have three classes for students with a moderate intellectual disability and two classes for students with a mild intellectual disability.

Enrolments in 2012 were 31 in the intellectually mild (I.M.) classes and 23 in the intellectually moderate (I.O.) classes.

The unit has a Head Teacher, five classes with five full-time teachers, and five School Learning Support Officers, one attached to each class.

The junior class attends mainstream lessons for PDHPE, Design and Technology, Music and Art. In addition, students in the junior class participate in community access activities.

The senior class attends mainstream lessons for Design and Technology and PDHPE. Eight students were integrated into mainstream classes in areas of interest and ability. Six students were members of the Targeted Sports Program. In addition students in the senior class access work experience placements, TAFE, community college and community access activities.

During 2011 a group of parents formed a committee called Endeavour SKWAD (Special Kids With A Disability) to support the Special Education Unit at Endeavour Sports High School. These parents meet regularly to discuss issues including fundraising. The SKWAD team also provides a supportive network for the parents of Special Education students at Endeavour.

SHAPE

SHAPE is an enrichment program that offers the opportunity for Stage 3 students to be involved in higher order thinking activities. It provided students from our local primary school opportunities to interact with other local students transitioning to High School and the opportunity to experience High School life.

Stage 3 students under the guidance of year 10 students and staff at Endeavour Sports High School became investigators of real problems, working on specific areas of study such as food scarcity and sustainability. Students researched, and created an awareness campaign, write a film manuscript and participate in filming themselves cooking in a master chef showdown which exemplifies the socio economic issues previously explored in HSIE and Science workshops.

Numeracy Mentoring Program

Fourteen targeted Yr 9 students were mentored by trained community members to improve their cross KLA numeracy skills. 100% students achieved growth in NAPLAN with 50% students achieving greater than or equal to expected growth. This cohort achieved 6 points above the average scaled growth for the state.

Pink Ribbon Day

The Pink Ribbon initiative is an annual fundraising day for breast cancer research supported by the whole school. Local businesses and community donated

prizes and students participate in activities and workshops.

Progress on 2012 targets

Target 1

The expansion of the Study Skills Program to cover all areas of teaching and learning within the school.

Our achievements include:

- Incorporating the MY ATAR program in working with Preliminary students in setting goals
- Individualised study skills including study schedules with year 12 students
- Habits of Mind workshops with stage 4 students.

Target 2

Specific teaching of NAPLAN Literacy and Numeracy skills

Our achievements include:

- Implementing DEAR in stage 4
- Implementing Quick Smart Numeracy Program
- Staff professionally developed in Persuasive Writing

Target 3

The refocusing of Gifted and Talented Education

Our achievements include:

- Implementation of higher order thinking skills within the Focus On Thinking curriculum.
- Stage 4 students participated in Mind Marathon
- Implementation of curriculum differentiation across KLAS

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of our Truancy Systems and Literacy and Numeracy.

Truancy

Background

In Term 3 all students and staff members completed a survey in regards to Truancy. The data was overwhelming in regards to immediate action needed to be taken.

Findings and conclusions

The majority of staff felt that truancy was the major issue at ESHS especially for years 9 to 12. Almost 10% of year 8 to 11 males stated they truanted between 1

and 3 times a fortnight as opposed to 3% of the female cohort in these groups.

The two main reasons given for truancy upon collating the data were lack of consequences 21%, and Peer pressure 13%.

Both students and staff were asked what measures would stop truancy. These were then broken into systemic, pedagogical, cultural and social and disciplinarian. An extended staff meeting was held where the findings and conclusion were discussed. A truancy flow chart was created and staff agreed to work collectively to enforce a variety of measures.

The locking of all school gates would occur at 9am. Year 12 were not to sign out for lunch or early leavers. An across KLA policy for each staff member to call two parents weekly to give verbal feedback in regards to their child progress. Automatic after school detention for unexplained lateness. Automatic detention and contact with parents with the first detention. Automatic after-school detention and Warning of Suspension for truancy of two periods across the school. Automatic two day suspension for truanting off school premises. Further disobedience leading to further short suspensions. Period by period electronic marking of all class room rolls would occur. This enhanced the ability of staff to track truants and communicate to students that staff were taking action. Immediate contact with parents and immediate consequences being the pivotal acts by the staff body.

Future directions

The new truancy policy and visible flow chart has been communicated to students and parents and is visible in classes and corridors. The period by period electronic marking, immediate parental caregiver contact and consequences has led to a visible decrease in truancy. It has also led to raised expectations and improved liaison with students and families. To improve our system more so, we are hoping to be able to flag students automatically on the Sentral roll marking facility. This will eliminate overlapping of data and will tighten our processes.

Literacy and Numeracy

Background

Literacy and Numeracy are a school focus at Endeavour Sports High School. The 2011 NAPLAN results indicated that explicit teaching of Literacy and Numeracy skills needed to be implemented within teaching programs. That student below National benchmarks would need further support and that a reading program in stage 4 was also needed.

Findings and conclusions

DEAR was introduced to stage 4 students and worked very well. Staff were supportive of the program and students easily came on board.

Staff received professional development by regional consultants in regards to the teaching of persuasive writing and the implementation of this text type within the curriculum.

The Numeracy program Quick Smart although implemented and supported with P&C funds, was found to be non- cost effective.

Future directions

The explicit teaching of reading will continue to be a focus. Integrating the Premiers Reading Challenge within the continuation of DEAR in stage 4 will occur. DESAR will extend to encompass stage 5 by the end of 2014.

In order to further improve students reading, comprehension and writing. Staff will be professionally developed in the Focus On Reading strategies. These super six strategies will then be into stage 4 programs across all KLA's.

The Literacy team will also be involved in organising public speaking, debating and writing competitions.

All stage 4 and 5 programs will be audited by a team to detract levels of explicit literacy and numeracy strategies. Faculties will then be given critical feedback and supported in the implementation of strategies within their programs

In terms of numeracy, the numeracy team will be developing stimulus posters to display in all classrooms. The program Number Crunchers will be implemented and an Endeavour Annual Mathematics competition will also be developed.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Parents and students were surveyed strategically in the following 3 domains of quality teaching, literacy and numeracy, and student welfare to gain authentic data to our evaluate our school context.

In terms of Quality Teaching 69% of students felt engaged in their classrooms 62% felt their teachers had high expectations of them and 76% recognise staff's willingness to modify teaching practice to meet their needs. Parent's feedback in regards to quality teaching mirror student responses. 76% of parents report their child/ren found school engaging and worthwhile and 80% believe that staff catered to their child individual learning needs. An area which needs to be improved on is the consistency of written and verbal feedback.

Literacy and Numeracy collated data indicates that students feel most confident in their literacy skills and less confident in their numeracy skills and public speaking skills. 65% report they feel comfortable with asking for assistance with work they do not understand or skills they are yet to grasp. Some

students also requested for more revision work in preparation for exams. Parents' statistical data reflected student notions however, written responses demonstrate the need for an increase in homework and revision given to stage 4 and stage 5 students.

In terms of Student Welfare 85% of students felt they were supported by the school and staff. However 70% of students indicated that school rules and expectations needed to be clarified.

Professional learning

At school level, professional development was purposeful and aimed towards meeting the needs of our varied students. Differentiating the curriculum and engaging students were two important priorities. Reviewing and Analysing SMART Data led to professional development focused on Literacy and Numeracy and the implementation of strategies within programs.

The National Curriculum was also a catalyst for much professional learning. Representatives from core faculties attending professional workshops direct related to the implementation of the new syllabuses. Staff were further supported with allocating funds towards workshops focused on planning and programing for the National Curriculum.

The average expenditure on professional learning at the school was \$714 per teacher. This amount was spent in the following key areas: Beginning Teachers, Use of ICT, Quality Teaching, Literacy and Numeracy, Syllabus Implementation, Leadership and Career Development, Welfare and Equity.

Our new scheme teachers continued to participate in professional development that strengthened their teaching skill.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

School priority 1

Outcome for 2012–2014

Improved Numeracy outcomes for all students

2.1 A greater representation of students in the top three bands in NAPLAN numeracy with a minimum of 40% achieving at this level

2.2 A minimum of 50% of students achieving above the minimum standard in NAPLAN numeracy

2013 Targets to achieve this outcome include:

- 10% increase (3.3% each year) of students achieving in the top three bands in NAPLAN numeracy
- 10% increase (3.3% each year) of students achieving above the minimum standard in NAPLAN numeracy

Strategies to achieve these targets include:

- Professional Learning of teachers in explicit teaching of Numeracy across all KLAs.
- Develop stimulus posters for display in classrooms in all KLAs.
- Adjust faculty programs to account for explicit teaching of Numeracy.
- Implementation of Number Crunchers
- Annual Mathematics competition developed for Endeavour

School priority 2

Outcome for 2012–2014

Improved Literacy outcomes for all students

3.1 Improved teaching practice through increased understanding of the QT framework and PL opportunities to ensure all teachers are teachers of Literacy.

3.2 Improved literacy outcomes for all students through explicit, systematic, balanced and integrated teaching so that 50% of students fall in the top 3 bands in NAPLAN Literacy.

3.3 Increased student achievement and growth in reading and writing so that 80% of students achieve above the minimum standard in NAPLAN Literacy.

3.4 Increased capacity of all staff to use evidence to inform literacy planning and teaching.

2013 Targets to achieve this outcome include:

- Establish an Executive School Literacy Team led by a Deputy Principal to drive and to monitor School Literacy Plan 2012-2014.
- Reduce the number of students in Bands 5 and 6 for reading by 10%.
- Increase the number of students in Band 8 for reading to be at or above the state average. Reduce the number of students in Bands 4, 5 and 6 for writing by 2.5%.
- Increase the number of students in Bands 7, 8, 9 by 2.5%

Strategies to achieve these targets include:

- Form an Executive Leadership Team to drive whole school engagement with literacy and to foster professional learning in all KLAs.
- Unpack *An introduction to quality literacy teaching document* (2009).
- Provide professional learning for HTs on criteria used in assessing persuasive writing in NAPLAN. Analyse and engage SMART data to develop needs-based programs.
- Provide professional learning for teachers in KLA groups on criteria used in assessing persuasive writing.
- Implement a structured literacy program through English for Year 8 students one period per cycle. Use interactive technologies to engage.
- Compile class groups for Year 8 students and analyse data.
- Map text types across KLAs and embed into programs (Stage 4 2012-2013, Stage 5 2014). Focus on persuasive writing in Year 8 and Year 9 (Term 1) in all KLAs.
- Introduce DEAR - Stage 4, 2012, evaluate, and extend to Stage 5 by end of 2014.
- Promote professional development courses
- Introduce 'Skill of the Week' for the weekly bulletin
- Continue with DEAR - Stage 4 2012, evaluate, and extend to Stage 5 by end of 2014. Integrate Premiers Reading Challenge within this time frame.
- Integrate Focus On Reading strategies into stage 4 programs across all KLA's

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Sofia Kapsimalis – Relieving Principal

Ross Dummett – Deputy Principal

Dave Davids – Relieving Principal

Elizabeth Stone – HT Teaching & Learning

Brenda Pyett – HT Special Needs

Greg Fouracre – HT Science

Fiona Murphy – VET Coordinator

Pat Roditis – SRC Coordinator

Sharyn Davis – LAST

Rob Jones – Careers Coordinator

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>

