

# SCHOOL PERFORMANCE REPORT 2021



**“BE STRONG AND OF  
GOOD COURAGE; DO NOT  
BE AFRAID, DO NOT BE  
DISMAYED, FOR THE LORD  
YOUR GOD IS WITH YOU  
WHEREVER YOU GO.”**

Joshua 1:9





## CONTEXTUAL INFORMATION

## INTRODUCTION

In 1998, Endeavour College was born out of the vision of existing Lutheran sites of learning (Salisbury Lutheran Kindergarten, Good Shepherd, St Paul, and Golden Grove Lutheran Primary Schools) to extend Lutheran education in the northern suburbs of Adelaide to secondary level. This K-12 vision for Lutheran education was established with the Endeavour College campus ideally situated adjacent to the University of South Australia in the suburb of Mawson Lakes.

We are a non-government, co-educational secondary school with a young history and a strong reputation for educating the minds, hearts and spirits of students in Years 7-12. As a Lutheran school, we are known for offering relevant educational experiences which empower the knowledge-seeker to develop their God-given gifts and abilities to pursue their curiosity and passions with a sense of independence and purpose.



# OUR VISION

Endeavour College seeks to educate the whole person - academically, spiritually, physically, socially and emotionally.

# OUR MISSION

Everything we do at Endeavour College, and how we do it, is a natural extension of our Mission – in a Christian environment, to develop staff and students' God-given gifts and abilities for life and community.

This Mission and Our Values, that are embodied within The Endeavour Way, inspire our students to grow as individuals, be effective collaborators and contribute to the wider community while finding their place within the world.

As a Lutheran school we seek to be an inclusive place that offers care and support to all of our community. We integrate our faith in Jesus and his love and grace into all aspects of learning and life at the College. Respecting gifts and differences and valuing each individual, is central to our purpose.

Our curriculum incorporates the requirements of the state education system and is designed to promote healthy development in all aspects of our students' lives.

# OUR VALUES & THE ENDEAVOUR WAY

At Endeavour College, we aim to develop a culture where relationships are valued and members feel connected, safe, and respected. This approach fosters a safe and nurturing learning environment to fulfil staff and students' God-given abilities for life and community.

Our Restorative Practices approach emphasises the value of positive relationships and the development of personal responsibility, reflection and empathy. It calls community members to make a personal transformation from a focus on the self towards a focus on others and the common good and, as such, it reflects the model of Christ. The embodiment of living restoratively is found in The Endeavour Way by actively living out the values of Love, Courage, Forgiveness and Hope.

**LOVE** – it is about reflecting the unconditional LOVE of God by showing respect, compassion and kindness in our relationships.

**COURAGE** – it is about accepting that it takes COURAGE to own our behaviour, take responsibility for our actions and share our experiences with others.

**FORGIVENESS** – it is about showing FORGIVENESS and acceptance towards ourselves and others with grace.

**HOPE** – it is about resolving issues in a way which brings HOPE to our relationships and instils faith in our capacity to fulfil our God-given abilities.



## OUR AIMS

To work with families in the development of each child

To nurture a spiritual journey, encouraging respect and social justice for all people and our environment

To encourage each student in taking responsibility for their learning and behaviour

To provide a relevant, engaging and dynamic curriculum that fosters a life-long love of learning

To offer an extensive range of opportunities for students to extend their confidence, and student agency and leadership potential

To promote joy and enthusiasm in serving the College community and beyond

To promote the importance of connections between staff, students and families as members of the wider Endeavour community

## ENROLLED STUDENTS 2021

Boys ..... 399

Girls ..... 323

Indigenous (ATSI) students ..... 4

Students who speak English  
as a second language ..... 158

International students ..... 3

# LEARNING

A hallmark of learning at Endeavour College has been the ability to offer students of diverse backgrounds and interests, a varied and balanced curriculum that focuses on the development of the whole person. God has uniquely gifted all people and as a secondary school we have the responsibility of giving opportunity for those gifts to be enhanced as well as opportunity for the development of skills and knowledge that allow students to move into life beyond the College as confident and contributing members of our wider community. We firmly believe that students who will be best placed to flourish both within school and beyond, are those with a sense of confident independence, the ability to work naturally interdependently and those who have a heart and capacity to positively influence the world in which they live through their sense of collective action.

## THE VISION FOR LEARNERS

In conjunction with The Endeavour Way, the Vision for Learners gives a framework for learning at Endeavour College. The Vision for Learners has its own embodiment in both the Middle Years (7-9) and Senior Years (10-12).

In the Middle Years, students have the opportunity to study courses in line with the Australian Curriculum and with an increasing focus on the general capabilities.

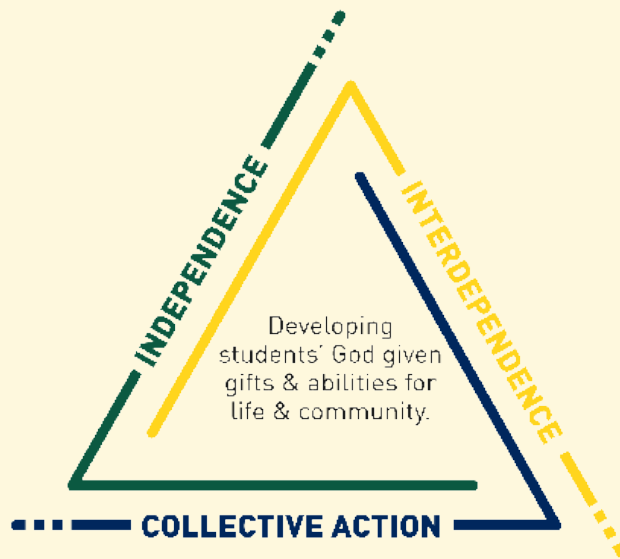
To assist in the transition into secondary school, students are placed in core classes in Year 7 with specialist middle years teachers for the majority of lessons. These core classes allow for the benefits of transdisciplinary and integrated approaches, including some project-based learning units, to be fully realised in student learning, and also support students in developing interdependence. Students have the added benefit of specialist teachers for Languages, The Arts, Physical Education and Technology subjects. The use of core classes continues in a reduced format in Year 8, giving students the chance to develop their



independence and interdependence while learning to build significant relationships with a smaller number of teachers.

In the Senior Years, students make informed choices about their learning pathways, choosing from a broad range of subjects. Students are encouraged to be increasingly independent and explore their future options through work experience and our Pathways program. It is at this stage that all students are assigned a course counsellor who remains working with the student and family until the end of Stage 2. While the majority of students study five subjects at Stage 2, to achieve their South Australian Certificate of Education (SACE), opportunity exists for students to study subjects outside of our campus, including a range of Vocational Education and Training (VET) subjects offered by external training providers that are accessed in line with student pathways.

# VISION FOR LEARNERS



## MIDDLE YEARS



Active learner  
Personally responsible  
Reflective  
Courageous

### INDEPENDENCE

Learning in the Middle Years at Endeavour College is an adventure designed to capture the curiosity and imagination of every student. Students develop the ability to inquire and make connections, and can articulate their developing capabilities as learners. With increasing independence and personal responsibility, students courageously direct and manage their own paths.



Socially-aware  
Social managers  
Skilled for life & community  
Forgiving

### INTERDEPENDENCE

An empathetic understanding of and respect for others enables learners to productively collaborate with different people in a variety of situations. An emphasis on positive relationships empowers our students to be inclusive and use their social awareness to influence a culture where all can thrive.



Globally-aware  
Change-maker  
Loving and respectful  
Hopeful

### COLLECTIVE ACTION

Students engage in experiences that extend their thinking about the wider community, their civic responsibilities and their capacity to make a difference. Students in the Middle Years see the world and the future as full of hope and opportunity.

## SENIOR YEARS



Commitment to growth  
Personal responsibility  
Self efficacy  
Creativity

### INDEPENDENCE

When our senior students graduate, we want them to walk into the next stage of their lives with a sense of confidence and strong independence. It's all about taking ownership and embracing lifelong learning to steer their own paths. Building personal responsibility in their commitment to growth and exerting control over their own motivation, behaviour and social environment are influencing incentives.



A shared responsibility  
Inclusivity  
Flexible thinking  
Perspective

### INTERDEPENDENCE

Our students will encounter a variety of different people, with different communication and working styles once they leave school. Their ability to work effectively and get the job done will be essential once they find themselves in this environment and that is why they are exposed to solving complex problems. They need the skills of others to be able to explain their project and draw on the passion and drive of others to take action to make a positive impact on the world.



Global awareness  
Influence  
Servant heart  
Risk taking

### COLLECTIVE ACTION

Our students are interested in being citizens of the world. Having an empathetic understanding of the world beyond the immediate builds their capacity to be change-makers. Our students embrace life and community in Christ and through personal development and exposure to service learning and giving, they will be prepared to face challenges with a global perspective to improve the world today, for tomorrow.



# ENHANCING THE ACADEMIC

## Learning Enrichment

In addition to differentiated programs within classrooms, the Learning Enrichment program offers a broad range of specialist workshop opportunities for students who have been recognised as benefitting from different challenges. This includes Tournament of Minds and the Science and Engineering Challenge. Learning Areas have focused on expanding their differentiated programs to meet the needs of highly able students.

## Adaptive Education

The doors of the Adaptive Education Hub are always open, not only to students who are diagnosed with a learning need, but to all students who need academic support, including, but not exclusively, students with English as An Additional Language or Dialect (EALD). The Adaptive Education staff work with individuals, or in small groups, and also provide in-class support. Differentiation, as suggested by each student's ILP ensures equal access to content, instruction and assessment within classrooms.

## Extra-Curricular

Endeavour College offers a range of extra-curricular options to allow students to build their skills, characteristics and dispositions outside of the classroom. All activities promote holistic wellbeing and personal growth and encourage high levels of participation. Students can get to know themselves and others and form positive relationships with staff and students. These include various sporting teams, SACSA sporting carnivals, SA School Sport Knockout teams, chess, musical bands, choir ensembles, Pedal Prix Club, Art Club, Digital Technologies Club, Laser Cutting Club, Language Clubs, Maths Club, Science Club, Information Technology teams, Environmental Sustainability Club, local service opportunities, excursions, and staff versus student competitions.

## Pastoral Care and Student Wellbeing

Care Group Teachers, Year Level Leaders and the Counsellors, together with the Directors of Middle / Senior Years, oversee the wellbeing of

students. Our College Pastor and Youth Worker and Ministry Assistant are also available for support in both pastoral and spiritual matters and are available for counselling and mentoring sessions when required. A focused social development program, The Voyage, is delivered to Year 9 students to support and celebrate the journey from adolescence to adulthood. The Pastoral Team are involved in the development of proactive wellbeing programs.

## Restorative Practices

Restorative Practices is a relational process which values positive relationships in the teaching and learning process, and in the College's pastoral settings, such as Year Levels, Village and Care Group. At Endeavour, we have seen the benefits of adopting restorative approaches to all matters relating to student engagement. The strength of this approach is a common language to define how we think about and manage student engagement and our response as educators.

## Student Leadership

The College values student voice and student agency is a key focus.

In addition, formal leadership opportunities are available for all students. Student leaders are encouraged to have impact and influence in a meaningful and purposeful way by working collaboratively in their areas of passion. The student cohort is led by the College Captains and Student Action Team Captains. These five student leaders form the Student Executive. Students can also apply to be Village Leaders at both Year 9 and Year 12. Their roles include modelling appropriate behaviours and expectations, mentoring their peers and inspiring Village pride through events and activities.

Year 12 co-curricular leaders are responsible for leadership in key areas such as Audio Visual, Culture, Drama, Environmental Sustainability Health and Wellbeing, Information Technology, Music, Spirituality and Sport.

The Student Action Team (Year 7 – 12 students), led by the SAT Captains have three distinct portfolios that are: Spiritual and Community Building; Media, Communication and Event



Promotion; and Charity and Service Enrichment. Appointed Year 7 – 12 students then become members of one of the three teams. This student leadership model provides authentic student representation and offers student agency and advocacy for students within the College. The model facilitates student action, impact and influence within the College in a meaningful and purposeful way that allows students to initiate ideas and projects. The model values the belief that the core to successful leadership are the qualities of Interdependence and Collective Action.

The Student Executive plan, organise and lead an initial planning day which includes team building activities, timelines for the year ahead and leadership skill development. The Middle Years Leaders similarly engage in leadership training and planning. The Middle Years Leaders design and lead fortnightly activities for the Middle Years students in their Villages.

### **Community Engagement**

We value the richness and diversity of the wider community and other education sectors. Positive and strategic partnerships are developed and maintained with students, families, local Christian communities, the broader community, and Lutheran education. These relationships are built upon support, collaboration, trust, and reconciliation.

Connected Schools is a collaborative school partnership which provides a pathway from K-12 and includes Salisbury Kindergarten, Golden Grove Lutheran Primary, Good Shepherd Lutheran Primary, and St. Paul Lutheran Primary.

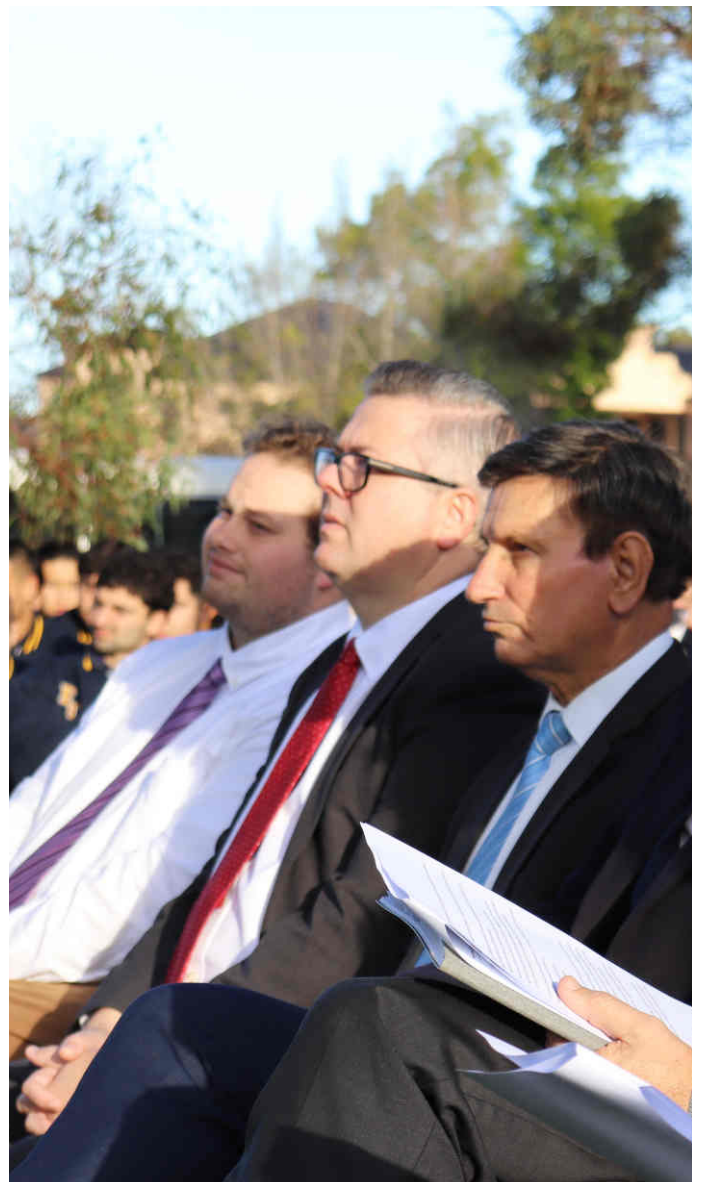
The College is also supported by nine Lutheran Church congregations in the north-eastern area of Adelaide, and by Lutheran Education SA, NT and WA (LESNW).

The Mawson Lakes community and the University of South Australia (UniSA) are important partners with Endeavour College. Endeavour also connects with UniSA in a variety of ways to both enhance student learning to support programs offered at the University. Relationships with our international partners continue to be built upon. In particular, with

schools in Indonesia, Germany and Japan.

### **Leading Effective Organisation and Management**

Best practice is built upon effective collaboration between the governing body, staff, students, families, church, and all associated stakeholders. Our roles, responsibilities and procedures are clearly articulated so staff can participate in the effective and efficient operation of the College. Data and knowledge management methods and technologies are used to ensure that resources (human, physical, technological, and financial) are efficiently organised and managed to provide an effective, safe, and caring, growth-oriented learning and working environment. Strategic planning ensures the ongoing improvement and sustainability of the College.



# STRATEGIC INITIATIVES 2021

Throughout 2021, our commitment to fulfil Endeavour College's 2021-2022 Interim Strategic Initiatives guided our planning and gave focus to our work to achieve the best outcomes for the College.

## Spiritual Growth and Faith Formation

Ministry at Endeavour College experienced significant growth throughout 2021.

Our year commenced with the formation of a Student Ministry Team, initiated by our outgoing Lay Chaplain, Jason Urquhart, and led by our Spiritual Leader, Jemma Weiss. Support of this group transferred to our Youth Worker, Eve Ormsby, and Ministry Assistant Sophie Gerrie, when Jason finished his work with us.

## Environments and Learning That Equip Students For Their Future

The former Senior Study Room in the round building was completely transformed, to accommodate counselling rooms, meeting rooms and a staff office, as well as a reception desk and open plan area for supervised student use. The space, known as "The Well", is a destination for students seeking counselling or ministry support, or a safe and discrete space to utilise strategies to self-regulate. The creation of this new

space highlights the College's ongoing commitment to wellbeing and greatly increases our capacity to respond to diverse student needs. The incredible space incorporates elements of biophilic design. The Well is a place of retreat, refectation, restoration and rejuvenation for our community - a destination where students can access the valuable support and resources they need to endure, heal and thrive, supporting their wellbeing, and ultimately their learning, during their time at Endeavour.

## Purchasing of land

An opportunity arose to purchase land opposite the College in anticipation of further facilities growth. At present the school is considering the future use of the space, and through the launch of a future strategic plan will consider the opportunities for expansion and improvement presented by this purchase.

## New leadership position created

Stemming from this strategic direction and the desire to focus on the development of some of our Middle Years programs, a new position of Director of Learning (Middle Years Focus) was created. This position created the Middle Years Curriculum Action Team (MYCAT) and created a brief to review and develop curriculum and structures within the middle years.

## Curriculum Changes for 2022

The Learning Leaders team formed several sub groups to research and make recommendations on both additional subject offerings for Stage 1 and Stage 2 as well as structural changes for the Year 7 and 8 Arts and Technologies program. These changes mean that from 2022, students at Year 7 will have a trimester to spend delving into both the three Arts subjects (Art, Drama, Music) and the three Technologies subjects (Design Technology, Digital Technologies, Food Technology). At Year 8, students from 2022 will choose a full year Arts focus and a full year Technology focus, and 2 other choice semesters. The new SACE offerings include the introduction of Health and Wellbeing at Stage 1, with intent for it to be taught at Stage 2 in 2023.

## Facility Renewal and improvement

Work continues to refurbish or upgrade facilities in the College. 2021 has seen an extensive Science lab refurbishment, and a future final stage is under consideration. The school further invested in equipment and updating of the Audio Visual Facilities around the school, which also included the creation of a school Media Room which presents more advanced Media options. Further there was development and refitting of room 214 and 113 to maintain innovative learning spaces.







# STRATEGIC INITIATIVES 2021 (Cont.)

## Technology and Communication that Enhance Learning Outcomes

The Innovation Zone  
The Innovation Zone became fully functional with the employment of a coordinator and planning engaged in for the development of the AV recording /Green room. (SBA)

## Implementation of a new School Management System, TASS

At the beginning of Term 1 data migration was the focus in order to prepare for the implementation of the new School Management System, TASS. This superseded Edumate and became the College's new data base for all student and parent records, student attendance and medical records. Initial teacher training occurred at the end of Term 1 with the system going live on the first day of Term 2. After initial implementation, and general familiarisation of the platform was established by staff, deeper use of the platform was established. This included the exploration of the Pastoral Care module, the implementation of the Learning Support module and improving access to student ILPs. Later in the year TASS also became the College's finance system, rolling over from Maze. Further work helped develop the Parent Lounge as well as the Student Café. In Term 4 Endeavour College moved all

end of semester reports to a digital format and these were released on the Parent Lounge in TASS.

Throughout the year, further work went into making the login experience for new users smoother, including a redesign of the College Website and the development of additional support resources including short help videos. Building in single sign on for parents so that they could apply identical logins for both TASS and Canvas was also a priority.

Self check-in stations were developed by the ICT Team allowing students to scan their ID cards and self check in. This feature was made available to support the flexible learning arrangements for Seniors, TAFE students as well as those accessing music tuition.

Canvas Implementation  
Throughout 2021, further work went into improving staff skills within the Canvas platform, with the aim of providing students and parents a consistent experience from class to class. The use of the video conferencing tool BigBlueButton, found within the Canvas platform, was used more consistently throughout the year to help solve communication challenges during Covid-affected periods of the year.

## Parent Meetings with the Principal

As part of the commencement of the New Principal, opportunities for direct feedback were offered to the school community. Meetings were held with parents who

chose to come to the school and express their views about the College directly to him. The information has helped build good relationships with the community and inform the Principal of strengths and concerns regarding the College.

## COVID-19 Mitigation Strategies

The College has continued to work within the expectations set out by the Education and SA Health departments. The Online learning platform has been utilised when students have been absent and mask protocols have been consistently followed by all members of the community. Air quality audits have taken place and appropriate actions have been taken, such as using the air conditioners that use clean air, to maintain a positive and healthy environment for all members of the community.

## Development and Launch of Connected Schools Vision for Reconciliation

In 2021, the Connected Schools formed a Reconciliation Action Plan Hub Group which created a Connected Schools Vision for Reconciliation. The Hub Group also organized a Reconciliation Conference titled Reconciliation: More Than a Word, during which the Vision for Reconciliation was launched. Staff from all Connected Schools attended the conference which also allowed us to develop partnerships with First Nations people and organisations, and provided an opportunity for the development of staff cultural competence. Each



# STRATEGIC INITIATIVES 2021 (Cont.)

## Development and Launch of Connected Schools Vision for Reconciliation (Cont.)

Connected Schools learning sites included the Vision for Reconciliation in their site-specific Reconciliation Action Plans.

## Middle Years Care Group

In 2021, the Middle Years Village Leaders were involved in designing and delivering Pastoral Care to our Middle Years students. With clear objectives in mind, they planned a variety of activities suitable for Middle Years students. In 2021 the Middle Years Leaders took responsibility (with the support of Village staff) for leading fortnightly activities for all Year 7, 8 and 9 students in each of their Villages. Fortnightly meetings provided opportunities for further planning and reflection.

## The Student Agency Project

The Student Agency Project launched its second phase, with a focus on Years 8, 11 and 12. The Vision for Learners Principles and the Personal and Social Capability (ACARA) were used as the foundation for the development of student profiling tools. The process included consultation with staff and students, and on the guidance of student agency expert, Charles Leadbeater, and the AISSA (Association of

Independent Schools in South Australia).

Students used bespoke profiling tools to reflect on their approaches to learning and on their growth. They set personal goals and measured their growth. Years 8, 11 and 12 students were mentored to lead the discussion about their learning at their Care Group Connection meeting held in Terms 1 and 3.

As part of our professional engagement with this project key staff involved shared our journey as part of a podcast series with Louka Parry from Learning Futures. The team also committed to be a part of the associated symposium planned for 2022.

## Middle Years Book Nook

In 2021 Emily Doan (old scholar) was commissioned to design a mural for the shared space in the Year 7 area. The mural was enhanced by new interior design incorporating three dimensional elements, seating and a book nook. The space created a new space for the students to learn, collaborate and relax in.

## Camps

### Year 9 Camp

The Year 9 Voyage camps, which usually take place in the Grampians in Victoria, were relocated to Tumby Bay, to align with Covid guidelines. The program focus 'Challenge Accepted' was unchanged and a new set of outdoor challenges were designed for the students.

### Year 11 Camp

The Year 11 camp had a focus on our students being connection builders and was based in Yankalilla. The camp was designed to allow students to gain a deeper understanding of their own God-given gifts, abilities and talents, and use these to serve others in ours and the wider community. Students were given the opportunity to undertake activities which built on connections within themselves, with their peers, the environment, the Indigenous culture and also with God. Some of these activities included a scavenger hunt around the Adelaide CBD and riding the spirit of the Coorong through the Goolwa Barrages into the Coorong National Park. Students spent time at camp engaging in leadership activities and challenges run by our staff and visited local attractions such as Ingalalla Falls and Normanville Beach. A highlight of the camp was the Indigenous art workshops and a student lead devotion on the last night.

### Year 12 Retreat

Once again interrupted by COVID, the Year 12 Retreat was held as a one day event held on the College campus. Despite travel restrictions, we were very pleased to have David and Katie Kobler present to the cohort live online. For the first time, we ran discussion groups in the students' 2018 Voyage groups as a reunion. The topics discussed were very similar to some of the topics covered in the Year 9 Voyage program and students were able to reflect on them with an adult perspective. In another



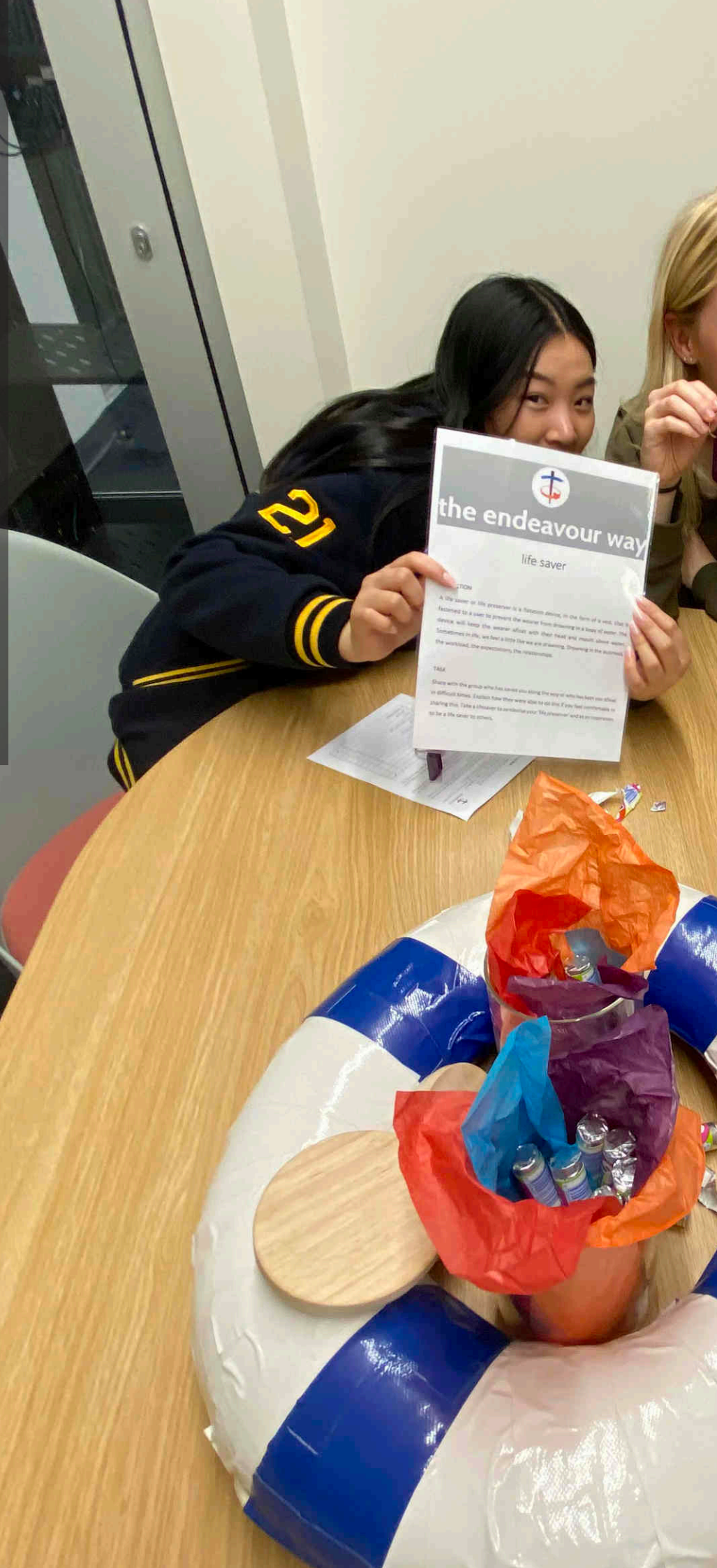




# STRATEGIC INITIATIVES 2021 (Cont.)

## Year 12 Retreat (Cont.)

first, the students participate in an Endeavour Way Walk, taking the opportunity to reflect on the Endeavour Way Values they have learnt in their time at the College and how they will apply to their lives beyond school. The evening finished with a devotion about the connections they have made over their secondary schooling and an opportunity to share messages of gratitude and forgiveness with each other. Despite the restrictions, students valued the opportunities the modified retreat gave them.









# TEACHING STANDARDS AND QUALIFICATIONS

## Professional Learning

All teachers are required to be registered with the South Australian Teachers Registration Board.

At the time of employment, all staff including Lutheran School Officers (LSO), instrumental teachers and volunteers are required to hold a current Working With Children Check (WWCC) or a current DCSI clearance. All staff at Endeavour College strongly support the ethos of the College and are required to keep current the following qualifications:

- First Aid
- Responding to Abuse and Neglect - Education and Care
- Valuing Safe Communities

All teachers undertake professional learning. Professional learning activities are planned annually to align with the College's strategic plans.

In 2021, our key areas for development included Endeavour College's Vision for Learners, Restorative Practices, E-Learning, Continuous Feedback and reporting and the Teacher Professional Learning Plan.

Our focus on further improving the use of Canvas with students was a key area for development.

The annual Professional Learning Plan (PLP) aligned collegial partners / collegial groups and allowed teachers to strategically set goals. For the first time, all teachers were required to complete a survey using the AITSL teacher standards. Teachers were able to use this data to identify areas of strength and areas of growth and use this to set clear goals for 2021. The College was also able to collate this data to see trends, further allowing us to target Professional Learning. A clear area of development was around Strategies for teaching Aboriginal and Torres Strait Islander students, with many staff focusing on this area, further aligning with the work the Reconciliation Action Plan (RAP) Team

were doing in establishing the College's RAP.

During the mid-year Professional learning Week, Endeavour College worked alongside the other Connected primary Schools to develop a professional learning day focused on improving staff cultural understandings of Aboriginal and Torres Strait Islanders. The day involved a range of keynote speakers as well as a wide variety of workshops appealing to a range of learning areas. While the day was very well received, the remainder of the week was affected by Covid and thus needed to be significantly adjusted.

Student Agency was also a key focus with staff engaged in a range of opportunities to further understand agency. The redevelopment of the Care Group connection nights into student lead conferences was a key manifestation of student agency and this formed part of staff development as they learned about the redeveloped nature of the evening as well as how to support students in the lead up.



The qualifications of staff at the College are as follows:

Qualification	Staff Number	Qualification	Staff Number
Advanced Diploma in Accompanying	1	Certificate of Information Technology	2
Advanced Diploma of Accounting	1	Certificate in Microsoft Systems Engineering	2
Advanced Diploma of Arts	1	Certificate in Programmable Logic Controllers	1
Advanced Diploma of Performance	1	Certificate in Outdoor Recreation	1
Associate of Music	1	Certificate in Teaching English as a Second Language	1
Bachelor of Applied Science	4	Certificate in Training & Assessment	2
Bachelor of Arts	21	Diploma of Accounting	1
Bachelor of Behavioural Science	1	Diploma of Application Design	1
Bachelor of Business	2	Diploma of Bible & Mission	2
Bachelor of Commerce	1	Diploma of Education	4
Bachelor of Education	36	Diploma of Electrical Engineering	1
Bachelor of Education & Linguistics	1	Diploma of IT Project Management	1
Bachelor Environmental Studies	1	Diploma of Human Resources Management	1
Bachelor of Health Science	1	Diploma of Library & Info Services	1
Bachelor of Information Technology	1	Diploma of Management	1
Bachelor of International Studies	2	Diploma of Teaching	2
Bachelor of Law	2	Diploma of Youth Work	1
Bachelor of Management	1	Graduate Certificate in Education	6
Bachelor of Marketing	1	Graduate Certificate in Educational Leadership	4
Bachelor of Maths & Computer Science	1	Graduate Certificate in Information Studies	1
Bachelor of Medical & Pharmaceutical Sciences	1	Graduate Certificate in Narrative Therapy	1
Bachelor of Music Teaching	1	Graduate Certificate in Religious Education	1
Bachelor of Music Education	1	Graduate Diploma in Education	11
Bachelor of Pharmaceutical Science	1	Graduate Diploma in Divinity	2
Bachelor of Pharmacy	1	Graduate Diploma in Journalism	1
Bachelor of Science	9	Graduate Diploma in Mathematics	1
Bachelor of Science in Education	1	Graduate Diploma in Narrative Therapy	1
Bachelor of Social Science	1	Graduate Diploma in Social Sciences	1
Bachelor of Teaching	5	Graduate Diploma in Theology Education	4
Bachelor of Theology	2	Doctorate Qualification	12
Bachelor of Tourism and Events	1	Honors Qualification	9
Certificate in Change Management	1	Masters Qualification	24
Certificate of Education Support	3		
Certificate in Electrical	1		
Certificate in Furnishing	1		

# WORKFORCE COMPOSITION

In 2021 the School Leadership Team included the Principal, Deputy Principal, Director of Learning, Director of Middle Years, Director of Senior Years, Business Manager and the College Pastor. In addition, there were six Year Level Leaders leading Years 7 through to 12, Year Level Leaders in levels 7-9 reported to the Director of Middle Years and Year Level Leaders in levels 10-12 reported to the Director of Senior Years. The newly created position Director of Learning (Middle Years Focus) who reports to the Director of Learning. Learning Leaders for faculties, who were responsible for ensuring full coverage of the Australian Curriculum, SACE and Christian Living. All Learning Leaders reported to the Director of Learning.

Students were supported in other aspects of their development and wellbeing by roles including Counsellors, Lay Chaplain, Youth Worker, Learning Support Officers, Librarians, Laboratory Technician, and ICT Services. Other areas of the College with significant numbers of permanent and fixed term staff included Administration and Property Services. Areas of the College with significant numbers of casuals or contractors included: instrumental music tutors, Health and Physical Education support, Visual Art support, Design Technology support, Innovations Zone Coordinator and Outdoor Education instructors. All support staff reported to the Business Manager.

## Staff Numbers

Teaching staff full-time	43
Teaching staff Part-time	23
Professional non-teaching staff full time	7
Professional non-teaching staff part-time	28
Indigenous (ATSI) staff	0

# STUDENT ATTENDANCE

Year 7	95%	Year 10	85%
Year 8	95%	Year 11	84%
Year 9	90%	Year 12	79%

## Management of Non-Attendance

### Short-term Absences

Parents/caregivers are advised to inform the College of a student's non-attendance by phone, email and/or signed note. If a student is absent (as determined by Lesson 1 and 2 rolls) and no explanation is provided, phone calls are made to parents/caregivers by Student Services staff to determine the reason for non-attendance.

An absentee list is created and sent to all staff. Continual or frequent non-attendance is followed up by Care Group teachers, Year Level Leaders and Middle / Senior Year Directors by phone, interviews and letters.

When absence is due to illness/medical reasons, schoolwork is provided by teachers to Middle Years students should they be absent for five days or more. Senior Years students are provided with schoolwork and instructions if their absence exceeds two days. In some cases, a doctor's certificate may be required for assessment.

### Non-medical and Long-term Absences

Parents/caregivers are expected to inform the College of planned absences. In the case of known absence due to non-medical reasons, parents are to submit an Application for Exemption from School form.







# ENDEAVOUR COLLEGE YEAR 12 RESULTS 2021

## 2021 DUX

**Jacob Bos**  
with an **ATAR of 99.4**

**A Grades:** Chemistry, English Literary Studies,  
Physics

**Merits:** Mathematical Methods, Specialist  
Mathematics

## GOVERNOR'S COMMENDATION

Grace Gregurev

Academic, sporting  
and community  
activities

## 90+ ATAR ACHIEVEMENT

Grace Gregurev	98.1
Rachael Donnelly	97.15
Olivia Hobby	94.25
Jemma Weiss	93.8
Brendan Ellis	92.4
Amber Eckermann	91.10

## MERIT AWARDS

Jacob Bos	Mathematical Methods
Jacob Bos	Specialist Mathematics
Jemma Weiss	Modern History

## A+ GRADES

Emily Barun	Integrated Learning (Food and Hospitality focus)
Rachael Donnelly	Mathematical Methods
Eleni Karykis	Food and Hospitality
Britney Lai	Integrated Learning (Food and Hospitality focus)
Sophie Mashford	Integrated Learning (Food and Hospitality focus)
Sophie Mashford	English
Chloe Scott	Industry and Entrepreneurial Design (Advanced Manufacturing)
Krisaa Soni (Yr 11)	Research Project B



**95%**

of all grades  
were passing  
grades

**69%**

of all grades  
were As and Bs

**98%**

SACE  
Completion

## COMPLETED VET AT STAGE 2

Jaiden Spencer	Ryan Tang
Stanley Hlawn Ching	Robert Gardner

## SACE ART SHOW

Emma Harrison for artwork 'Daydream'  
Alexandra Matters for artwork 'Sea of Change'

## COMPLETED STAGE 2 SUBJECTS EXTERNALLY

Lymeng Loeu (Yr 11)	Khmer Continuers
Lillian Jarmakani (Yr 11)	Arabic Continuers
Ioni Bradshaw (Yr 11)	Japanese Beginners
	Duke of Edinburgh Award







# STUDENT OUTCOMES IN STANDARDISED NAPLAN

In 2021, NAPLAN testing resumed, after a year break due to the COVID-19 outbreak. All testing was conducted online with students enjoying some aspects to the online format. This was also the first year that branch testing was used to more accurately assess a student's learning.

## Percentage of Year 9 students who achieved the National Minimum Standard

Reading	99.3%
Writing	90.3%
Spelling	97%
Grammar and Punctuation	96.3%
Numeracy	100%

## Percentage of Year 7 students who achieved the National Minimum Standard

Reading	97.7%
Writing	97.7%
Spelling	96.2%
Grammar and Punctuation	95.5%
Numeracy	97%

## Student participation rates for the testing phase

Year 7 Reading	99%
Writing	99%
Language Conventions	99%
Numeracy	99%

Year 9 Reading	99%
Writing	98%
Language Conventions	99%
Numeracy	98%

# PARENT AND STUDENT SATISFACTION

Endeavour College regularly seeks feedback from all stakeholders including parents/caregivers, students and staff. Some opportunities for providing feedback occur on a regular basis each year, while other feedback is gathered in a particular year for a specific purpose.

Parents/caregivers are invited to engage in College activities by assisting in extra-curricular programs and fundraising. 2021 unfortunately limited the capacity for parents to be involved in some areas but opportunities were redesigned once COVID restrictions were rescinded.

As one way of measuring the success of the program for transition into Year 7, all Year 7 parents and caregivers were invited to answer a survey, which asked them to give feedback on:

- Key transition events for students and families, such as the Welcome to High School Information Evening for families and the Transition Day for students
- Term 1 events for Year 7 students, such as Orientation Day and camp
- Their child's experience of the Endeavour culture, including challenges and joys
- The College's communication methods

Other opportunities provided in 2021 for parents and students feedback included:

- The opportunity to meet the principal at Learning conversations evenings and give feedback about the school's progress in all areas.
- Student feedback regarding new staff members to the school through surveys

Feedback is gathered from staff during regular meetings and specific feedback is sought via surveys regarding:

- Staff professional learning days
- Spiritual retreat days
- Changes to assessment and reporting, particularly with the plan of introducing continuous reporting.
- End of year survey

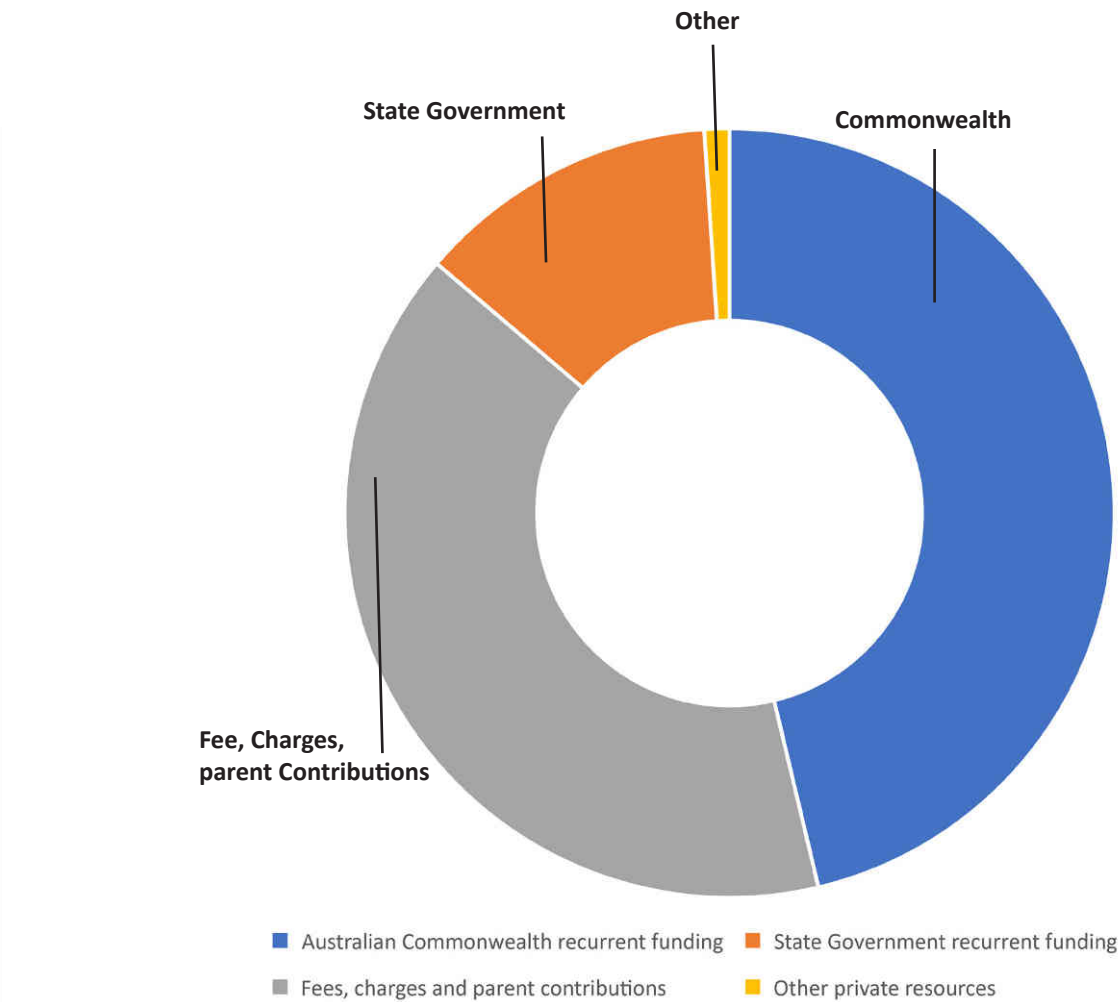
# PARENT AND STUDENT SATISFACTION (Cont.)

A staff Consultative Committee meets as the need arises, and the Work Health and Safety Committee is responsive to issues relevant to them that are raised by staff. In 2021 they specifically consulted around the creation of an Health Safety Representative position.

Students have input into such groups as Worship Band and Chapel services. Student leaders also meet regularly with Endeavour’s Management staff and the Principal, to share ideas and discuss matters that their peers want addressed. In these forums, student voice is valued, and staff listen and are responsive to student feedback. We have also found that students feel a sense of belonging and self-worth when they join these and other social teams.

## SCHOOL INCOME

Australian Commonwealth recurrent funding	\$8,024,867	(49%)	Other private resources	\$173,934	(1.0%)
State Government recurrent funding	\$2,174,501	(13%)	Total Gross Income 2020 (excluding income from government capital grants)	\$16,337,598	
Fees, charges and parent contributions	\$5,964,296	(37%)			









**ENDEAVOUR**  
COLLEGE



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**CRICOS 02402K**

**School Performance Report 2021**

In line with the reporting obligations under the Schools Assistance Regulations 2009, the Australian Education Act 2013 requires independent schools to publicly report a range of school performance information. The information contained in this report is an explicit response to the Commonwealth Government's requirements under the headings required by the Commonwealth Government. The information relates to the 2020 school year.