

SCHOOL PERFORMANCE REPORT 2020



**“FOR I KNOW THE PLANS
I HAVE FOR YOU,
DECLARES THE LORD,**

**PLANS TO PROSPER YOU
AND NOT HARM YOU,
PLANS TO GIVE YOU HOPE
AND A FUTURE.”**

Jeremiah 29:11





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 2020

Boys	397
Girls	323
Indigenous (ATSI) students	1
Students who speak English as a second language	151
International students	3

LEARNING

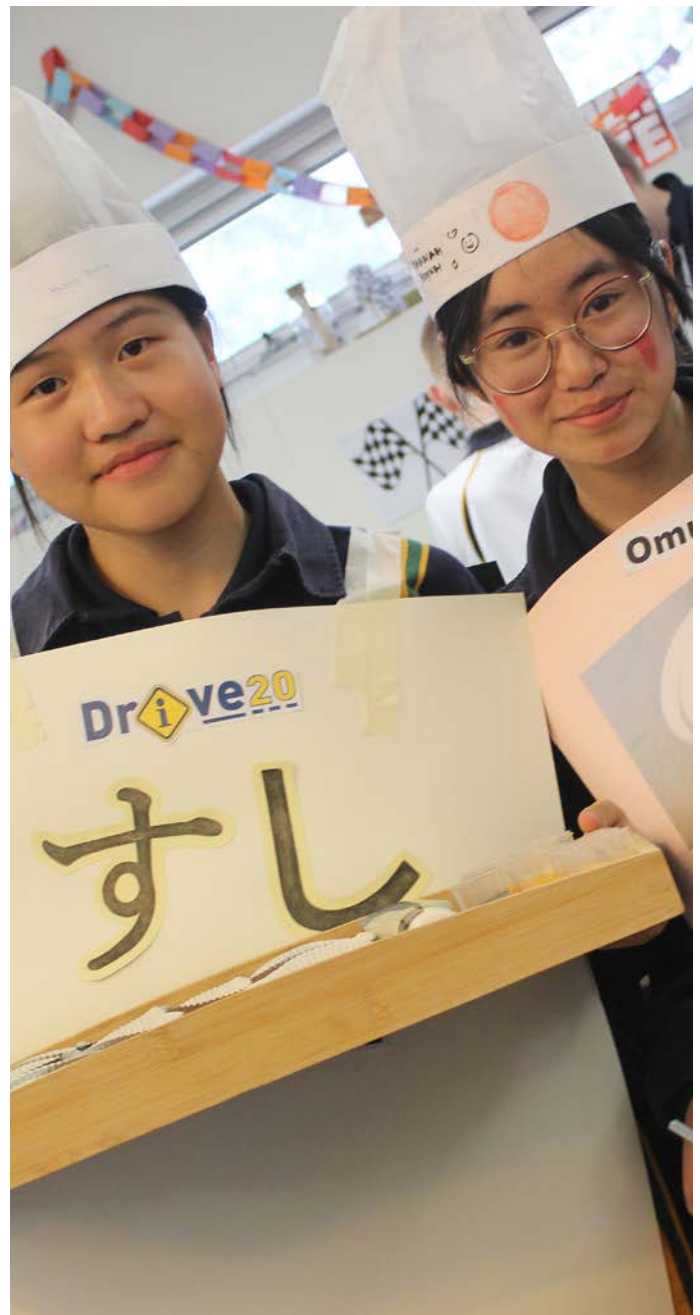
A hallmark of learning at Endeavour College has been the ability to offer students of diverse backgrounds and interests, a varied and balanced curriculum that focuses on the development of the whole person. God has uniquely gifted all people and as a secondary school we have the responsibility of giving 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 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 the Big Ideas Club, Tournament of Minds and the Science and Engineering Challenge.

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.

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 and SACSA and SAPSASA sporting carnivals, chess, musical bands, choir ensembles, Pedal Prix Club, Big Ideas Club, Mug Club, Coding Club, Language 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 Chaplain / Pastor and Youth Worker are also available for support in both pastoral and spiritual matters. A focused social development program, The Voyage, is

delivered to Year 9 students to support and celebrate the journey from adolescence to adulthood. Our Counsellors and Ministry Team are involved in the development of proactive wellbeing programs and are available for counselling and mentoring sessions when required.

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 Village and Care Group. At Endeavour, we have seen the benefits of adopting restorative approaches to all matters relating to engagement and behaviour management. The strength of this approach is a common language to define how we think about and manage student engagement and our response as educators. Behaviour management is more appropriately called student engagement.

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, Health and Wellbeing, Information Technology, Music, Spirituality and Sport. In 2020 Environmental Sustainability was a new committee which students could lead and develop new initiatives. The Environmental Sustainability Leaders made great impact through their events, products and educational initiatives.

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. In 2020, the Middle Years Leaders, for the first time, designed 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 others. Our roles, responsibilities and procedures are clearly articulated so that 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.



Connected Schools Treasure Hunt and Art Workshop

STRATEGIC INITIATIVES 2020

Throughout 2020, our commitment to fulfil Endeavour College's 2016-2020 Strategic Initiatives guided our planning and gave focus to our work to achieve the best outcomes for the College.

Spiritual Growth and Faith Formation

In 2020, Ministry at Endeavour had three foci: Rising to the challenges associated with COVID-19, increasing the voice, engagement, and participation of students, and developing our relationships with our Connected Schools and Supporting Congregations. To address the challenges of COVID we adapted significantly as health advice changed. This included creating and utilising digital presentations, providing online chapel, and separating chapel into year levels, in line with physical distancing protocols.

Student voice was encouraged and students across all year levels were engaged to assist with all aspects of the running of chapels. Our student Spiritual Leader and Youth Worker engaged other students to run several student-lead chapels. A highlight was the chapel led by Year 8 students, focussing on Social Justice using Slam Poetry. This involved students taking on the challenge of speaking publicly of their faith to their fellow students in Chapel and speak to their relationship with Jesus. Staff were also encouraged and

given opportunities to speak to and play a part in the Ministry Life of the College, thus simultaneously broadening the diversity of understanding and increasing the depth of the Christian faith that students experience.

Endeavour College took great strides in furthering relationships between the College and its Connected Schools and congregations. Great support to the College Ministry came from the congregations and pastors of Mawson Lakes Community Church, Good Shepherd Lutheran Church in Para Vista, Salisbury Lutheran Church and Tea Tree Gully Lutheran Church. Endeavour College's ministry staff built relationships with these congregations and made steps to further grow ministry partnerships with the Connected Schools.

Ministry Personnel at Endeavour College

Throughout 2020, Endeavour College formed a team to serve the needs of the College. Across the year, a suitable pastor in the LCA was not available to take up a fulltime role as College Pastor.

To meet the needs of the College, new members were appointed to the Ministry Team. We continue to engage also with the Pastor of Mawson Lakes Community Church to provide additional pastoral support.

Sourcing a Lutheran Pastor continues to be a focus for the College, as does forming a team able to serve in a range of areas to cater for the spiritual needs and development of staff

and students.

International Service Opportunities

Our service trip to Indonesia did not go ahead in 2020 but staff and students provided prayers, messages and donations to support our Indonesian colleagues through this challenging time.

Environments and Learning That Equip Students For Their Future

Teaching staff continued to engage in sector wide projects and e-Learning programs to develop students' capacity to fulfil the College's Vision for Learners. The Student Agency project continued with the intent of implementing initiatives to support the development of the personal and social capabilities in students. The Project Based Learning team also continued to plan units of work that prioritised real world, interdisciplinary connections, and authentic assessment opportunities. Key Project-Based Learning units included: Year 7 - Change Makers (HASS), Year 8 - Spirited (Art/Languages) and Speak Out (English, HASS, and Art) Year 9 - Drive 20 (Languages).

Other projects and teams operating to support the learning program included:

- Rubrics Working Party
- Staff PLP process review team
- Middle Years elective review team
- Reconciliation Action Plan (RAP) Working Party



Vision for Learners

The capabilities and characteristics expressed in the Vision for Learners, focus on attributes students need for successful learning, and on affective skills; the behaviours and attitudes that students need to learn to be effective in their personal and learning lives. The Endeavour Way, the ACARA Personal and Social Capability and the work of Charles Leadbeater, gave shape and purpose to the Vision for Learners.

The key principles are Independence, Interdependence and Collective Action. There is clear philosophical alignment between the Middle Years and Senior Years Visions for Learners frameworks that allows for continuity of learning and provides a strong focus on Endeavour's Mission from the time of a student's transition into high school to their graduation, and a common language against which student growth can be measured. The elaborations of each of the three capabilities capture age-appropriate characteristics for students across both the Middle Years and Senior Years.

The Vision for Learners team continued to work with staff to build the key Vision for Learners document and to embed its core principles. Foundational work was completed in 2020. Staff consultation and research was undertaken to ensure that the Vision for Learners inspires all students and staff at the College. The Vision for Learners at both Senior Years and Middle Years became

embedded in the fabric of the College.

The Student Agency Project

The Student Agency Project launched its first phase, with a focus on Years 7 and 10. 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).

Care Group reports were reimaged and provided feedback about characteristics that are actively nurtured in Care Group and Village time. The report reflected how well developed a student's capabilities are at that point in time in a positive manner. Senior and Middle Year Care Group reports reflected language from the Vision for Learners, which was age appropriate for students' levels of development.

Students used bespoke profiling tools to reflect on their approaches to learning and on their growth. They set personal goals and measured their growth. Year 7 students were mentored to lead the discussion about their learning at their Learning Conversations held in Term 2. In Term 3 at their Care Group Connection evening, Year 7 students reflected on how well they are developing their Independence skills with their parents and Care Group teacher. In Year

10, students also presented to their parents using a more careers and pathways focus. Both events were highly successful.

Options Infinity including Mentoring

Options Infinity was formulated with a focus on student directed time for senior students which facilitated an opportunity for them to make independent choices about how to maximise their time for personal development. The Options Infinity program includes a mentoring program, developing e-portfolios, skills, and areas of interest as directed by the students and various options for improved health and wellbeing.

Year 12 students have the flexibility to sign in and out for any study lesson. They accept responsibility and accountability by being expected to return on time and generally utilised the time effectively whether they remain on or venture off-campus.

The Senior Years provides opportunities for students to develop as unique individuals by exploring and understanding themselves and by considering their future goals, dreams, and pathways. In these final years of secondary education, we aim to present students with opportunities to assume responsibility and to understand and accept accountability. Reflecting on the impact of choices, decisions, and behaviours for both themselves and others empowers them. The opportunities they are afforded are directly related to their



Care Group - Kavel
Hygiene during COVID
demonstration

engagement and initiative. In 2020 the Senior Years Vision for Learners was implemented and was realised.

Middle Years Care Group

In 2020, the Middle Years Village Leaders implemented a new way of delivering Pastoral Care to our Middle Years students. Their work started in Term 4 of 2019, when, as newly appointed leaders, they joined forces with the incumbent leaders to workshop what they believed Pastoral Care should look and feel like at Endeavour College. With clear objectives in mind, they planned a variety of activities suitable for Middle Years students. In 2020 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 opportunity for further planning and reflection.

Facility Upgrades

The new Senior Years Centre was officially opened capturing spaces for teaching, spaces for collaborating and using technology to share learning, places for quiet study, individual study, meeting places and big thinking spaces. Conference rooms, tutorial rooms, and rooms with increased technology enhanced students learning opportunities, with respect to invention, innovation, creative thinking and problem solving. The furniture was selected to capture the Vision for Learners and studying spaces that support young adults. The new building and its intentions were embraced by staff and

students. The flexible learning spaces maximised learning opportunities, including independent and collaborative culture of learning in the specialised areas.

The opening of the Senior Years Centre saw the realisation of part of the Vision for Learners. This purpose-built space reflects aspects of Independence, Interdependence and Collective Action throughout. A team of teachers continues to build the narrative of the three pillars of the Vision for Learners making it familiar and real to staff. Staff are encouraged to find opportunity to develop these principles within their classrooms.

Planning for the setup of the Innovation Zone occurred with decisions about staffing and resourcing being made. Students started to use the area and engage in a variety of modes of learning that included 3D printing, electronics and laser cutting, either with a class or as individuals with curious minds and a creative spirit. The Media Studio continues to be developed, with students taking advantage of the Green Screen. The additional Food Technology room has been highly utilised providing classes with a second large kitchen, a pantry, washing machine/ dryer and extra refrigerators.

Technology and Communication that Enhance Learning Outcomes

Implementation of Data Management Systems

2020 saw the implementation of new data systems as well as the adoption of existing tools aligned with the needs created during a COVID year.

Semester 1 saw significant work and professional learning to bring staff skills as well as College policies into alignment with the needs of student learning in the face of less or no face-to-face contact. As a direct impact of COVID-19, staff were upskilled with the use of Microsoft Teams. While many staff were already familiar with this platform, its adoption as a College-wide platform for delivery of on-line content as well as video conferencing was introduced. Staff were upskilled in the integration of other Microsoft 365 tools to integrate their learning in more digital-friendly ways such as the integration of OneNote, Stream and screen casting tools.

Endeavour College created a Flexible Learning Guidelines document – with versions for teachers, parents and students. This document outlined clear policies and practices with the use of digital platforms which aligned with best- practice as well as safe on-line behaviour (in alignment with Protective Practices policy). The guidelines supported all stakeholders in making informed and aligned decisions related to their digital use during the height of the pandemic.



Year 8 Digital Technology class using
Micro-bit Processors

Areas the guidelines addressed included: communicating to students and parents, Pastoral Care, style of learning, meeting expectations, student wellbeing, assessment, late work, tracking student attendance, working from home, protective practices, as well as others.

Endeavour College prepared for full on-line implementation of curriculum during the late stages of Term 1. The first week of Term 2 saw the College deliver on-line learning with some students of essential workers participating while on campus.

From Week 2 onwards, the school provided blended learning with a gradual transition back to face-to-face as the pandemic was managed through government controls.

The introduction of Canvas as a Learning Management System was planned for rollout at the beginning of Term 3 and aligned with the recommendations from the review carried out in the previous year. Whilst the pandemic created a sense of urgency for this project, the rollout remained in alignment with our intended timeline.

As a Learning Management System, Canvas aims to provide a central and consistent place for a student's on-line learning environment and a launchpad for all digital platforms such as Teams or OneNote. This included a shift away from the central mark book located in Edumate and all assessment tasks relocated to Canvas –

bringing into alignment our desire to make feedback more accessible for students and parents, supporting learning outcomes for students, and increasing communication about learning between home and College.

A voluntary "Pilot Group" made up mainly of staff from the E-Learning Team trialed Canvas throughout Term 2 and this group became our champions of the product throughout the College.

Two days of teacher training occurred at the end of Term 2 with the introduction of the Canvas platform occurring at the beginning of Term 3.

Parent communication occurred regarding login access, including improvements to the Parent Portal on the College website and greater access to help sheets, video tutorials and a dedicated hotline for support.

A dedicated Canvas Helpdesk was also created and staffed at parent information evenings later in the year when COVID restrictions eased. A feedback tool generated for parents gave important insights into areas of strength as well as areas to grow in our use of Canvas.

Feedback from staff was very positive and the level of adoption across the College of this learning tool was very high.

The rollout of TASS was delayed due to the impact of COVID-19 and the focus needing to go into digital tools which focused on immediate learning outcomes for

students and teachers. While work continued on the TASS implementation timeline, the rollout of this new School Management System was delayed until 2021. This further supported the consolidation of the digital platforms rolled out in 2020.

Bell Upgrades

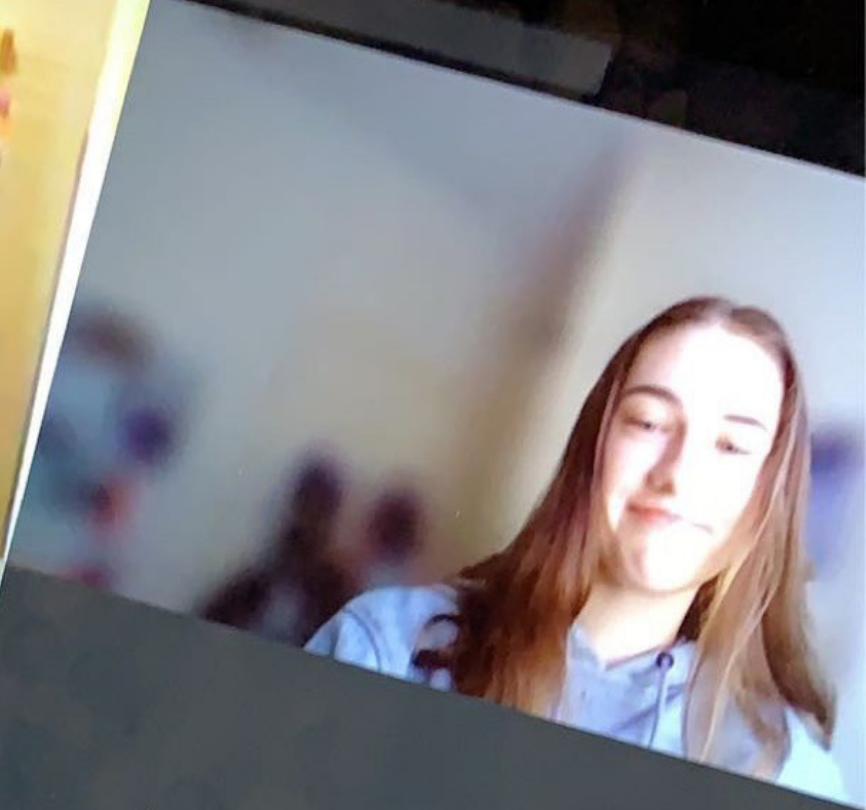
2020 saw the planning and installation of a new school bell system. The new system brought greater ease with which to adjust the timings of the day bringing greater alignment to our desire for more flexible learning arrangements.

Audio Visual / Online Adjustments

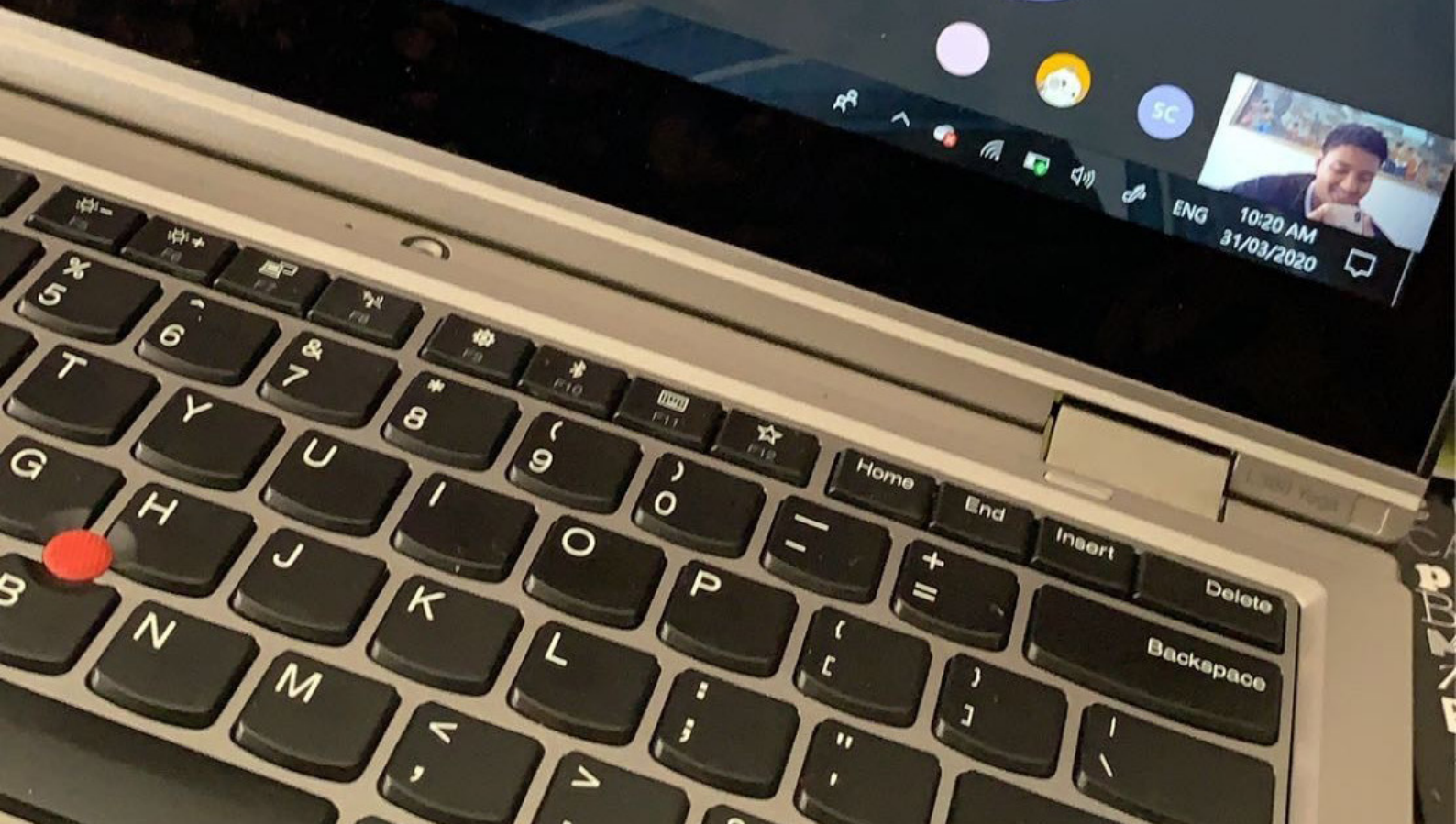
In response to COVID-19 and the reduced ability to host parents on campus for large events such as end of year award ceremonies and the Valedictory service, livestreaming of these important events was trialed. This included the hiring of camera equipment as well as video production tools. Recordings of major events also became more commonplace with access to these recordings made available through Canvas – a password protected portal.

Further refinements and automation of the information being shown on the TV screens around the College was also made with further development of these screens being used to advertise events, clubs and other activities occurring around the College.

Search or type a command



ENG 10:20 AM
31/03/2020



Rich community Partnerships

Improving Parent Communication

Beyond the improved communication through the implementation of Canvas, supporting the “continuous feedback” model of student progress reporting, communication to parents also saw other initiatives in 2020.

The parent portal on the College website was revised to include clearer links, more intuitive instructions, embedded help videos, a dedicated hotline for Canvas technical support, and a range of letters aimed to feed parents important updates with the roll out of Canvas in a ‘just in time’ format.

Throughout the year much information was shared with parents regarding the status of the College and its position related to COVID-19. The College worked hard to keep parents abreast of the latest developments and advice as to how to best manage their child’s safety, wellbeing and learning.

The College used mass-SMS messaging to parents during the lock-down in November, allowing quick and decisive communication.

Community Events

Community partnerships were severely hampered during 2020 due to COVID. Many of the usual excursions and community links that occur were unable to happen. Many events were postponed to later in the year including the Year 12 Formal and Valedictory Service. The use of the Adelaide Entertainment

Center for the Valedictory Service, in order to meet social distancing requirements, was thwarted on the day of the service due to a state-wide COVID shutdown. The event was held later on-campus without parents present and was live-streamed instead.

Staff were engaged in a Community Service activity at the West Terrace Cemetery, assisting the maintenance of gardens and cleaning of graves.

Virtual connections with community through contacts at The University of South Australia occurred through learning in classroom.

Sustainable Futures

Supporting Increased Enrolments and Student Programs

The College continued to focus on the provision of facilities to support student learning and the growth in student numbers. The opening of a new Senior Years Centre in March 2020 provided additional learning and study spaces for the increased numbers moving into the Senior Years of the College. The new building also provided additional office space and specialist facilities in Food Technology and Information/Design Technology to support the increased numbers of both staff and students.

A piece of land adjacent to the College became available for purchase. The College was able to secure this land for development into the future.

Policy Review

The College Board and

Management Team have an ongoing policy review process to ensure our governance and operational policies remain relevant and compliant with current legislation. Using the CompliSpace platform, policy relative to Student Safety, Privacy and Confidentiality have been reviewed.

The governing College Council also undertook a Constitutional change utilising a framework provided by the Lutheran Church. This changed some of the structures of the newly named Endeavour College Board to ensure the ongoing sustainability of the College into the future.

COVID-19 INITIATIVES

‘I need support’.

To support students through periods where they had to learn from home, an electronic form was initiated by the Culture and Wellbeing Team. It allowed students to reach out and be directed to appropriate staff to access support for learning, wellbeing, health and relationships, faith and spirituality and anything else a student may feel they needed support for. We wanted students to know pastoral staff were still available for support. We aimed to replicate the day-to-day interactions and follow up that pastoral staff do during the school day. The data allowed key staff (College Counsellor and Directors) to access the data and respond themselves or triage to Year Level Leaders, Ministry Team, Learning Leaders, classroom teachers or for external support as appropriate. The electronic



Provision of exemplar student learning areas

form had links to websites and suggestions to support students while waiting for their response. The link was sent to all students at the College.

Remote Support Plans

Students with additional learning needs and who have regular counselling support were assigned a primary support person and a coordinated timetable was prepared for Zoom meetings, phone calls or other means of making contact to ensure their ongoing support was maintained.

Camps

Year 9 Camp

The Year 9 Voyage camps, which usually take place in the Grampians in Victoria, were relocated to Victor Harbor. 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 was re-imagined but the focus on leadership and the cohort as emerging leaders was maintained. It was conducted in Victor Harbor. Some of the features of the Melbourne Tour were able to be retained. For example, the Big Issue Classroom was accessed online. New activities had a focus around leadership, cooperation, team building and teamwork. Exploration of activities in Victor Harbor helped to support the local economy.

Year 12 Retreat

The Retreat included all pre-COVID planned activities with the only difference being Dave and Katie Cobbler were unable to attend in person and presented live online. This year was the first time we engaged both Dave and Katie which allowed us to run concurrent sessions with the male students working with Dave and female students working with Katie. It allowed the presentations to be lengthened and consider more deeply issues of identity and popular culture, especially those relevant for time beyond secondary education and adulthood.





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

Professional Learning

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

In 2020, 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.

COVID-19 created a sense of urgency and need around Professional Learning with much of Term 1 dedicated to upskilling teachers with consistent and safe practices using online platforms.

Semester 2 saw the implementation of the Learning Management System (LMS) Canvas and this formed a significant focus to Professional Learning for teachers throughout second semester. This included general navigation and use of the tools within the platform, building modules of work, creating, and adjusting rubrics, using the assessment tool (Speed Grader), use of the video management tool (Studio) as well as structures around writing meaningful feedback for students.

Teachers participated in their first on-line learning module delivered through CompliLearn (part of the CompliSpace policy management system), with a focus on Student Duty of Care Training.

Fire Warden training took part for key personnel advised through review of our emergency procedures and adaptations to that area of the College.

NCCD data collection and understanding for teaching and support staff was again an area of focus in 2020.

The annual Professional Learning Plan (PLP) aligned collegial partners / collegial groups and allowed teachers to strategically set goals around:

- The Vision for Learners
- An ICT focus
- Their Position of Additional Responsibility (PAR)

The process required and allowed colleagues to support each other's progress towards their goals, observe teaching towards their targets and to provide critical and professional comment. Documented evidence showing indicators of goal development were provided at the end of the year and in 2020 small groups of teachers shared the progress of their goals with each other in the PLP Fair – a way for teachers to celebrate and share their learning with colleagues.

Vision for Learners

With the adoption of the revised Vision for Learners, a focus on building a shared understanding of it across teaching staff and aligning our thinking and practices with the General Capabilities was a strand of Professional Learning throughout the year. This included a focus on the skill of Independence and the aspects and qualities of learners we want to see in the yard, in the classroom and in shared spaces.

The qualifications of staff at the College are as follows:

Qualification	Staff Number	Qualification	Staff Number
Advanced Diploma in Accompanying	1	Certificate in Horticulture	1
Advanced Diploma of Accounting	1	Certificate in Industrial Electronics	1
Advanced Diploma of Arts	1	Certificate of Information Technology	2
Advanced Diploma of Performance	1	Certificate in Microsoft Systems Engineering	2
Associate of Music	1	Certificate in Programmable Logic Controllers	1
Bachelor of Applied Science	3	Certificate in Outdoor Education	1
Bachelor of Arts	19	Certificate in Teaching English as a Second Language	1
Bachelor of Behavioural Science	1	Certificate in Social Work	1
Bachelor of Business	2	Certificate in Training & Assessment	2
Bachelor of Commerce	1	Diploma of Accounting	1
Bachelor of Education	30	Diploma of Application Design	1
Bachelor of Education & Linguistics	1	Diploma of Bible & Mission	2
Bachelor Environmental Studies	1	Diploma of Education	3
Bachelor of Geoinformatics & Surveying	1	Diploma of Electrical Engineering	1
Bachelor of Health Science	1	Diploma of IT Project Management	1
Bachelor of Human Movement	2	Diploma of Human Resources Management	1
Bachelor of Information Technology	2	Diploma of Library & Info Services	1
Bachelor of International Studies	2	Diploma of Management	1
Bachelor of Law	2	Diploma of Outdoor Leadership	1
Bachelor of Management	1	Diploma of Teaching	3
Bachelor of Marketing	1	Diploma of Youth Work	1
Bachelor of Maths & Computer Science	1	Doctorate Qualification	1
Bachelor of Medical & Pharmaceutical Sciences	1	Graduate Certificate in Applied Linguistics	1
Bachelor of Music Teaching	1	Graduate Certificate in Education	4
Bachelor of Music Education	1	Graduate Certificate in Educational Leadership	2
Bachelor of Pharmaceutical Science	1	Graduate Certificate in Information Studies	1
Bachelor of Pharmacy	1	Graduate Certificate in Narrative Therapy	1
Bachelor of Science	8	Graduate Certificate in Religious Education	1
Bachelor of Science in Education	1	Graduate Diploma in Education	14
Bachelor of Social Science	1	Graduate Diploma in Education (Computing)	1
Bachelor of Teaching	3	Graduate Diploma in Divinity	2
Bachelor of Theology	2	Graduate Diploma in Journalism	1
Bachelor of Tourism and Events	1	Graduate Diploma in Mathematics	1
Certificate in Change Management	1	Graduate Diploma in Narrative Therapy	1
Certificate of Education Support		Graduate Diploma in Social Sciences	1
Certificate in Electrical	1	Graduate Diploma in Theology Education	4
Certificate in Furnishing	1	Honors Qualification	10
		Masters Qualification	19

WORKFORCE COMPOSITION

The 2020 School Leadership Team included the Principal, Deputy Principal, Director of Learning, Director of Middle Years, Director of Senior Years, Business Manager and the Lay Chaplain. In addition, there were six Year Level Leaders leading Years 7 through to 12, as well as a Learning Leader for faculties, who were responsible for ensuring full coverage of the Australian Curriculum plus Christian Living. 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. All Learning Leaders reported to the Director of Learning.

Students were supported in other aspects of their development and wellbeing by roles including Counsellor, 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 and Outdoor Education instructors. All support staff reported to the Business Manager.

Staff Numbers

Teaching staff full time	43
Teaching staff Part-time	16
Professional non-teaching staff full time	7
Professional non-teaching staff part-time	25
Indigenous (ATSI) staff	0

STUDENT ATTENDANCE

Year 7	95%	Year 10	93%
Year 8	93%	Year 11	94%
Year 9	92%	Year 12	94%

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.



Year 7 - Fun Fair Karaoke

SENIOR SECONDARY OUTCOMES

98%
SACE
COMPLETION

99.85
DUX
ATAR

7
MERIT
AWARDS

13
A+
GRADES

SACE Completion

- 98% of all students who were eligible to complete their SACE did so
- 14% of all eligible students achieved ATARs over 90
- 40% of eligible students achieve ATARs over 80
- 62% of eligible students achieved ATARs over 70
- 7 Merit Awards were given
- 13 A+ grades were given

DUX

Muhammad Faraz Mangi - ATAR 99.85

VET Certificates Completed in

- Certificate III in Animal Studies
- Certificate III in Make-up
- Certificate IV in Fitness
- Certificate III in Fitness
- Certificate II in Construction
- Certificate III Information Digital Media and Technology
- Certificate II Electro Technology
- Certificate III Business
- Certificate II Game Animation
- Pre-Construction Course
- Directions in Hair and Beauty

Post School Destinations

- 86% of students applied to attend a SA University
- 100% of eligible students received an offer from a University
- 78% received an offer an offer for their first preference or second preference

Universities

- 45% received offers from Adelaide University
- 35% received offers from University of South Australia
- 18% received offers from Flinders University

Most Popular Course Areas

- Health and/or Medical Sciences (including Human Movement)
- Business/Commerce (including Environmental Policy and Management)
- Psychology, Criminology and Social Science
- Allied Health (including OT, Speech Therapy, Podiatry, Vision Science, Clinical Exercise Physiology)
- Education/Teaching
- Creative Industries (Contemporary Art, Visual Arts, Illustration, Music, Architecture, Product Design)
- Science (including Environmental, Animal Science)
- Engineering (Chemical, Mechanical)
- Nursing



STUDENT OUTCOMES IN STANDARDISED NAPLAN

In 2020, due to the COVID-19 outbreak no NAPLAN testing occurred.

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. 2020 unfortunately limited the capacity for parents to be involved in some areas, particularly the sporting programs that were cancelled, and the Pedal Prix.

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 2020 for parents and students feedback included:

- The introduction of Canvas, a new Learning Management System (LMS) introduced in Term 3 which enable students and parents to access learning tasks and feedback via an online portal
- Online learning that was introduced as a result of COVID-19 implications

Staff and students provided feedback on new initiatives implemented from the start of 2020 including:

- Middle Years Care Group activities and Middle Years student leadership
- Changes to day structures
- Senior Years Options Infinity and the Mentor program

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

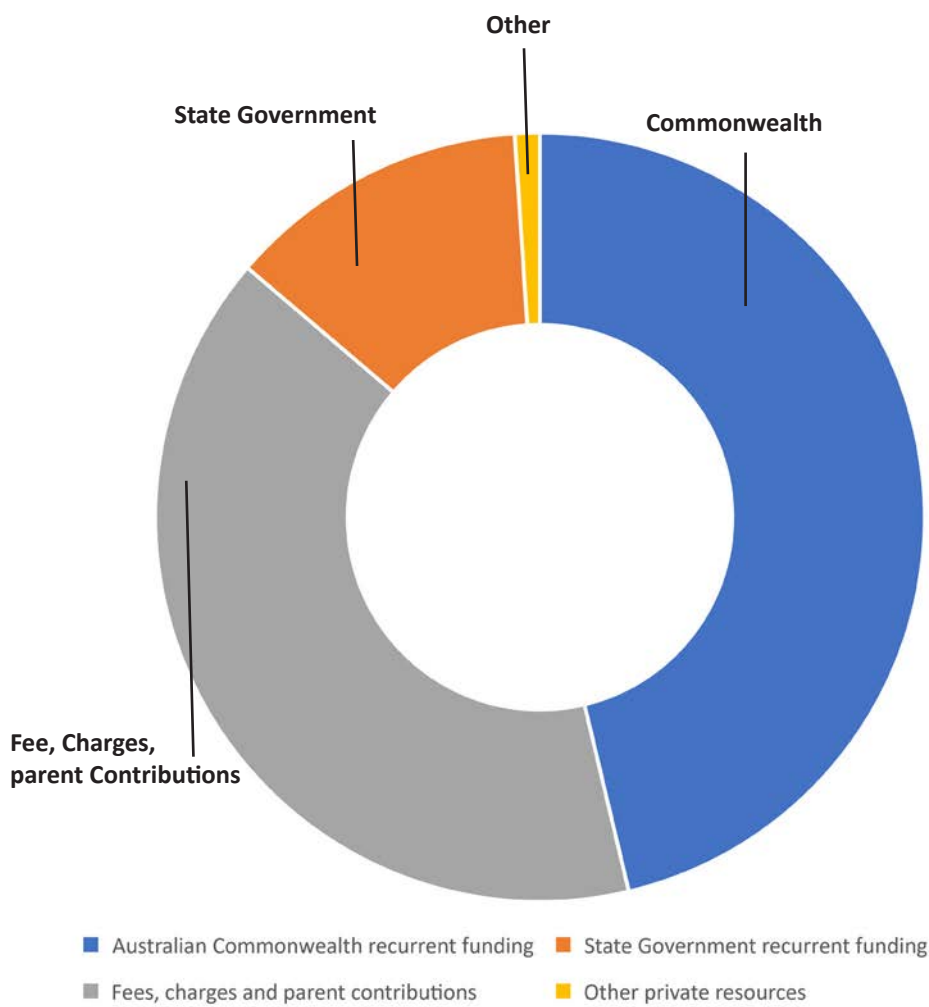
- Staff professional learning days
- Spiritual retreat days
- Changes to assessment and reporting, particularly with the plan of introducing continuous reporting.
- End of year survey

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 2020, the Local Workplace Agreement was reviewed through consultation with staff and endorsed prior to the 2021 school year.

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	\$7,098,130	(47.4%)
State Government recurrent funding	\$1,947,617	(13%)
Fees, charges and parent contributions	\$5,781,101	(38.6%)
Other private resources	\$145,645	(1.0%)
Total Gross Income 2020 (excluding income from government capital grants)	\$14,972,793	







ENDEAVOUR
COLLEGE



ENDEAVOUR COLLEGE

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School Performance Report 2020

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.