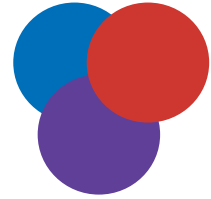


Endeavour Sports High School Annual Report



2015



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Introduction

The Annual Report for 2015 is provided to the community of Endeavour Sports High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

James Kozlowski
Principal



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Message from the Principal

It gives me great pleasure to deliver Endeavour's 2015 Year in Review - and what a year it has been.

School evaluation and consultation

The year began with a comprehensive self-evaluation of who we are and where we want to be, with our school plan being constructed on a foundation of extensive consultation with our community. I personally interviewed 85 staff members, dozens of students and parents, and members of the wider community. The employment of Woolcott Research saw independent surveying of our parents, members of our feeder primary schools and others within the local area.

School planning

This consultation meant that our 3 year school plan could be developed knowing that we had the support of the overwhelming majority of our community for our 3 strategic directions and the strategies to enable them. At the heart of this document is the unapologetic establishment of high expectations. Not only do we want to be the best sports high school in the country, but we want to excel in everything we do and have academic achievement as our primary focus.

Teaching & learning and academic success

We realised that to achieve this we needed to place improvements to teaching at learning at the forefront of professional learning. This professional learning produced whole staff collaboration, utilising globally recognised research into best teaching practice - practice that we know has the biggest positive impact on student achievement. Feedback and Direct Instruction have been two strategies that have been implemented, school-wide, supported by a structured lesson observation program.

High expectations

The creation of our High Expectations Policy explicitly establishes standards for students in the areas of attendance, behaviour and academic effort. In order to participate in extra-curricular activities students must meet these standards.

Uniform

Our renewed emphasis on the importance of uniform, most noticeable with the introduction of mandatory ties for boys and a new school jacket for 2016, is predicated upon a belief that pride in, and respect for, your school needs to be tangible.

School culture

Great schools have strong cultures of delivering and recognising success, particularly in academic pursuits. That is why it has been most pleasing to see our 2015 NAPLAN results show such positive trends. But it is not just in the classroom that we are demonstrating our intellectual prowess, with chess and an online book club joining our strong tradition in debating as extra-curricular academic pursuits.

Student leadership

The status of student leadership has been elevated in 2015. We want our student leaders to be academic role models who place excellence before popularity, and we are confident that our current student leadership will leave a lasting legacy.

Extension class

Continuing down the high expectations path will see us introduce a Year 7 Extension Class in 2016 that will be overseen by a specially created Extension Class Coordinator.

Communication

The 21st Century is destined to become the century of communications technology. Endeavour has embraced this notion with improvements to the way we are engaging with students, staff and parents. The success of our Facebook page has exceeded our wildest expectations with a weekly average reach of 15,000 people, and our Skoolbag App has enabled instant communication with parents. Combined with our website, this trio of information media exposes those outside our fences to the world inside of them.

Support for girls

A few weeks ago Endeavour became the first and only school in Australia to be accredited as a White Ribbon Workplace. This is just reward for our support not only for women at our school but throughout the entire community. Endeavour recognises the additional challenges that society places before females and we are being pro-active in supporting our girls to achieve their potential. Our Ambassador for Girls, Jayne Azzopardi, 4 scholarships for female students, and efforts to enhance the quality of our female targeted sport programs are further examples of this. Quite simply, our girls achieve great things and we will ensure that this continues and is nurtured.

Targeted Sports Program

At Endeavour we are getting the balance right between academic success, extra-curricular pursuits and sporting achievement. 2015 has seen some remarkable enhancements to our Targeted Sports Programs. Beginning the year with a partnership with the Cronulla Sharks, we meet today having established high quality relationships with Sydney FC, the Sydney Swans, the Sydney 6ers, Southern Districts Rugby, the Sydney Blue Sox, Southerland Athletics Association, and we are in negotiations with Netball NSW to become the first school to have its netball program endorsed by this prestigious organisation. Many of our sports have taken on ambassadors including Teresa Polias, Tomi Juric, Abbey McCulloch, Alex Johnston, Michael O'Loughlin, Cam Blades, Jacinta Doyle, BJ Carter, Craig Stevens, Gary White and Moises Enriques.

These facts combined with AFL being introduced in 2016, Water Polo scheduled for 2017, our TSP student numbers rising from 380 in 2015 to 430 in 2016, the introduction of Individual Player Plans, as well as having 9 Australian representatives and 20 Blues recipients this year indicates our sporting program is well on track to becoming the best adolescent talent development program in the country within the next 5 years.

Primary school links

We are taking the Endeavour culture to our local primary schools. This year saw the introduction of the Endeavour Academic Challenge that was keenly contested by 5 primary schools. Our 'High School for a Day' program allowed hundreds of Year 5 students to enjoy the Endeavour experience, and our scientists took the wonderful worlds of biology, chemistry and physics into the primary environment. Our students could also be seen assisting at primary schools' swimming and athletics carnivals, and installing seats built by our construction students. We are

committed to making the transition to high school a seamless one and our relationships with our local primary schools have never been stronger.

Recognition

It is nice to see our wonderful students and talented, hard-working and dedicated staff getting the recognition they deserve. This year has delivered both local and national media attention, as well as visits from the Premier, Minister for Education, and local federal and state members of parliament. We have also hosted international delegations from Asia and students from Europe. Our adoption of a Clontarf program created a media frenzy the likes of which very few schools have experienced.

School refurbishment

Special mention must be made of a visit by the Minister for Education to announce that the school would be receiving a \$4 million front-of-school refurbishment in 2016.

A growing school

Most importantly and by far the biggest endorsement of our success has been our Year 6 Orientation Day indicating our biggest intake of Year 7s for a number of years. Endeavour is an exciting school that is approaching the future with great confidence.

It is a privilege and an honour to lead Endeavour Sports High School. I am encouraged, inspired by and very proud of our staff and students.

School background

School vision statement

With a focus on high expectations, our school enables every student to achieve their potential in a safe and friendly quality learning environment. In addition to our excellence in teaching and learning, we provide each student with opportunities to be inspired, motivated and supported.

Our Targeted Sports Program excels at shaping the skill development of our talented athletes, giving them the opportunity to develop a career in their chosen sport. Not only do we aim to be the best sports high school in the country, but we are achieving this having academic achievement as our primary focus.

We want our students leave as well rounded individuals having learned the importance of achieving their personal best.

School context

Endeavour Sports High School's school caters for a multicultural, socially diverse and geographically dispersed community. We provide the opportunity for talented and elite athletes to achieve excellence in academic, cultural, civic, leadership and social endeavours whilst developing their athletic skills in their chosen sport. Included within the school cohort is a dynamic and innovative Special Education unit

Academic Excellence Program - The school has undertaken a comprehensive professional development program that is driven by evidenced based best practice. Our junior extension class, Learning Support Team and differentiated curriculum ensures that students reach their academic potential.

The Targeted Sports Program (TSP) consists of thirteen different sports programs catering for the needs of talented young athletes. Participation in the program is based on a merit selection process and can be accessed by local and non-local students. Presently, 52 per cent of students participate in the TSP. The program is administered by a Director of Sport and each individual sport has a head coach and supporting staff. A mentor in each sport monitors sport participation, academic progress and welfare issues. The TSP is strongly supported by the community.

School Welfare Programs -The school makes good use of the Student Support Officer in the delivery of pastoral care for students. Endeavour Sports High School is the first accredited White Ribbon School. The White Ribbon ethos is carried through in all practice and initiatives.

There are a number of programs to support our indigenous students:

- Norta Norta program that supports students via one-on-one tutoring.
- Mentoring programs, especially for the students living away from home.
- Strong Brother and Strong Sister programs.
- An Aboriginal teacher who has a community liaison role.

A homework centre and tutorial program supports students in achieving learning outcomes and reaching their individual potential. The school's other programs include: anti-bullying, Student Representative Council and Peer Reading.

There is extensive community participation at ESHS:

- Use of school facilities by community groups.
- An active and supportive P&C with a major goal of fundraising for the betterment of all students.
- Sport programs, band and dance supported by parent groups.
- Parents and friends taking an active role in special literacy programs.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Internally, staff assessed the domain of Learning as an area in which we needed to work towards Sustaining and Growing. Professional Learning in evidence based teaching and learning practices and a collegial approach to professional observations focused on Direct Instruction proved to move the School Excellence Framework components of Learning and Teaching along the continuum. The evolving professional dialogue centred on student learning outcomes and improved teaching practice, solidifying the notion of collective responsibility amongst staff. The School Excellence Framework domain of Leadership measured internally via school community surveys has been assessed at Sustaining and Growing. This has been enabled by the transparent, instructional and collaborative leadership of Endeavour Sports High School's newly appointed Principal Mr James Kozlowski.

The School Excellence Framework Data indicates Endeavour Sports High School is working towards delivering strong value added outcomes. In analysing student attainment, 11% of our Year 7 cohort achieved in the top 2 bands for NAPLAN and 96% of students were at or above the National Minimum standards. With regards to the Year 9 cohort, 7% achieved in the top 2 bands and 92% were at or above the National Minimum standards. Our HSC results indicated 13% of students achieved bands 5 and 6. The attainment of our equity groups demonstrates that we are sustaining and growing. Our Year 7 student attainment was pleasing with a score of -14.9 in comparison to similar school who achieved - 35.3%. Our Year 9 low SES groups achieved an attainment score of -26.6, with similar schools achieving a score of - 31.9%.

In the area of Aboriginal student attainment, we are excelling. Our 2015 Year 7 Aboriginal attainment score was - 19.2% in comparison to -28.6 of similar schools. Our Year 9 attainment score was -9.6, with similar schools achieving a score of -33.4. The attendance data for 2015 at 88% indicates we are delivering. Our student retention was at 60% in comparison to similar schools who had achieved a retention of 67 %.

Our self-assessment process will further assist the school to refine the strategic priorities in our school plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Raise intellectual and instructional intensity in the classroom

Purpose

To ensure students reach their intellectual, academic and social potential through embedding high impact teaching and learning strategies. To develop in students critical thinking skills and resilience to enable them to work independently and in teams to succeed as active citizens

Overall summary of progress

Implementing the high impact teaching strategy Direct Instruction became the focus of Strategic Direction 1 in 2015. Staff received professional development in Direct Instruction strategies, a Staff Observation profoma was developed to support implementing the strategies in the classroom. Peer, self evaluation, collegial discussion and further implementation of visible learning strategies in the classroom were highly successful in promoting explicit teaching and learning. The notion of an open classroom and shared practice has had a positive impact on student learning whilst simultaneously emphasising that teaching as involves ongoing learning. An increase in student aptitude was evident in the quality of assessment tasks students produced, and the quality of student workbooks revealed an improvement in the standard of classroom tasks

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	
Improved HSC results	There was an increase of 2.1% students achieving a Band 6, an increase in 4.3% of students achieving a Band 5 and an increase of 21% in students achieving Band 4.	Not applicable
Increase the percentage of Year 9 students at Proficiency in NAPLAN.	- School Excellence Framework data indicates that 92% of the 2014 Year 9 cohort were at or above the National Minimum standards and that 7% achieved in the top 2 bands.	Not applicable

Next steps

To ensure students reach their academic potential and further improve value added achievement /results, including improvements in NAPLAN and increasing numbers of Bands 5 and 6 in the HSC, staff and executive are resolute in sustaining improvements in classroom practice. Directions for 2016 include:

- Professional Development in Teaching for Higher School Certificate Success strategies. The reinforcement of these strategies through cyclical peer observations, discussion and reflection.
- Continued implementation of Direct Instruction within the classroom context.
- Professional development in Feedback and the reinforcement of these strategies through cyclical peer observations, discussion and reflection.
- Student workshops emphasising Direct Instruction, HSC strategies for success and Feedback.

Strategic Direction 2

Accomplish an outstanding school ethos through high expectations and high responsiveness of staff and students alike.

Purpose

To instil in our students high expectations of themselves and continued pride in each other and our school community.

To consolidate commitment to teaching, reflecting on learning outcomes, evidenced based research and maintenance of high expectations of excellence in student learning.

To become the school of choice in the local area.

Overall summary of progress

It was acknowledged that our school community, and beyond, had very little knowledge of our successes. In 2015 we saw continuous media coverage of all school successes including academic, social and sporting achievements. The improvement in community perception was the result of our promotion through various media: the creation of a Facebook page, Schoolbag App, increasing articles in the local media, and enhanced primary school links. Endeavour Sports High School's Facebook page has a weekly reach on average of 15,000 people.

Developing the role of our Director of Sport led to the alignment of our Targeted Sports Programs with elite sporting organisations and external sporting ambassadors. This has lifted our Targeted Sports Program's profile and resulted in a tightening of the selection criteria to enter these programs as demand for places has increased.

Raising the profile of our girls and providing additional support was also a key target in 2015. Channel 9 News Reporter and journalist Jayne Azzopardi became our girls' ambassador, delivering inspiring addresses to our students. In addition we created a girls' only gym, secured female student scholarships, and specifically promoted our girls' successes on social media. As a result we saw an increase in female student enrolment numbers, and our female cohort has excelled both academically and in their chosen sport.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	
Observations of lessons indicate improved higher order teaching and learning	We have achieved collegial observations of explicit teaching strategies in the classroom which has lifted the performance standards of both students and staff. We have also improved reflective practice and strategic planning and execution of lessons. Students' academic success has been promoted on social media.	Not applicable
Tell Them From Me survey demonstrates improvements in: rigour, relevance and a positive learning environment.	The Tell Them From Me survey indicated that members of the school community, students and parents clearly felt that Endeavour Sports High School supported positive behaviours, was considered a safe school, that the school was very inclusive and that staff supported student learning.	Not applicable

Next steps

To ensure our school ethos continues to develop in striving towards excelling in all areas of Teaching, Learning and Leadership our 2016 directions include:

To consolidate staff commitment to teaching and learning by embedding lesson observations within teaching programs.

- To ensure staff Professional Development Plans are aligned with the National Australian Teaching Standards.
- To consolidate the Beginning /New Scheme teachers' program and develop an Executive and Aspiring Leaders program.

Strategic Direction 3

Streamline systems and policies for whole school coherence.

Purpose

To achieve organisational adaptation, renewal and improvement.
To develop frameworks for consistent practice and expectations within the school community at all levels.
To consolidate the collective responsibility of staff, students, parents and community members.

Overall summary of progress

Previously there were a variety of methods employed to communicate daily administration, whole school messages and whole school key focus areas. In working towards organisational improvement, the consistent practice of using email as the means of whole school communication has led to streamlined communication within our complex school community, and improved public perception.

To develop a framework of consistent practice and expectations within the school community a new 'High Expectations Policy' was developed and piloted with our Year 10 cohort. In order to participate in extra curricula activities, including the Targeted Sports Program, students had to meet expectations in regards to three criteria: minimum 85% attendance, demonstration of consistent good behavior, and no incomplete assessment tasks, class tasks or homework tasks.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	
Growth in student enrolment numbers	Year 7, 2016, is 17% larger than in 2015 and across years 7-10 we have seen an increase of enrolments of 16%. This has led to an increase in of 4.0 in staffing entitlement from 60.2 at the beginning of 2015 to 64.2 in 2016.	Not applicable
Growth in student TSP numbers	Partnerships with the Sydney Swans, Sydney FC, Sydney 6ers, Southern Districts Rugby, Sutherland Athletics Association, Sydney Blue Sox. Employment of a full time Sydney FC coach, new dance instructor, swimming coach - Craig Stevens (former Australian Olympian), an additional netball coach – Abbey McCulloch (current NSW Swifts player), and an additional rugby league coach – Steven Folks has led to an increase of 15% in TSP students.	Not applicable

Next steps

In order to facilitate continued whole school coherence and consolidate the collective responsibility of staff, students, parents, and community members our directions for 2016 will include:

- The roll-out of the Higher Expectations Policy across all stages
- The review of our student welfare policy; transforming it into a PBL model building on the Higher Expectations Policy.
- High Performance analysis of TSP program
- The development of elite athlete development plans for all TSP students

Key initiatives and other school focus areas

Strategic use of Equity Funds is a key priority at Endeavour Sports High in ensuring students reach their academic potential.

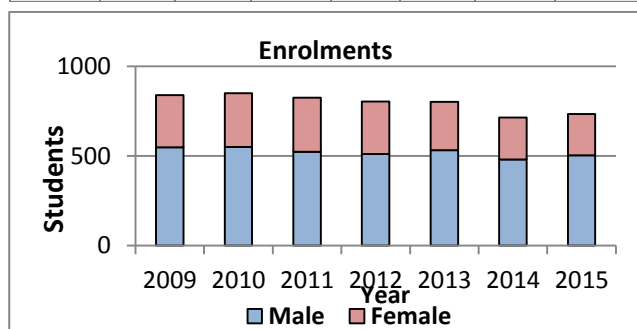
Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p>Aboriginal background funding</p> <p>SLSO employed to support students in the classroom. Staff employed to complete student PLPs SLSO employed to support students in the homework centre each Monday 2.00-4.00pm</p>	<p>Aboriginal background PLPs have been loaded on to Sentral- all staff have access to them as they are essential in differentiating the curriculum Aboriginal students demonstrated an increased level of engagement: - attendance being above school average. - negative referrals decreased - only two students from 63 of Aboriginal background received warning Letters</p>	\$40,308.00
<p>English Language Proficiency funding</p> <p>Funds allocated to accommodate the reallocation of teaching periods to enable our Languages ESL trained staff member to assist ESL students.</p>	<p>Students were withdrawn, and taught English explicitly. Our allocation allowed for withdrawal twice a week. Students are at the progressing stage of development.</p>	\$11,630.00
<p>Socio-economic funding</p> <p>SLSO employed to support students in the classroom. Staff employed to complete student PLPs SLSO and teachers employed to support students in the homework centre each Tuesday and Thursday afternoon.</p>	<p>Low SES students received support in the classroom. Completed PLPs were easily accessed by their classroom teachers enabling a differentiated curriculum. Literacy and Numeracy booklets were collaboratively developed in consultation with the Learning Support Team. These will be implemented during LEP (Literacy Extension Program) in 2016 across stages 4 and 5. This was previously known as ERP (Extended Reading Program) in 2015.</p>	\$53,376.00
<p>Low level adjustment for disability funding</p> <p>SLSOs were employed to support students in the classroom, both socially and academically. Staff employed to complete PLPs and support classroom teachers with the differentiation of the curriculum.</p>	<p>Targeted students were supported seamlessly in the classroom. Differentiated curriculum enhanced students learning and students completed tasks at higher standard. This raised student engagement and decreased negative referrals. Pre and post testing, as well as NAPLAN results, demonstrated valued added growth for these students.</p>	\$60,274.00
<p>Support for beginning teachers</p> <p>We had a Beginning English Teacher appointed in Term 2 of 2015</p>	<p>Support to the beginning teacher was provided in the form of: mentoring from a senior teacher, release time for planning, release time for both to facilitate supportive and constructive meetings, encouragement to attend external professional development, classroom observations by executive with the provision of feedback, internal beginning teacher/new scheme teacher professional development held by senior executive staff.</p>	\$13250.53

Student information

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

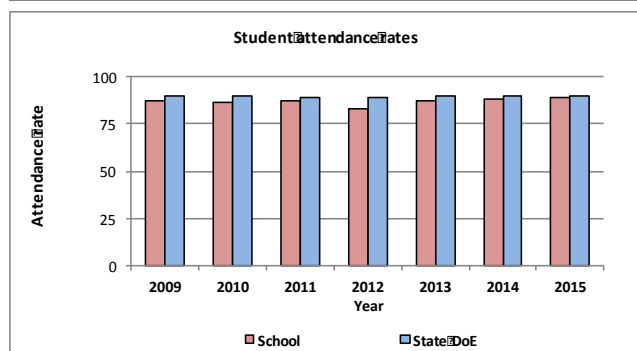
Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	549	550	524	510	532	480	504
Female	290	300	301	294	270	235	230



Student attendance profile

School	Year	2009	2010	2011	2012	2013	2014	2015
	7	90.3	91.1	92.1	87.0	92.7	93.2	92.9
8	87.5	88.0	88.6	87.7	88.6	90.1	90.1	
9	87.1	85.7	87.6	82.4	87.5	88.0	88.4	
10	86.0	86.9	83.0	81.5	84.9	87.6	86.6	
11	85.1	83.4	85.7	80.9	83.5	85.9	89.4	
12	88.8	83.3	88.9	81.1	84.9	87.1	88.7	
Total	87.6	86.5	87.5	83.3	87.0	88.5	89.4	
State/DoE	Year	2009	2010	2011	2012	2013	2014	2015
	7	92.3	92.6	92.5	92.4	93.2	93.3	92.7
8	90.0	90.5	90.1	90.1	90.9	91.1	90.6	
9	88.8	89.1	88.8	88.7	89.4	89.7	89.3	
10	88.7	88.3	87.1	87.0	87.7	88.1	87.7	
11	89.4	89.1	87.6	87.6	88.3	88.8	88.2	
12	89.4	89.8	89.2	89.3	90.1	90.3	89.9	
Total	89.7	89.9	89.2	89.1	89.9	90.2	89.7	



Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment	8	12	13
employment	10	5	26
TAFE entry	6	7	22
university entry	0	0	35
other	3	2	4

Year 12 students undertaking vocational or trade training

Vocational education training (VET) courses were offered at Endeavour Sports High School through two pathways – school delivered VET and TAFE delivered TVET. The courses taught at school in 2015 were Hospitality, Construction, Retail Services, Metal and Engineering and Sport Coaching.

These courses allow students to gain dual accreditation. That is, the VET course contributes to the HSC, and with the exception of Sports Coaching, 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.

Students undertaking a VET course have experienced a number of opportunities which have enhanced their learning:

Hospitality students gained valuable skills which will transfer to future employment opportunities.

Besides competencies gained in class, students have been responsible for catering for a number of school functions including the “The Biggest Morning Tea” fund raiser for cancer research, the Sporting Schools Academic Challenge and the Sporting Directors and Principal’s lunch. The Coffee Bound Café, run by Hospitality students, continues to be popular with students and staff.

The Construction and Metals & Engineering students make a valuable contribution to the school community by constructing a variety of projects around the school. In conjunction with school projects, the Construction classes established partnerships with local primary schools and undertook a program of building garden seating in a number of schools. 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 Coaching is popular among Endeavour’s elite athletes and provides these students with opportunities to organise and run sporting events. The Sports Coaching teachers have established strong links with the local primary schools as part of the Teaching and Assessment Program. Students coached younger children in soccer and touch football.

Retail students accessed the school’s uniform shop to complete tasks which count towards their

qualification. These tasks included stocktaking, servicing customers and pricing.

Work Placement is a mandatory component of all VET courses. Approximately 170 places were organised by Southern Sydney BEN, our work placement partner. These experiences were extremely successful with a number of students being offered part-time employment. In Term 4 the school met all the requirements of a successful mandatory VET audit. Teachers were recognised for the implementation of correct policies and procedures related to the delivery of VET subjects.

Year 12 students attaining HSC or equivalent vocational educational qualification

Of The 2015 Year 12 cohort 98% of student went on to attain their HSC or equivalent vocational educational qualification.

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1.0
Deputy Principal(s)	2.0
Head Teacher(s)	8.0
Classroom Teacher(s)	53.4
Learning and Support Teacher(s)	1.6
Teacher Librarian	1.0
Teacher of ESL	0.2
School Counsellor	1.0
School Administrative & Support Staff	14.68
Other positions	
Careers Teacher	1.0
Student Support Officer	1.0
Total	74.70

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There is both a female and male staff member of Aboriginal background within a permanent staffing body. They play a pivotal role in supporting our Aboriginal students, both academically and socially.

Teacher qualifications

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

Qualifications	% of staff
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Qualifications	% of staff
Undergraduate degree or diploma	96%
Postgraduate degree	4%

Professional learning and teacher accreditation

The Professional Learning that staff attended was purposefully linked to their Performance and Development Plans. Staff attended external in-services relevant to the Australian Curriculum, Stage 6 specific syllabus implementation and leadership development. Three of our staff members completed their accreditation to gain Proficiency. Our New Scheme Teachers undertook training to meet their accreditation requirements. The professional development they attended was specifically related to growth in their profession, another four experienced staff members demonstrated an interest in applying to gain Lead Teacher accreditation and were supported with professional development. Internal professional development was led by the executive team and focused on the Strategic Directions.

Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	607343.51
Global funds	488235.67
Tied funds	436608.49
School & community sources	860006.98
Interest	19204.76
Trust receipts	43490.89
Canteen	181331.75
Total income	4176864.92
Expenditure	
Teaching & learning	
Key learning areas	94228.66
Excursions	87736.67
Extracurricular dissections	453113.86
Library	5052.97
Training & development	3578.64
Tied funds	561055.71
Casual relief teachers	150593.74
Administration & office	201237.72
School-operated canteen	151218.57
Utilities	106592.34
Maintenance	50235.44
Trust accounts	43516.14
Capital programs	1908160.460
Total expenditure	6270577.64
Balance carried forward	728061.59

School performance

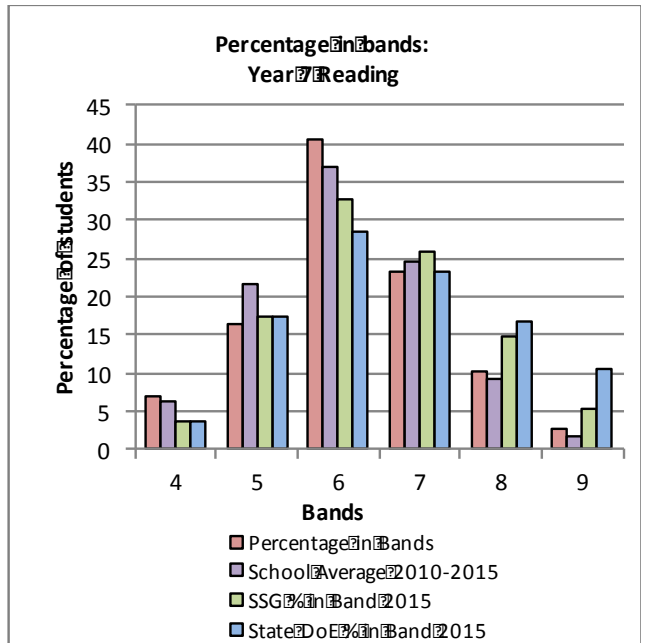
NAPLAN

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

NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

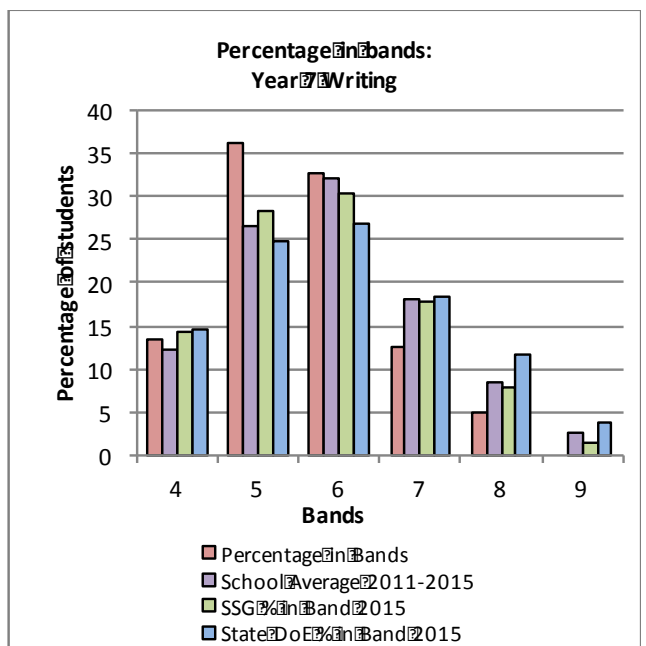
Year 7 NAPLAN Reading

	School	SSG	State DoE			
Average Score, 2015	514.2	528.5	538.9			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	8	19	47	27	12	3
Percentage in Bands	6.9	16.4	40.5	23.3	10.3	2.6
School Average 2010-2015	6.2	21.6	36.8	24.4	9.1	1.9
SSG % in Band 2015	3.6	17.4	32.8	25.9	14.9	5.4
State DoE % in Band 2015	3.7	17.5	28.3	23.4	16.7	10.4



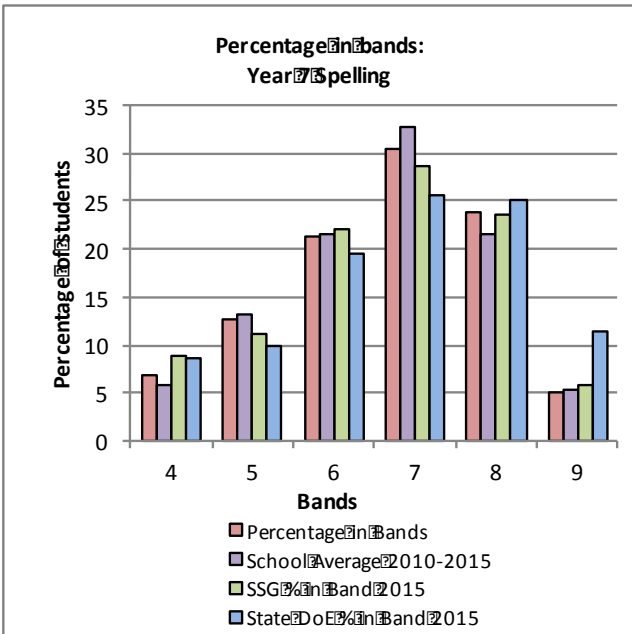
Year 7 NAPLAN Writing

	School	SSG	State DoE			
Average Score, 2015	477.9	488.0	497.3			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	16	43	39	15	6	0
Percentage in Bands	13.4	36.1	32.8	12.6	5.0	0.0
School Average 2011-2015	12.3	26.6	32.1	18.1	8.4	2.6
SSG % in Band 2015	14.2	28.4	30.3	17.7	8.0	1.5
State DoE % in Band 2015	14.6	24.7	26.8	18.4	11.6	3.8



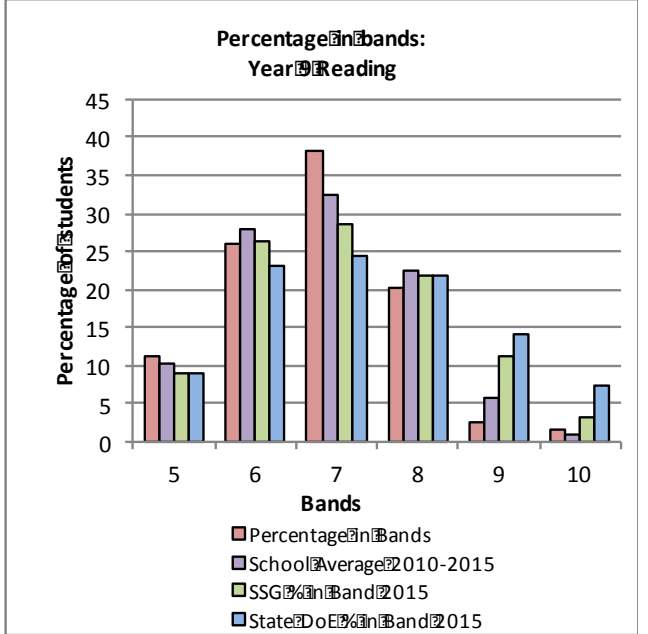
Year 7 NAPLAN Spelling

	School	SSG	State DoE			
Average Score, 2015	538.6	535.6	547.3			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	8	15	25	36	28	6
Percentage in Bands	6.8	12.7	21.2	30.5	23.7	5.1
School Average 2010-2015	5.8	13.2	21.5	32.6	21.5	5.3
SSG % in Band 2015	8.9	11.0	22.1	28.6	23.6	5.7
State DoE % in Band 2015	8.7	9.8	19.5	25.6	25.0	11.4



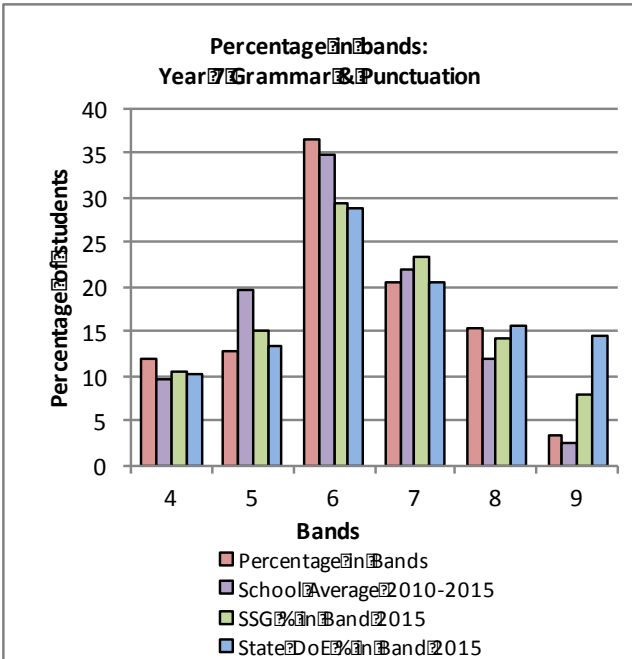
Year 9 NAPLAN Reading

	School	SSG	State DoE			
Average Score, 2015	547.5	560.8	573.1			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	14	32	47	25	3	2
Percentage in Bands	11.4	26.0	38.2	20.3	2.4	1.6
School Average 2010-2015	10.3	28.1	32.5	22.5	5.7	0.9
SSG % in Band 2015	8.9	26.2	28.5	21.9	11.2	3.3
State DoE % in Band 2015	8.9	23.1	24.5	21.9	14.2	7.5



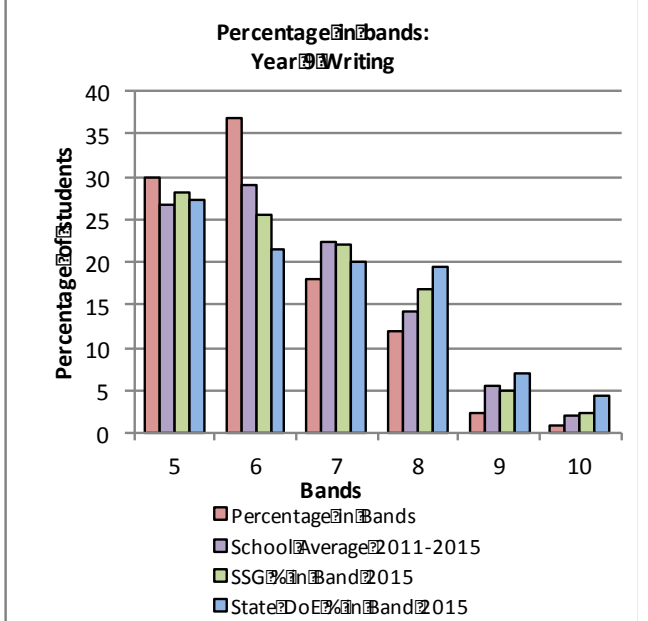
Year 7 NAPLAN Grammar and Punctuation

	School	SSG	State DoE			
Average Score, 2015	514.8	521.4	535.0			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	14	15	43	24	18	4
Percentage in Bands	11.9	12.7	36.4	20.3	15.3	3.4
School Average 2010-2015	9.6	19.5	34.9	21.9	11.8	2.4
SSG % in Band 2015	10.3	15.1	29.2	23.3	14.1	8.0
State DoE % in Band 2015	10.3	13.3	28.8	20.6	15.6	14.4



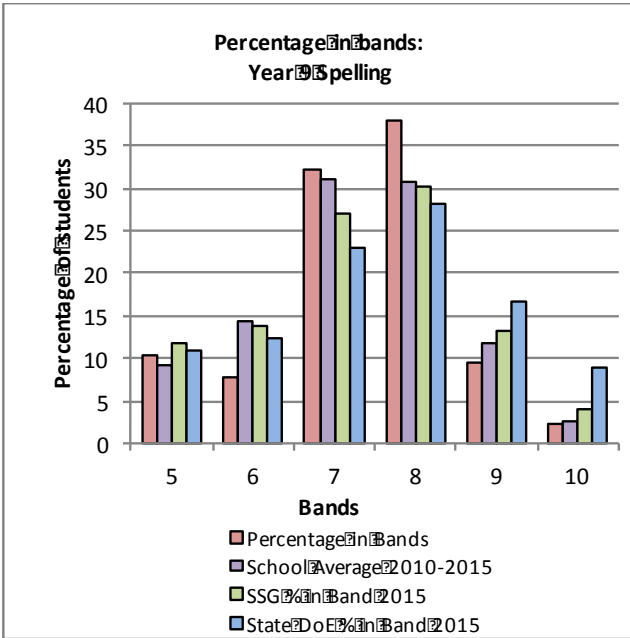
Year 9 NAPLAN Writing

	School	SSG	State DoE			
Average Score, 2015	504.3	515.8	526.3			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	38	47	23	15	3	1
Percentage in Bands	29.9	37.0	18.1	11.8	2.4	0.8
School Average 2011-2015	26.7	28.9	22.4	14.3	5.4	2.2
SSG % in Band 2015	28.3	25.5	22.1	16.9	5.0	2.2
State DoE % in Band 2015	27.3	21.6	20.1	19.4	7.1	4.5



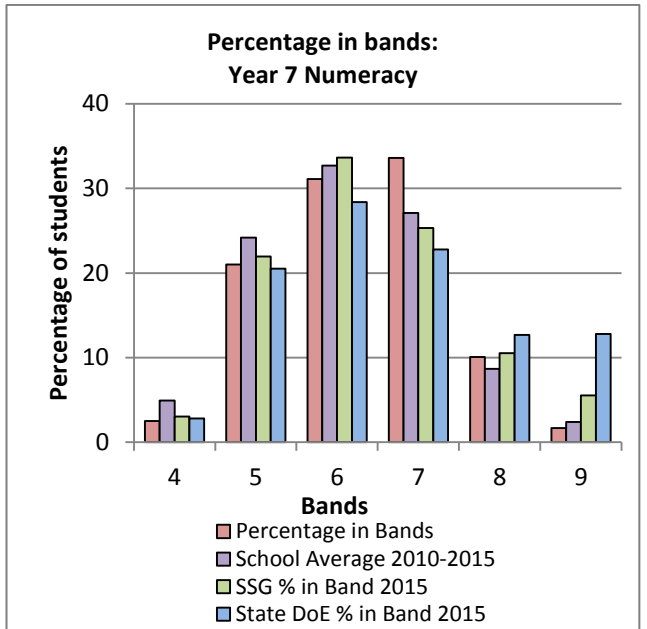
Year 5 NAPLAN Spelling

	School	SSG	State DoE			
Average Score, 2015	572.5	569.8	583.6			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	13	10	41	48	12	3
Percentage in Bands	10.2	7.9	32.3	37.8	9.4	2.4
School Average 2010-2015	9.3	14.2	31.0	30.8	11.9	2.7
SSG % in Band 2015	11.8	13.8	27.1	30.0	13.2	4.1
State DoE % in Band 2015	10.8	12.5	23.0	28.1	16.7	9.0



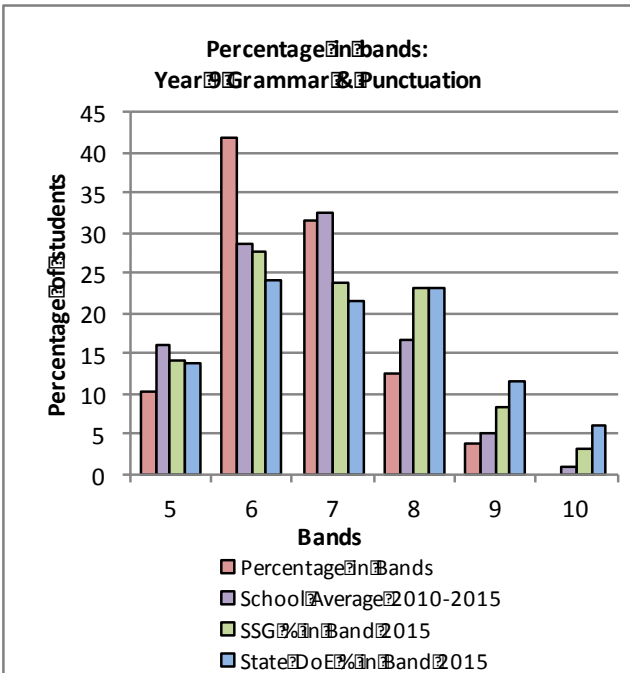
Year 7 NAPLAN Numeracy

	School	SSG	State DoE			
Average Score, 2015	521.2	522.8	540.4			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	3	25	37	40	12	2
Percentage in Bands	2.5	21.0	31.1	33.6	10.1	1.7
School Average 2010-2015	4.9	24.2	32.7	27.1	8.7	2.4
SSG % in Band 2015	3.0	22.0	33.6	25.3	10.5	5.5
State DoE % in Band 2015	2.8	20.5	28.4	22.8	12.7	12.8



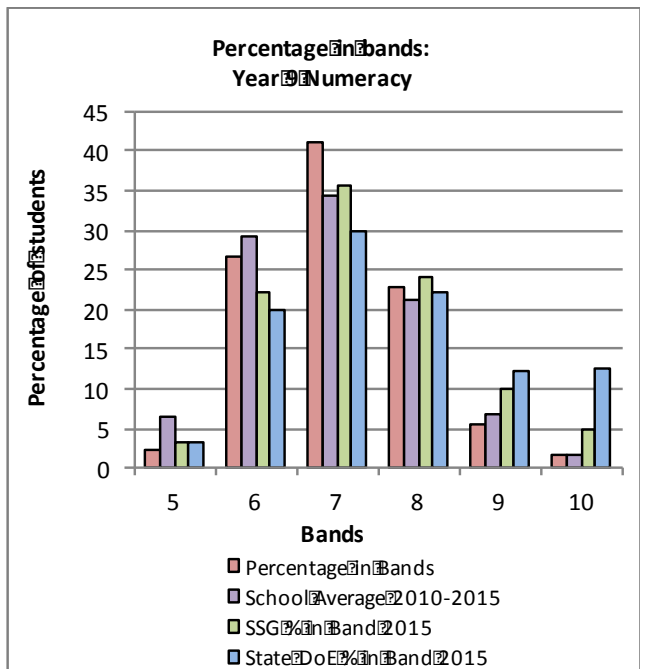
Year 9 NAPLAN Grammar and Punctuation

	School	SSG	State DoE			
Average Score, 2015	530.0	549.2	561.5			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	13	53	40	16	5	0
Percentage in Bands	10.2	41.7	31.5	12.6	3.9	0.0
School Average 2010-2015	16.1	28.6	32.5	16.6	5.3	0.8
SSG % in Band 2015	14.2	27.5	23.8	23.0	8.4	3.0
State DoE % in Band 2015	13.7	24.1	21.5	23.2	11.5	6.1



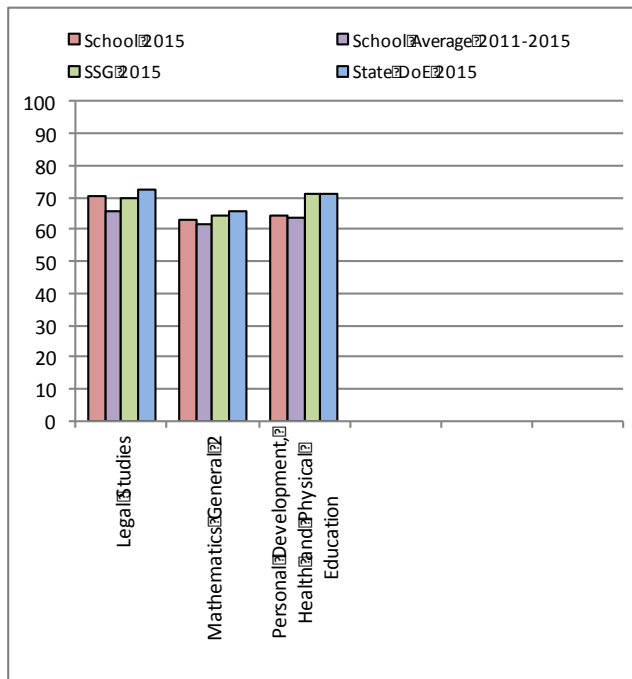
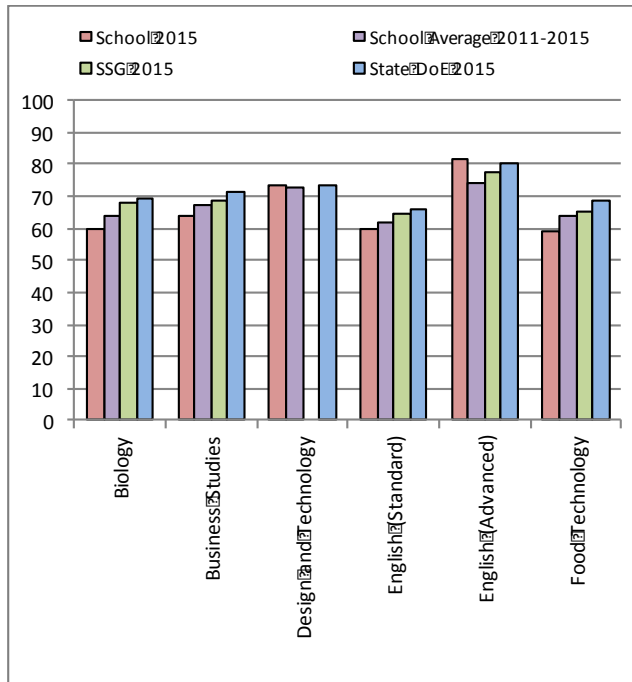
Year 9 NAPLAN Numeracy

	School	SSG	State DoE			
Average Score, 2015	559.4	570.6	590.6			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	3	34	52	29	7	2
Percentage in Bands	2.4	26.8	40.9	22.8	5.5	1.6
School Average 2010-2015	6.6	29.2	34.4	21.2	6.9	1.7
SSG % in Band 2015	3.3	22.2	35.6	24.2	10.0	4.7
State DoE % in Band 2015	3.2	19.8	29.9	22.2	12.2	12.7



Higher School Certificate (HSC)

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



[Insert text and graph from the electronic Data Summary Sheet (eDSS) where appropriate.]

Parent/caregiver, student, teacher satisfaction

The reason I chose Endeavour Sports High School was due the excellent programs they offered my son who was accelerated in Mathematics in primary school. My Son was able attend ESHS to participate in Year 7 Maths when he was in Year 6 primary due to the connected relationships between the Principals at both schools and the bigger vision and solution focused outcomes they found my Son.

I was also very happy with the happy atmosphere I found when I attended the open day, not only were staff committed, passionate and professional but the students were happy, this meant a lot to me as not only do I want excellent education for my Son but as a mother I want to know that he emotionally looked after too, ESHS is often referred to as the ' Endeavour Family ' and I believe staff at ESHS do everything possible to make students feel valued and appreciated. I have always found the staff and deputies extremely accessible and no problem is too small or too big, they are happy to discuss any issues both related to academic success and emotional issues.

My Son has thrived at ESHS and I am extremely happy with the decision I made to enrol him into ESHS.

Sue Devine P&C President

The above sentiments are reflective in the result of the tell From Me Survey. Indicate that 76% of parents felt Endeavour Sports High School was a safe and welcoming school.

64 % of parents who participated in the survey reported they were contacted at least 2 or 3 times to discuss their child's progress. 87% of parents indicated they felt staff supported their child's learning with 77% believing homework was being encouraged and emphasised at the school level. 57 % parents indicated that they were able to support their child's learning at home; this is an area which will need to be explored in order to improve.

Policy requirements

Aboriginal education

Our Aboriginal students collaborated with the Learning Support staff in designing their Personalised Learning Plans. Identified areas of growth and areas for self -improvement are noted and realistic goals are set. Student attendance was systematically monitored to ensure achievement of individual learning and social goals. All our Aboriginal students achieved an attendance average of 89% and demonstrated an improvement in achieving learning outcomes.

Multicultural Education and Anti-racism

Endeavour Sports High School is a school where tolerance and respect for all cultures is the expected norm.

Our diverse student body population is celebrated on Harmony Day with whole day school events, that include a formal assembly, performances, activities and stalls.

Multicultural tolerance and Anti –racism is taught within the curriculum and reinforced at year group meetings.

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 2014 were 30 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. They continued to support Endeavour Sports High School with a number of successful fundraising events.

CLONTARF Aboriginal Boys Program

The Endeavour Sports High School Clontarf Academy opened in March 2015 with 37 boys, with the numbers growing to 56 boys being enrolled and engaged in the program. The average attendance across all years in 2015 was 89%. 2015 highlights of the Clontarf Program include:

- The public announcement of Clontarf at Endeavour Sports School by NSW Premier Mike Baird and Federal Minister Scot Morrison at the grounds of Endeavour Sports High School.
- Setting up a furnished Academy room through community supported donations.
- The camps to Alice Springs and Uluru, the Kiama induction tour and trips to Brewarrina, Dubbo, Tamworth and Wagga.

- Attending numerous NRL games and a Sydney Kings game.
- Taking 30 boys to NSW State of Origin.
- Participating in the Sydney to the Gong bike ride with Grain Corp staff.
- Numerous employment visits and staff engagement sessions with Google, Qantas, Bunnings, Caltex and the NRL.
- Participating in Clontarf sporting carnivals in Dubbo, Wagga, Tamworth and Sydney.
- Endeavour Clontarf boys Health Checks Day.
- Dinner at the Governor General's House with other Clontarf Academies in Term 4.
- Various employment and university visits.
- Numerous guest speakers and positive role model visits to the Academy including Scott Morrison, Harry Allie, Jonathan Captain Webb, Dean Widders, Danny Lester, Joel Thompson and Ben Barba.

Targeted Sports Program

2015 has been filled with sporting success both within the curriculum and competitively. It has been an invaluable avenue for students to find success and self-confidence. The Targeted Sports Program at Endeavour provides students with the support and structure to excel in their chosen sport whilst balancing their academic requirements. Students gain access to the program through an application and a rigorous selection process. There are 12 sports offered in the Targeted Sports Program with highly accredited coaches providing opportunities for students to practice and extend their individual talents. Each sport has a Teacher Mentor who is in charge of the students' overall welfare and creates the link between the school, student and coach. Sporting partner organisations for 2015 include Sydney FC, Cronulla Sharks Rugby League, Sydney Swans, Sydney Sixers, Southern Districts Rugby, Sydney Blue Sox Baseball, Netball NSW, Sharks Basketball & Sutherland Athletics Club.

High levels of achievement have been recorded with many students progressing to state, national and international representation in 2015. The annual athletics, cross country and swimming carnivals were all major successes and with continued marketing and student success at this level we will see an increase in student participation in 2016.

Endeavour is in the Port Hacking Zone for Grade Sport which conducts competitions in different sports on a weekly basis. Students who are not involved in the Targeted Sports Program are

encouraged to participate in the Grade Sport competitions and also recreational sport.

AUSTRALIAN REPRESENTATIVES

Tay-Leiha Clark	Athletics
Naomi Nguyen	Football
Demi Koulizakis	Football
Chloe Avgoustou	Football
Georgia Plessas	Football
Bronson Xerri	Rugby League
Curtis Scott	Rugby League
Adam Keighran	Rugby League
Chelsea Clarke	Water Polo

The recipients of a Sports Blue Award for 2015 were:

BLUES RECIPIENTS

NAME	SPORT
Dranza Hawe-De Thierry	Athletics
Kurt Dawson	Athletics
Samuel Jinks	Athletics
Tomas Abreu	Athletics
Jayde Lucas	Athletics
Naomi Nguyen	Football
Demi Koulizakis	Football
Chloe Avgoustou	Football
Georgia Plessas	Football
Perry Thomas	Football
Kai Broadhurst	Rugby League
Michael Fahd	Rugby League
Curtis Scott	Rugby League
Adam Keighran	Rugby League
William Kennedy	Rugby League
Nathan Clarke	Swimming
Casey Stevens	Swimming
Georgije Babic	Tennis
Antoni Trajkovski	Tennis
Chelsea Clarke	Water Polo

Major school sports awards for 2015.

The Pierre De Coubertin Award for 2015 was Chelsea Clarke of Year 12.

The 2015 Premier's Sporting Challenge Medal was Chiara Christian of Year 12.

NSW Government State Representatives Award was Antoni Trajkovski of Year 12.

The Junior Sportswoman of the year was Hannah Higgins of Year 7.

The Junior Sportsman of the year was Nathan Clarke of Year 9.

The Sportswoman of the year was Georgia Plessas. The Sportsman of the year was Curtis Scott of Year 12.

2015 ENDEAVOUR SPORTS HIGH SCHOOL SPORTING ACHIEVEMENT

AUSTRALIAN/NATIONAL REPRESENTATIVES

Rugby League - 15s Bronson Xerri
 Rugby League - Opens Curtis Scott, Adam Keighran
 Football- Naomi Nguyen, Demi Koulizakis, Chloe Avgoustou,
 Georgia Plessas – Australian Schoolgirls
 Tennis – Boys placed 6th overall in Australia at the Australian championships

NATIONAL CHAMPIONS

Rugby League- Schoolboy Representative National Championship winners
 Curtis Scott & Adam Keighran (NSW CHS)

INTERNATIONAL TOURS /TRIALS

Football - Naomi Nguyen, Chloe Avgoustou – Australian tour of Japan and China

STATE TITLES (1st Place)

Athletics -U/12 Boys 4 x 100m Relay team – State Champions

- Kurt Dawson
- Samuel Jinks
- Tomas Abreu
- Dranze Hawe-De Thierry

Rugby League - 15s Chase Stanley Cup Champions
 Opens St Marys Cup Champions (3 years in a row)

Tennis - Boys NSWCHS Champions for 3rd year in succession NSW all schools champions

Swimming – Nathan Clarke, Lisa Slojewski, Casey Stevens NSW all schools representatives

STATE-FINAL PLACE

Netball - 4th place - CHS Opens

Tennis - NSWCHS Mixed Doubles-Antoni Trajkovski And Kelly Gilmour

Basketball – Senior Boys round 16 in State, Boys Juniors

6th in State, Girls Juniors 2nd in State

STATE SEMI-FINALIST

Netball - CHS Open team semi finalists

Rugby League - 14s Buckley Shield semi finalists

- 16s All Schools State KO semi finalists

Football - Futsal Girls U/17's

STATE REPRESENTATIVES

Cricket - Zac Hart NSW U/14's, Luke Hawksworth
NSW U/15s, Colin D'Arcy NSW
Netball - Ky-Mani Schwenke - NSWCHS Under 16
team
Netball - Ky-Mani Schwenke – NSW All Schools
Under 16
Rugby League - 16s NSW Origin – Luke Metcalf 18s
NSW Origin – Curtis Scott, (Billy Magoulias, Brock
Ilett former students)
15s CHS – Kai Broadhurst, Franklin Pele, Michael
Fahd, Bronson Xerri
Opens CHS – Curtis Scott (Captain), Adam Keighran
(Player of the carnival at CHS Trials), William
Kennedy

Football - Perry Thomas– NSW All Schools, Naomi
Nguyen, Georgia Plessas, Demi Koulizakis, Chloe
Avgoustou –NSW All Schools
Demi Koulizakis, Georgia Plessas – NSW U/17 NSW
Institute team
Thomas Meier- NSW Institute squad member
Tennis - Antoni Trajkovski, Georgije Babic

ADDITIONAL HIGHLIGHTS

NRL DEBUTS in 2015
Shaun Lane (Bulldogs)
Rory Obrien (St George Dragons)
Kiti Glymin (St George Dragons)
John Olive (South Sydney)
Australian Kangaroos – Alex Johnston
Football - Ben Folami – Apprentice at Ipswich Town
in English Premiership. In the U/21 squad
Football - Thomas Meier- NSW Institute squad
member and Sydney FC U/18's player
Football - Dean Krkovski – Western Sydney
Wanderers U/18's player
Tennis - 6 out of the 8 semifinalists at the Sydney
East Championships were Jack Clisdell, Mitchell
Gilmour, Matthew Scheers, Michael Ripia, Kamil
Kozlowski, Angus Smith
Baseball- Tom Horne NSW Under 16s Representative
Swimming- Casev Stevens Australian Pacific School

STATE REPRESENTATIVES

Cricket - Zac Hart NSW U/14's Luke Hawksworth NSW U/15s, Colin D'Arcy
NSW Netball - Ky-Mani Schwenke – NSWCHS Under 16 team
Netball - Ky-Mani Schwenke –NSW All Schools Under 16
Rugby League - 16s NSW Origin – Luke Metcalf
18s NSW Origin – Curtis Scott, (Billy Magoulias, Brock Ilett former students)
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Naomi Nguyen, Georgia Plessas, Demi Koulizakis, Chloe Avgoustou
NSW All Schools - Demi Koulizakis, Georgia Plessas –
NSW U/17 NSW Institute team Thomas Meier- NSW Institute squad
member
Tennis - Antoni Trajkovski, Georgije Babic