

SCHOOL PERFORMANCE REPORT 2022





**“BE STRONG AND
IMMOVABLE. ALWAYS WORK
ENTHUSIASTICALLY FOR THE
LORD, FOR YOU KNOW THAT
NOTHING YOU DO FOR THE
LORD IS EVER USELESS.”**

1 Corinthians 15:58



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

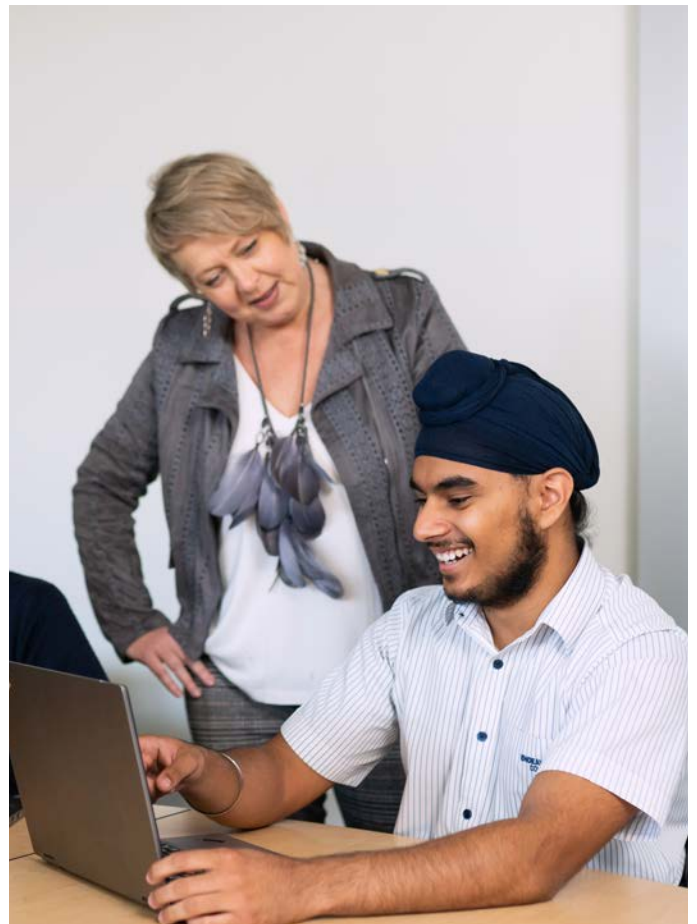
To promote the importance of connections between staff, students and families as members of the wider Endeavour community

ENROLLED STUDENTS 2022

| | |
|--|-----|
| Boys | 379 |
| Girls | 363 |
| Unspecified/Other..... | 2 |
| Indigenous (ATSI) students | 7 |
| Students who speak English as a second language | 178 |
| 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 a flexibility in the use of integrated approaches, including some project-based learning units. These units greatly enhance student learning especially in the development of student interdependence and independence. Students have the added benefit of specialist teachers for Languages, The Arts, Physical Education and Technology subjects. In Year 8, students continue to benefit from having the same teacher for a smaller number of subjects

again 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 specialist language schools, subjects not offered at the College and, a range of Vocational Education and Training (VET) subjects offered by external training providers.

A major part of students growing in their understanding of and reflection on the Vision for Learners pillars is the personal reflection presented to parents and Care Group teachers at Care Group Connection once a year.

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 benefiting from different challenges. This includes Tournament of Minds, the Science and Engineering Challenge Women in STEM program through University of South Australia, the Ethics Olympiad as well as a variety of academic competitions. 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 equity of 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, interests 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, SACSAs sporting carnivals, SA School Sport Knockout teams, chess, music bands, choirs, Pedal Prix, Art Club, Digital Technologies Club, Language Clubs, Maths Help and Science Help, supported by senior students, debating, Information Technology teams, short term service clubs such as Knitting Club, excursions and staff versus student competitions. In 2022, senior Art students were offered the chance to participate

in the Centenarian project. Three students then had their work selected to be displayed in Canberra.

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. These programs are run within year level days.

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 Art, 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 in Lutheran Education in the Northern Suburbs 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 and 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. Re-engagement with our overseas partners began again in 2022 as Covid restrictions began to ease, looking for travel opportunities again in 2023 and 2024.

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 2022

Throughout 2022, our commitment to fulfil Endeavour College's 2021-2023 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

Once again, Ministry at Endeavour College experienced significant change. Our Ministry Assistant Sophie Gerrie said goodbye. We have been fortunate to secure the services of Emma Beames, who served as Ministry Assistant and as Service-Learning Coordinator.

Chapel commenced online in 2022 for the entirety of Term 1, and then moved to 'in person' chapel during Term 2 as COVID restrictions changed. Endeavour moved from having a middle and senior years chapel on separate days to having whole school chapels once a week, to improve our connection with the whole community, not just in chapels but across our entire pastoral program.

Our Student Spiritual Leader for 2022, Kendall Kahl, grew in her Spiritual Leadership to the point of being able to speak in worship at some of the congregations that have supported Endeavour College over the years.

Care for Gender and Sexually Diverse Students

In response to requests from students and conversation in our broader community, we took a number of steps with a desire to improve how we provide a Christian environment for all staff and students at Endeavour College. This mandate, taken from our Mission Statement, is for all students. As such, the School have started a process of creating greater awareness of the challenges faced by Gender and Sexually Diverse students, and have enlisted external expert support.

The Middle Years Curriculum

The Middle Years Curriculum Action team (MYCAT) also part of the AISSA Learning Impact project have researched, visited a range of schools, engaged with current educational thinkers and gathered College data to inform their design of what structures and understandings best support student learning in the middle years. The team has considered how wellbeing and learning come together and how students can be supported to develop an increased sense of agency over their learning. This work has included investigations into a social thinking program.

Coaching Program

As part of the College's commitment to continued teacher development, from 2023, all teachers will have the option of enrolling in the coaching program. 2022 has

been a year of preparation, learning, building capacity in coaches and formulating the structure of Endeavour's Coaching program in preparation for 2023.

Curriculum Changes

The trimester rotations in Year 7 for Arts and Technologies have been successful in ensuring greater time across the year to develop skills and knowledge for these areas to then ensure students are well equipped to make elective subject decisions for Year 8 and also Year 9.

The addition of Health and Wellbeing to our suite of subject offerings at Stage 1 has been popular. This course will continue to Stage 2 in 2023. Planning also started for the introduction of Business and Economics at Year 10 in 2023.

Feedback from teaching staff and parents showed the need for supports for students who were finding difficulty in managing assignments and submitting work on time. A team of Learning Leaders was formed and developed a process and guidelines to support students to submit assessment tasks by the due date. The process is restorative in nature and culminates in what has become known as the ARK. The ARK allows lunchtime support for those with outstanding tasks to submit work.



STRATEGIC INITIATIVES 2022 (Cont.)

Facility Renewal and Improvement

During 2022 we completed refurbishment of our Art rooms, continued to update our audio visual facilities and did a major upgrade of our wireless network to improve connectivity around the school. Investment was made in our digital technologies area with the purchase of two brand new laser cutters.

A play space was installed in the Southern Yard, to meet the needs of adolescent to be physically active during breaks. It was initiated and designed by a group of students, who conducted research and worked with a landscape artist to realise their vision. The space includes several elements that present opportunities for managed risk-taking, and fun.

Data System Improvements

Further refinements were initiated with the use of our School Management System TASS, in addition to Payroll, further use of the Pastoral portal to capture student incident reporting as well as moving infringement accumulation across to the centralised system. Further work began on the use of the old scholar database and shifting information across to its portal counterpart in TASS.

Significant work was completed with the e-learning team to refine procedures

and processes with the implementation of Canvas across all learning areas. Developing a common approach to how courses are set up within the system allows for greater consistency of student experience and a clear set of guidelines was created, communicated and time given to further professionally develop teaching staff in their practices.

Selection of enrolment software that better supports the enrolment process allowing a better user-experience for prospective families was also a key focus area.

COVID Mitigation Strategies

The development of a staff vaccination policy, mandating a level of vaccination requirement to help protect and support vulnerable members of the community was established and fell into alignment with other Lutheran communities.

The College supported staff absences due to Covid with leave not coming out of their sick leave entitlements. While a mandated 5 days minimum away from work, the College took a sympathetic stance towards leave.

To support students during staff absences or their own absences, an expectation that all Canvas courses should show at least two weeks' worth of work was established.

Strategic Planning

Beginning mid-year, the College Board initiated the 2023-2028 Strategic Planning process. All stakeholders (parents, staff and students)

were surveyed, with the Principal also engaging in parent talks and all students being led through small-group, staff-facilitated data gathering. All feedback was assimilated by a consultant and presented to the Board and Management Team for review and discussion. Further staff input was sought during an extended school day with staff looking over data gathered and providing further input and insights. In November, alongside the Principal, Strategic Planning Consultant and College Board, the strategic pillars were endorsed. The Board elected to retain the current College Mission Statement and refine the College Values descriptions. The Board endorsed further work and refinement into 2023.

Creation of the Reconciliation Action Plan

The Reconciliation Action Plan Working Group worked with College staff throughout the year to create the College's first Reconciliation Action Plan, which was approved by Reconciliation Australia.

Camps and Pastoral Programs

Year 7 camp

The Transition to High School program for Year 7 included a 3 day overnight camp at Mylor Baptist Adventure Camp. The purpose of the camp is to provide opportunities for the Year 7s, early in the year, to make friends, build relationships with staff and create a sense of belonging to the community. The planned overnight camp was adjusted to a two-day activity experience,

due to Covid restrictions. Mylor Baptist Adventure Camp facilitated all the programmed activities across a condensed program without an overnight stay. To supplement their personal and social skills, the Year 7 students participated in workshops in Term 4.

Year 8 Health and Wellbeing Program

The Year 8 Health and Wellbeing Program for Year 8 was re-imagined in 2022 to better meet the ever-changing needs of our students, and to respond to issues that are important to them. The purpose of the program was to: empower our young people to have a positive impact on their community; provide opportunities for students to develop their faith and values; and give students a sense of belonging through challenging, meaningful and enjoyable experiences. The program included: Transition Day (first day of school); Adventure Day; Anti Racism Training (presented by Act Now Theatre Company and Reconciliation SA); Respectful Relationships Seminar (presented by Your Choice); Drug Education Session (presented by Life Education); and the 'Final Day Celebration' 10-Pin Bowling at Salisbury Bowland.

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 10 Health and Wellbeing

Students were able to undertake some important activities as part of our Health and Wellbeing program.

There were presentations by Neil Davis, from the Sammy D Foundation and Paul Dillon. The Sammy D Foundation is aimed at changing student's attitudes towards violence by educating them about negative impacts and providing them with strategies to keep themselves and their mates safe. Paul Dillon provided education and training about a wide range of drug and alcohol issues. Students were also educated about cyber-safety including sexting and the legalities of inappropriate conduct. Students completed either their First Aid certificate or volunteered to serve in the community.

Year 11 Camp

The Year 11 camp had a focus on our students being connection builders and consisted of four activity days based in Adelaide. The program 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 supporting each other tackling Challenge Hill at Woodhouse. Students engaged in leadership and cultural workshops, devotions and Village activities

at school across the four days. A highlight of the camp was the Indigenous art workshops and student lead devotion.

Year 12 Retreat

On campus, the cohort shared breakfast with a selection of old scholars to give them an opportunity to discuss life, study and work beyond school. Students also had the opportunity to meet with tertiary education providers. Students then participated in an Endeavour Way Walk, taking the opportunity to reminisce some of the significant events and activities they had participated in over 6 years at the College, 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. We then traveled to Nunyara and enjoyed the beautiful grounds and facilities before sharing a meal together. The evening finished with a devotion reflecting on the challenges life can bring and the importance of the connections they have made over their secondary schooling and an opportunity to share messages of gratitude and forgiveness with each other. The Year 12 Retreat offered students a great balance of learning, reflection and enjoying each other's company before the final big push of academic requirements for the year.

Principal Transition

Late in Term 3, the current Principal made the decision to step down from the position and to leave the College. The Deputy Principal stepped into the Acting role and further backfilling of key positions occurred to cover for this loss whilst maintaining continuity of learning for students.





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 2022, our key areas for teacher development included continued work on the Vision for Learners and then planning at Learning Leader level for the introduction of Understanding by Design as a whole school approach to curriculum design in 2023.

The focus for Canvas moved from implementation and introduction to consistency with the development of an Endeavour College Canvas expectations and guidelines document. This document supported staff at the start of the year when the impacts of Covid-19 meant classes were online

All staff were taken through SHINE training to support gender diverse students and increase staff awareness of the issues faced by students, while the Management Team refined and introduced to all staff the Code of Conduct. Teachers engaged in a range of independent professional learning opportunities in line with their personal goals and College strategic priorities.

A key professional learning event was the ACLE conference in Melbourne in July. 13 staff attended this 3 day conference and brought back ideas that touched all elements of the College. Staff remaining at the College were able to engage in a series of online workshops that were offered.



The qualifications of staff at the College are as follows:

| Qualification 2022 | Staff Number | Qualification 2022 | Staff Number |
|--|--------------|---|--------------|
| Advanced Diploma Accompanying | 1 | Certificate Christian Ministry & Theology | 2 |
| Advanced Diploma Accounting | 1 | Certificate Education Support | 4 |
| Advanced Diploma Arts | 1 | Certificate Frontline Management | 1 |
| Advanced Diploma Performance | 1 | Certificate Furnishing | 1 |
| Advanced Leadership Program | 1 | Certificate Industrial Electronics | 1 |
| Associate Diploma Accounting | 1 | Certificate Information Technology | 2 |
| Associate Music | 1 | Certificate Microsoft Systems Engineering | 1 |
| Bachelor Agricultural Science | 1 | Certificate Outdoor Recreation | 1 |
| Bachelor Applied Science | 2 | Certificate Programmable Logic Controllers | 1 |
| Bachelor Arts | 21 | Certificate Teaching English as a Second Language | 1 |
| Bachelor Behavioural Science | 1 | Certificate Training & Assessment | 2 |
| Bachelor Business | 1 | Diploma Accounting | 1 |
| Bachelor Commerce | 1 | Diploma Application Design | 1 |
| Bachelor Education | 33 | Diploma Bible & Mission | 2 |
| Bachelor Education & Linguistics | 1 | Diploma Business Management | 1 |
| Bachelor Environmental Studies | 1 | Diploma Education | 3 |
| Bachelor Health Science | 1 | Diploma Electrical Engineering | 1 |
| Bachelor Human Movement | 1 | Diploma Graphic Design | 1 |
| Bachelor Information Studies | 1 | Diploma Human Resources Management | 1 |
| Bachelor International Studies | 1 | Diploma Leadership | 1 |
| Bachelor Law | 2 | Diploma Library & Info Services | 1 |
| Bachelor Management | 2 | Diploma Management | 2 |
| Bachelor Marketing | 1 | Diploma Professional Management | 1 |
| Bachelor Mathematical Sciences | 1 | Diploma Science & Technology | 1 |
| Bachelor Maths & Computer Science | 1 | Diploma Teaching | 1 |
| Bachelor Media Arts | 2 | Diploma Youth Work | 1 |
| Bachelor Medical & Pharmaceutical Sciences | 1 | Doctorate Qualification | 1 |
| Bachelor Ministry | 2 | Graduate Certificate Education | 5 |
| Bachelor Music | 3 | Graduate Certificate Educational Leadership | 3 |
| Bachelor Music Education | 1 | Graduate Certificate Information Studies | 1 |
| Bachelor Music History | 1 | Graduate Certificate Narrative Therapy | 2 |
| Bachelor Music Teaching | 1 | Graduate Certificate Religious Education | 1 |
| Bachelor Pharmaceutical Science | 1 | Graduate Diploma Divinity | 1 |
| Bachelor Pharmacy | 1 | Graduate Diploma Education | 13 |
| Bachelor Science | 12 | Graduate Diploma Journalism | 1 |
| Bachelor Social Science | 1 | Graduate Diploma Mathematics | 1 |
| Bachelor Teaching | 5 | Graduate Diploma Social Sciences | 1 |
| Bachelor Theology | 1 | Graduate Diploma Theology Education | 3 |
| Bachelor Tourism & Events | 1 | Honors Qualification | 13 |
| Bachelor Visual Arts and Design | 2 | Masters Qualification | 24 |
| Bachelor Visual Communications | 1 | | |
| Certificate Business Administration | 1 | | |
| Certificate Change Management | 1 | | |

WORKFORCE COMPOSITION

In 2022 the School Leadership Team included the Principal, Deputy Principal, Director of Learning, Director of Middle Years, Director of Senior Years, Business Director 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, and the Leader of Middle Years Learning & Innovation, who reported 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, Ministry Assistant, 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, Drama Support, Music Support, Design Technology support, Innovations Zone support, and Outdoor Education instructors. All support staff reported to the Business Director.

Staff Numbers

| | |
|---|----|
| Teaching staff full-time | 49 |
| Teaching staff Part-time | 15 |
| Professional non-teaching staff full time | 10 |
| Professional non-teaching staff part-time | 29 |
| Indigenous (ATSI) staff | 0 |

STUDENT ATTENDANCE

| | | | |
|--------|-----|---------|-----|
| Year 7 | 90% | Year 10 | 90% |
| Year 8 | 91% | Year 11 | 89% |
| Year 9 | 90% | Year 12 | 90% |

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, an initial SMS text is sent to the parents with a subsequent phone call 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.

Find the perimeter:



$$\begin{aligned} P &= a + b + c \\ &= (x+3) + (x+3) + (x-1) \\ &= \end{aligned}$$

ENDEAVOUR COLLEGE YEAR 12 RESULTS 2022

2022 DUX

Ashleigh Preiss
with an **ATAR** of **99**

A+ Grades: Chemistry, Mathematical Methods,
Physics

A Grades: English, Literary Studies,
Specialist Mathematics

MERIT AWARDS

| | |
|----------------|--|
| Luca Axisa | Business Innovation |
| Alicia Botten | Psychology |
| Michael Finn | Integrated Learning (Food and Hospitality) |
| Chelsea Norris | Integrated Learning (Food and Hospitality) |

90+ ATAR ACHIEVEMENT

| | | | |
|-----------------|-------|-------------------|-------|
| Ashleigh Preiss | 99 | Brayden Hutchens | 92 |
| Chelsea Norris | 95.9 | Jimil Patel | 91.7 |
| Katherine Seng | 94.85 | Maria Madakuzhy | 91.65 |
| Kayla Rouse | 94.75 | Ioni Bradshaw | 91.6 |
| Ryan Mattner | 94.65 | Andrea Campbell | 91.6 |
| Alicia Botten | 94.35 | Benjamin Janetzki | 91.3 |
| Oliver Cox | 94 | Xin Ci Zhong | 91.15 |
| Ayden Reeves | 93.5 | Cameron Koch | 90.95 |
| Jacob Freund | 93.15 | Blayde Harten | 90.85 |
| Michael Finn | 92.25 | Rohan Bhindi | 90.05 |

A+ GRADES

| | |
|-------------------|--|
| Rohan Bhindi | Business Innovation |
| Thomas Do | (Year 11) Research Project B |
| Grace Eddleston | Integrated Learning (Food and Hospitality) |
| Michael Finn | Music Performance - Solo |
| Chelsea Friedrich | (Year 11) Research Project B |
| Jacob Freund | Physical Education |
| Maeve Healy | Visual Arts - Art |
| Varvara Hondros | Integrated Learning (Food and Hospitality) |
| Cameron Koch | Music Performance - Ensemble |
| Ephrasie Muliro | Integrated Learning (Food and Hospitality) |
| Lydia Paton | Integrated Learning (Food and Hospitality) |
| Teagan Peak | Integrated Learning (Food and Hospitality) |
| Ashleigh Preiss | Chemistry, Mathematical Methods, Physics |
| Ayden Reeves | Business Innovation |
| Kayla Rouse | Industry and Entrepreneurial Solutions |
| Ashley Sarinn | Integrated Learning (Food and Hospitality) |
| Annabella Tan | Visual Arts - Art |
| Jessica Weller | Visual Arts - Art |
| Erica Wentrock | Integrated Learning (Food and Hospitality) |
| Hollie Wright | Integrated Learning (Food and Hospitality) |
| Olivia Wyatt | Visual Arts - Art |
| Agapi Zervas | Integrated Learning (Food and Hospitality) |
| Xin Ci Zhong | Business Innovation |



97.5%

of all grades
were passing
grades

72%

of all grades
were **As** and **Bs**

98%

SACE
Completion

COMPLETED VET AT STAGE 2

| | |
|-----------------|------------------------------|
| Eshaan Anand | Business |
| Rohan Bhindi | Business |
| Andrea Campbell | Vetamorphus |
| Angus Cossens | Screen and Media |
| Kendall Kahl | Vetamorphus |
| Jackson Lucas | Design Fundamentals |
| Caitlin Mundy | Childhood Education and Care |
| Thuy Vy Nguyen | Business |
| Tyla Peters | Fitness |
| Jayden Phan | Business |
| Hayley Rowle | Fitness |
| Umut Simsek | Business |

COMPLETED STAGE 2 SUBJECTS (EXT)

| | |
|----------------|--|
| Taef Al Gweied | Arabic |
| Grace Mann | Ancient Studies |
| XinXin Meng | Chinese |
| Jaskaran Singh | Punjabi |
| Annabella Tan | Khmer |
| Ioni Bradshaw | Japanese Beginners, Duke of Edinburgh Award |



STUDENT OUTCOMES IN STANDARDISED NAPLAN

In 2022, NAPLAN testing was conducted online. This was the first time the test was held in March to allow for earlier access to results. This was also the second 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 | 96.2% |
| Writing | 90.9% |
| Spelling | 98.5% |
| Grammar and Punctuation | 96.9% |
| Numeracy | 96% |

Percentage of Year 7 students who achieved the National Minimum Standard

| | |
|-------------------------|-------|
| Reading | 99.2% |
| Writing | 93.2% |
| Spelling | 98.5% |
| Grammar and Punctuation | 97.0% |
| Numeracy | 94.7% |

Student participation rates for the testing phase

| | |
|----------------------|------|
| Year 7 Reading | 100% |
| Writing | 94% |
| Language Conventions | 99% |
| Numeracy | 99% |

| | |
|----------------------|-----|
| Year 9 Reading | 98% |
| Writing | 90% |
| Language Conventions | 96% |
| Numeracy | 98% |

PARENT AND STUDENT SATISFACTION

Formal feedback was gathered by all stakeholders via the Health Check Survey, used to gather critical data aligned to our Strategic Goals. Further opportunities were provided for face-to-face feedback at Principal sessions with parents, student feedback via a structured Care group feedback session, staff feedback via a strategic planning afternoon.

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

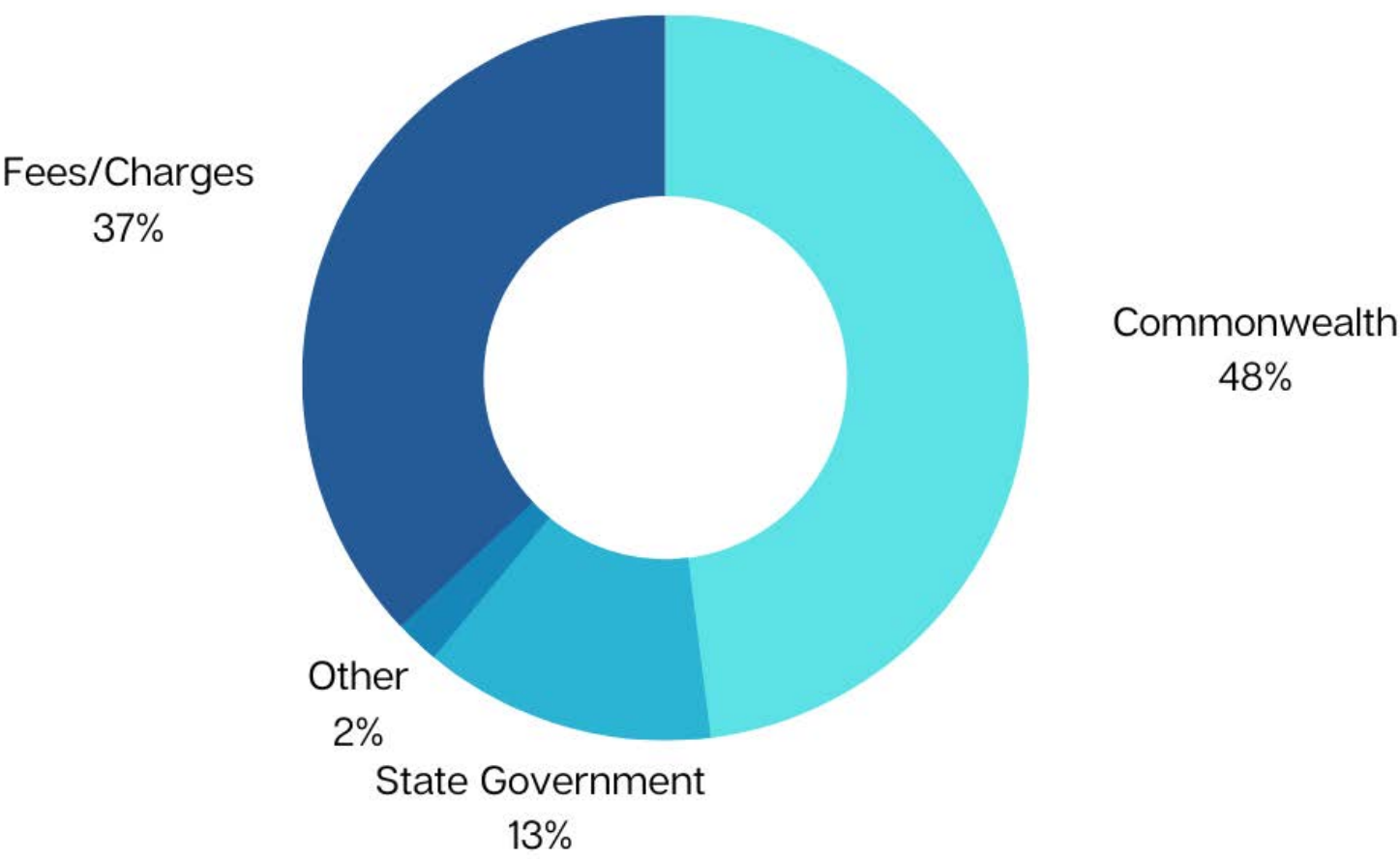
- Staff professional learning days
- Spiritual retreat days
- End of year survey

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.

Students have input into such groups as Worship Band and Chapel services. Student leaders also meet regularly with Endeavour's Leadership 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 | \$ 8,348,922 | (48%) | Other private resources | \$214,841 | (2.0%) |
| State Government recurrent funding | \$2,316,924 | (13%) | Total Gross Income 2022 (excluding income from government capital grants) | \$17,270,429 | |
| Fees, charges and parent contributions | \$ 6,373,784 | (37%) | | | |







ENDEAVOUR
COLLEGE



ENDEAVOUR COLLEGE

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School Performance Report 2022

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.