

SCHOOL PERFORMANCE REPORT 2025





“For it is by grace you have been saved, through faith - and this is not from yourselves, it is the gift of God - not by works, so that no one can boast. For we are God’s handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.”

Ephesians 2:8-10



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.

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 lifelong 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 2025

Boys	384
Girls	359
TOTAL	745

Aboriginal and Torres Strait Islander students	8
Students who speak English as a second language	203
International students	1

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. These core classes allow for delivery by subject specialists and for 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 the Technologies.

In Year 8, students continue to benefit from having the same teacher for a smaller number of subjects (English, HASS and Christian Living) 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 then works with the student and family until the end of Stage 2. In 2025 the Heads of Village assumed the role of Course Counsellors for students in their Village, intentionally strengthening the link between pastoral and academic.

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 Identification

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. In 2025, this included STEMIE, the Ethics Olympiad, debating, the junior stretch Academy Learning days, as well as a variety of academic competitions.

Learning Areas have focused on differentiated programs to meet the needs of highly able students. 2025 saw a continued increased focus on data analysis for the identification and support of students with high intellectual potential.

Inclusive Education

The doors of the Inclusive 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 Inclusive 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.

The system for teachers to record their adjustments and modifications for student work is accessible and efficient enabling a clear and comprehensive picture of support to be kept and updated as required.

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. A comprehensive Clubs Booklet is published

at the start of the year, with reminders about clubs and activities appearing each day in student notices. Opportunities include various sporting teams, SACSAs sporting carnivals, South Australian School Sport Knockout teams, chess, music bands, choirs, Pedal Prix, Art Club, Coding Club, Language Clubs, Maths Help and Science Help, supported by senior students, debating, excursions and staff versus student competitions. In 2025, a growing number of students participated in Endeavour College's E-Sports Club and competition. Students excelled in chess and debating competitions to name but two. The College has a strong culture of diverse extra-curricular opportunities, and participation.

Pastoral Care and Student Wellbeing

The Heads of Middle and Senior School oversee the wellbeing and behaviour management of students. They are supported by Care Group Teachers, the School Counsellor, the eight Heads of Village and the Head of Year Seven. Our College Pastor, Youth Worker and Youth Chaplain are also available for support in both pastoral and spiritual matters and are available for counselling and mentoring sessions when required. The College introduced a new structure which moved away from a Year Level Leader model to a Heads of Village model for pastoral leadership. This group, along with the Heads of School and Deputy Principal is known as the Pastoral Care Team.

To align with this change, new Student Engagement Guidelines and Attendance Guidelines were introduced. Work began to bring the Middle and Senior School Pastoral Frameworks together to a whole school approach. The Pastoral Care Team develops Village based and year level pastoral objectives, activities and events. A focused pastoral program is delivered to Year 7, Stand Up, Speak Up, Shout Out, which is designed to empower students to better manage their interpersonal relationships. A personal development program, The Voyage, is delivered to Year 9 students to support and celebrate the journey from adolescence to adulthood. These programs within year levels and are overseen by the Head of Middle School.

Restorative Practices

Restorative Practices 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. Co-Captains and Student Action Team (SAT) Captains. These five student leaders from Year 12 form the Student Executive.

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.

Year 12 students can also apply to be Village Captains. Their roles include modelling appropriate behaviours and expectations, mentoring their peers and inspiring Village pride through events and activities. Complementing these roles are Middle School Co-Captains and Middle School Village Captains and Deputy Captains. Further, Year 12 Co-curricular Leaders are responsible for leadership in key areas such as Art, Culture, Drama, Environmental Sustainability, Debating, Music, Spirituality and Sport.

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.

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 Adelaide University (formerly UniSA) are important partners with Endeavour College. Endeavour also connects with Adelaide University in a variety of ways to both enhance student learning and to support programs offered at the University. Relationships with our international partners continued to flourish with German and Japanese exchanges. Additionally, we have connections with partner schools and institutions in Indonesia and Vietnam.

Leading Effective Organisation and Management

Best practice in effective organisation and management 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 2025

College Uniform

The Year 7 blazer and new sports polos have been successfully implemented. Looking ahead, 2026 will mark the third year of the new uniform's implementation. Following a transition period that allowed flexibility during the changeover, all students in Years 7–12 will be expected to wear the new College uniform from 2027. As a result, the only distinction between the Middle School and Senior School uniforms will be the boys' tie, which is worn during the winter months only.

Academic Scholarships

In conjunction with the Australian Council for Educational Research (ACER), the Academic Scholarships program at Endeavour was setup in 2024 for a 2025 rollout. Academic scholarships were offered to successful Year 9 students in 2025 to support their learning and ambitions through their senior years at Endeavour College. Interested families were invited in October 2025 to apply for Scholarship testing for Year 10 entry in 2026.

Pastoral Care Model

As Endeavour College continues to grow and develop, we remain committed to refining our structures and programs through ongoing research and feedback from our students, families and Old Scholars. In 2025, we continued to strengthen our Pastoral

Care model, recognising its vital role in supporting student wellbeing, fostering belonging and promoting personal growth.

Our Pastoral Care model is centred on creating a connected and supportive environment where every student is known, valued and encouraged throughout their educational journey. Students are placed into mixed-year Care Groups within their Village, rather than being grouped solely by year level. This structure promotes meaningful relationships across year levels and enables students to develop long-term connections with both peers and staff.

At Endeavour, students belong to either a Middle Years Care Group (Years 7–9) or a Senior Years Care Group (Years 10–12), ensuring age-appropriate pastoral support while maintaining the strong sense of community that underpins the College's Village structure.

Current Organisational Chart Changes

The introduction of the new Head of Village model has been well received, with parents and students developing strong relationships with their respective Head of Village. The College has intentionally created numerous opportunities for each Head of Village to connect with their Village through a range of weekly activities, events and individual support as required. The vertical Village structure provides a seamless transition for students as they progress between year levels and strengthens continuity

of pastoral care, reducing disruption as students move from the Middle Years to the Senior Years.

Review of Curriculum Leaders PAR

A review of the pastoral care structure and curriculum leaders was undertaken in 2024. It was decided to align all Middle Leadership positions with the same remuneration and time allocation. The Year Level position (6 positions) have now been replaced with a Head of Village model (9 positions) to allow greater time for pastoral care leaders. This aligns with new Head of Department model (9 positions). Both were rolled out in 2025.

These leadership changes formed part of a broader review of the College's organisational structure, resulting in several adjustments to the organisational chart to better support future growth and operational effectiveness.

Progression Policy

A Progressions Policy was introduced, with a focus on academic rigour, high standards, and identifying where students may need additional support to meet their goals, or may need to rethink the pathway that will be most suitable for them. This policy informs subject selections and monitoring processes and will be reviewed and refined in 2026.

Building an Inclusive Community

In anticipation of our Strategic Intention, "To build an inclusive community as an outworking of our Lutheran Identity", we have

encouraged staff to be mindful of the issues facing a range of both staff and students. As a school that believes that each and every person is made in the Image of God, we value each and every person for who they are, regardless of race, culture, faith, gender, or sexuality. A range of programs exist throughout the school to help staff and students put inclusion into practice, and more will unfold as we put into practice our Strategic Plan.

Mobile Phone Use

Mobile phone use continued to be closely monitored by staff with most students adhering to the policy of phones away during school hours. The College consulted students regarding increased facilities during break times as there was clear evidence the ban had meant increased student activity levels. An extended playground facility, outdoor volleyball court and two outdoor table tennis tables were part of the direct facility upgrades to cater to students.

Spiritual Growth and Faith Formation

In 2025, Endeavour intentionally operated with a lean ministry staffing model while developing a sustainable approach to ministry for implementation in 2026, in preparation for the introduction of the Junior Campus in 2027. Ministry staffing primarily consisted of the College Pastor and a Youth Chaplain, with planning resulting in a ministry model for 2026 and beyond that includes the addition of a Ministry Youth Worker. The Student Spiritual Leaders

from 2024 all went on to further leadership roles in 2025, with one being appointed as College Captain and another as a SAT captain, with the third continuing as Student Spiritual Leader.

Students continued to take increasing responsibility for leading ministry within the school community, as they were equipped and empowered to serve, speak, and lead in response to God's work in their own lives. This not only strengthened the authenticity of student-led ministry but also increased its impact. This was highlighted by two students being baptised in local congregations during the year, and an increased openness and warmth towards the Christian faith. The growth in this area can be attributed to many factors, including the multi-cultural nature of the student population. The College has worked hard to ensure that students of all faiths are valued and loved for who they are, which in turn has increased the openness towards the Christian faith.

Coaching Program

The Coaching program continued throughout 2025 with approximately 50% of teaching staff opting into individualised coaching versus a Professional Learning Plan. Feedback from staff involved continued to be very positive. The program continued to involve a Coaching Coordinator and two other Professional Coaches. A designated space was set aside and made bookable for all coaching sessions.

Supporting Students Self-Management Growth

Formal 'Reminders' are issued by staff to students who have made an organisational mis-step, such as not correctly wearing the uniform, being late to school or class, or being unprepared for a lesson. They are designed to offer support to students as they develop their self-management skills. The Reminders process was further embedded throughout 2025 and allowed staff, students and parents to work together to support growth.

Data System Improvements

Building on the significant implementation work undertaken in 2024, 2025 focused on consolidating these improvements, and refining systems to enhance efficiency, data integrity, and the user experience.

Camp Programs

Camps are integral to the pastoral life of Endeavour College. 2025 brought a sharper focus on building camp itineraries which achieve strong pastoral objectives. As a key Transition event, the Year 7 students attended Mylor Baptist Camp over two nights. In 2025, the Year 7 camp was truncated due to a bushfire threat.

Students returned to the campsite during Term 2 for a later camp experience. Year 9 students immersed themselves in the final Voyage milestone challenge at the Grampians for a five-day camp. Year 11 students travelled to Melbourne for their annual



five day camp. The beginning of Term 3 saw the Year 12 cohort revisit Mylor Adventure Camp for the Year 12 Retreat, representing a 'round trip', heading back to the same venue students attended for their Year 7 Camp. Year 12 students experienced the Voyage 'The Reunion' and the 'Endeavour Way Walk'.

Curriculum Mapping - Understanding by Design

In 2025, the Curriculum Team continued to use one centralised platform for curriculum mapping. This enables the College to have a clear overview of curriculum delivery and facilitates 'backwards by design' planning where intended outcomes for students are at the centre of unit design. This process will continue to be refined in 2026 and beyond.

Broader Curriculum Developments

A revised Year 8 curriculum model was rolled out in 2025. One highlight was the extension of the Discovery Program into Year 8, with students required to make a clear link to existing learning and skills development for their Discovery project focus. Their ability to manage time and work both independently and collaboratively was a major cornerstone.

A review of the SACE program was commenced in 2025 and this will roll into 2026. Increased numbers of students benefited from alternative pathways and opportunities such as VET courses or

University Extension studies.

Student Exchanges

The German exchange program continued this year with two students being involved in the reciprocal opportunity. In 2025, this program was extended to senior years Japanese students and the relationship between the two schools strengthened. Two senior Japanese students attended Sundai Kofu school late in the year and will welcome their host partners at Endeavour College in 2026.

Discovery Centre

In response to the growing influence of artificial intelligence and immersive technologies, Endeavour College has created the Discovery Centre—a future-focused learning hub that combines a modern library with virtual and augmented reality, podcasting facilities, and collaborative learning spaces. These innovative environments foster creativity, curiosity, digital fluency, and the skills needed for success in STEM and emerging industries.

A key feature is the immersive VR stations, which support the College's Vision for Learners by encouraging independence, collaboration, and real-world learning. Through these experiences, students develop confidence, empathy, and the ability to engage with diverse perspectives.

As the College expands, the Discovery Centre will serve students from the early years to Year 12, providing flexible,

age-appropriate learning opportunities that prepare every learner for a rapidly changing future. The Centre reflects Endeavour College's commitment to innovative education, inspiring learning environments, and equipping students with the capabilities to thrive in an evolving world.

Junior School

As part of its strategic vision to grow and adapt to the evolving needs of its community, the College is embarking on an exciting new chapter (subject to relevant approvals); the expansion is an educational offering to include Reception to Year 6 students. Alongside this, a state-of-the-art performing arts facility is to be constructed to benefit students and the wider community. The new building and expansion of the school is a significant development and requires careful and strategic communication to ensure that all stakeholders including staff, students, parents, the Connected Schools network and the wider community, are informed, engaged, and supportive of the initiative. The new build commenced late in 2025.







TEACHING STANDARDS AND QUALIFICATIONS

Mandatory Requirements

Teachers are required to hold a current, Teachers Registration with the Teachers Registration Board of SA, Responding to Risks, Harm, Abuse and Neglect - Education and Care (RRHAN-EC), Working with Children Check (SA), Provide First Aid in an education and care setting and Valuing Safe Communities training.

All staff are required to hold current mandatory clearances and certification including, RRHAN Responding to Risks, Harm, Abuse and Neglect - Education and Care, Working with Children Check (SA) and Valuing Safe Communities.

Professional Development/Learning

Recognising that strong organisational culture is built through high-performing teams, the College partnered with Leading Teams to deliver professional learning focused on collaboration, trust, accountability, and effective communication.

In 2025 staff participated in workshops designed to strengthen cohesion within faculty groups while also enhancing collaboration across teams and departments. The sessions encouraged open and constructive conversations, greater ownership of individual and collective responsibilities, and a shared commitment to supporting one another in achieving the College's strategic priorities.

This investment in staff development has contributed to a more connected and collaborative culture, equipping teams to work effectively across the College as it continues to grow and evolve.

The qualifications of staff at the College are as follows:

Qualification	Staff	Qualification	Staff
Advanced Certificate Home Economics	1	Certificate in Construction	1
Advanced Diploma Accompanying	1	Certificate Education Support	2
Advanced Diploma Arts	1	Certificate Electrical	1
Advanced Diploma Performance	1	Certificate Floristry	2
Associate Degree Applied Arts & Science	1	Certificate Furnishing	1
Associate Degree Visual Arts	1	Certificate Horticulture	1
Associate Music	1	Certificate Industrial Electronics	1
Bachelor Accountancy	1	Certificate Information Technology	2
Bachelor Agricultural Science	1	Certificate Investigative Services	0
Bachelor Applied Science	1	Certificate in manufacturing	1
Bachelor Applied Science (Human Movement)	1	Certificate in Music (Sound Production)	1
Bachelor Applied Science (Math & Comp)	1	Certificate Outdoor Recreation	1
Bachelor Arts	32	Certificate Programmable Logic Controllers	1
Bachelor Behavioural Science	1	Certificate Project Management Practice	1
Bachelor Business	3	Certificate Teaching English as a Second Language	1
Bachelor Business (Accounting)	1	Certificate Training & Assessment	5
Bachelor Business (Property)	1	Certified Practising Accountant	0
Bachelor Chemistry	1	Diploma Application Design	1
Bachelor Commerce	1	Diploma Bible & Mission	1
Bachelor Computer Application	2	Diploma Business Management	0
Bachelor Contemporary Arts	1	Diploma Community Services	0
Bachelor Design (Product Design)	1	Diploma Conservation and Land Management	1
Bachelor Education	35	Diploma Child Education & Care	1
Bachelor Education & Linguistics	0	Diploma Counselling	1
Bachelor Education Middle & Secondary	2	Diploma Education	4
Bachelor Education Secondary	4	Diploma Electrical Engineering	0

Bachelor Education Primary	2	Diploma Events	1
Bachelor Engineering (Electronic Engineering)	1	Diploma Financial Services	0
Bachelor Environmental Studies	1	Diploma Graphic Design	1
Bachelor Health Science	1	Diploma Horticulture	1
Bachelor Human Movement	2	Diploma Human Resources Management	1
Bachelor Information Technology	1	Diploma Leadership	0
Bachelor International Studies	2	Diploma Leadership & Management	1
Bachelor Journalism	1	Diploma Library & Info Services	1
Bachelor Japanese	1	Diploma Live Prod & Technology Services	1
Bachelor Law	2	Diploma Management	0
Bachelor Law & Legal	1	Diploma of Music (Sound Production)	1
Bachelor Management	2	Diploma Outdoor Recreation	0
Bachelor Marketing	1	Diploma Photography	1
Bachelor Mathematical Sciences	1	Diploma Professional Management	1
Bachelor Maths & Computer Science	1	Diploma Science & Technology	0
Bachelor Media Arts	2	Diploma Sports Turf Management	1
Bachelor Medical & Pharmaceutical Sciences	1	Diploma Tourism, Marketing & Development	0
Bachelor Ministry	1	Diploma Youth Work	1
Bachelor Music	2	Graduate Certificate Catholic Education	1
Bachelor Music Education	1	Graduate Certificate Counselling	1
Bachelor Music History	0	Graduate Certificate Divinity	1
Bachelor Music Teaching	1	Graduate Certificate Education	4
Bachelor Pharmaceutical Science	1	Graduate Certificate Education (Career Development & Counselling)	0
Bachelor Physical Science	0	Graduate Certificate Educational Leadership	1
Bachelor Primary & Middle Education	1	Graduate Certificate Human Resources Management	0
Bachelor Psychology	1	Graduate Certificate International Education	0
Bachelor Secondary Education	1	Graduate Certificate Management	1
Bachelor Science	11	Graduate Certificate Narrative Therapy	1
Bachelor Science Physics	3	Graduate Certificate Religious Education	3
Bachelor Science in IT	1	Graduate Diploma Art & Cultural Management	1
Bachelor Social Science	1	Graduate Diploma Divinity	1
Bachelor Teaching	3	Graduate Diploma Education	10
Bachelor Teaching Middle Years	1	Graduate Diploma Education (Computing)	0
Bachelor Teaching (Primary)	1	Graduate Diploma Education (Science)	1
Bachelor Teaching (Secondary)	1	Graduate Diplomas Education (Secondary)	3
Bachelor Theology	1	Graduate Diploma Electronic Systems	1
Bachelor Tourism & Event Management	1	Graduate Diploma Journalism	1
Bachelor Visual Arts and Design	1	Graduate Diploma Mathematics	0
Bachelor Visual Communications	1	Graduate Diploma Narrative Therapy	1
Certificate Accounting	1	Graduate Diploma Psychology	1
Certificate Applied Fashion Design & Technology	1	Graduate Diploma Social Commerce	0
Certificate Applied Management	0	Graduate Diploma Theology Education	2
Certificate Business	1	Masters Qualification	32
Certificate Business Administration	2	PHD Philosophy	1
Certificate Change Management	1	PHD Physics & Chemistry	1
Certificate Child Services	1	Doctorate of Philosophy	1

WORKFORCE COMPOSITION

2025 marked the first full year of the College's revised leadership structure, comprising nine Heads of Department and nine Heads of Village. The model has been successfully embedded across the College, with strong engagement from staff and positive feedback reflecting the effectiveness of the enhanced leadership, curriculum oversight, and pastoral care provided through this structure.

The Executive Leadership Team remained fully staffed throughout the year, providing continuity and stability in the strategic leadership of the College. During the year, the Director of Learning concluded their contract, with the newly appointed Head of Teaching and Learning commencing to continue the leadership of teaching, learning, and curriculum initiatives.

Within the College's corporate services, a new Business Manager commenced early in 2025, bringing renewed leadership to the operational and financial functions of the College. This was complemented by the appointment of a new Finance Manager during the final quarter of the year, further strengthening the College's financial management and administrative capacity.

The Information and Communication Technology (ICT) department underwent a strategic restructure during the year. Specialist external consultants now oversee the College's core infrastructure and network systems, while on-campus ICT staff continue to provide responsive helpdesk services and day-to-day support for students, staff, and the wider College community. This model has enhanced the reliability and security of the College's technology environment while maintaining a strong focus on customer service.

All other organisational reporting lines remained unchanged throughout the year, providing continuity as the College continued to implement its strategic priorities and prepare for future growth.

Staff Numbers

Total paid employees at the end of Term 4 2025 was 132.

• Teaching Staff, Full Time	40
• Teaching Staff, Part Time	31
• TRT's	17
• Non Teaching Staff, Full Time	9
• Non Teaching Staff, Part Time	27
• Non Teachnig Staff, Casual	8
• Contractors and Volunteer numbers	fluctuate depending on College projects and activities

STUDENT ATTENDANCE

Year 7	91%	Year 10	92%
Year 8	91%	Year 11	93%
Year 9	90%	Year 12	93%

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

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

Non-medical and Long-term Absences

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



ENDEAVOUR COLLEGE YEAR 12 RESULTS

2025 DUX

Arsany Youhanna with an **ATAR** of **98.75**

Biology	A
Chemistry	A
English	A+ (Merit)
Mathematical Methods	A-
University Studies (20 Credits)	A+ (Merit)



PROXIME ACCESSIT

Brendan Leong with an **ATAR** of **97.85**

Physical Education	A+
Biology	A
Chemistry	A
Mathematical Methods	A-
English	A+



MERIT AWARDS

Bridget Hansen	English, Health and Wellbeing
Hudson Price	Business Innovation, Material Solutions
Emily Becker	Food and Hospitality
Hayley Cheng (Yr 11)	Industrial and Entrepreneurial Solutions
Lilly Hensing (Yr 11)	Activating Identities and Futures
Kaitlin Houlahan	Material Solutions
Gabriella Kies (Yr 11)	Activating Identities and Futures
Mason Norman	Business Innovation
Kayla Traeger	Health and Wellbeing
Arsany Youhanna	English

A+ GRADES

Twenty six students achieved A+ grades in the following subjects:

Activating Identities and Futures
Digital Technologies
Digital Communication Solutions
English
Food and Hospitality
General Mathematics
Health and Wellbeing
Industry and Entrepreneurial Solutions
Music Explorations
Music Performance Ensemble
Outdoor Education
Psychology
Physical Education
Visual Arts - Art
Visual Arts - Design
Workplace Practices

ATARS 95+

Kayla Traeger	97.35
Kadison McLellan	97.15
Amity Williams	96.9
Hai Tran	95.95
Georgia Crowe	95.7
Emily Heng	95.3

99%

of all grades
were passing
grades

83%

of all grades
were As and Bs

99%

SACE
Completion

72.2

Median ATAR

GOVERNORS COMMENDATION

Emily Becker

This prestigious award is for recognition in developing the SACE capabilities of Literacy, Numeracy, Information and Technology Capability, Creative and Critical Thinking, Personal and Social Capability, Ethical Understanding.

Out of more than 15,967 students who received the SACE in 2025, only 30 have been selected to receive this award from the Governor of South Australia.



STAGE 2 VET CREDITS COMPLETED in 2025

Riley Adams	Fitness	Latifa Nejat	Screen and Media
Yildiz Azhar	Screen and Media	Tyler Nuske	Information Technology
Sienna Falconer	Early Childhood Education and Care	Edith Pennington	Animal Care
Austin Gitonga	Individual Support	Armaan Sidhu	Information Technology
Amelia Knott	Active Volunteering	Mankiratnoor Singh	Business
Kayla Marchant	Allied Health Assistance	Riva Uppal	Legal Services

STUDENT OUTCOMES IN STANDARDISED NAPLAN

In 2025, NAPLAN testing was again conducted online. This was the third time the test was held in March to allow for earlier access to results. This was also the fourth year that branch testing was used to more accurately indicate a student's level of learning.

% of Year 7 students at each and proficiency level

Year 7	Needing Additional Support	Developing	Strong	Exceeding
Numeracy	1%	16%	66%	15%
Reading	2%	19%	60%	18%
Spelling	3%	13%	56%	26%
Grammar	9%	17%	60%	12%
Writing	6%	24%	53%	14%

% of Year 9 students at each and proficiency level

Year 9	Needing Additional Support	Developing	Strong	Exceeding
Numeracy	4%	18%	68%	6%
Reading	3%	25%	53%	16%
Spelling	1%	16%	58%	21%
Grammar	8%	32%	46%	10%
Writing	2%	17%	49%	27%

Student participation rates for the testing phase 2025:

- Year 7: 98%
- Year 9: 96%

PARENT AND STUDENT SATISFACTION

Formal feedback is gathered from new families through an annual satisfaction survey, providing insights into the enrolment and transition experience for both students and their families. The College also undertakes periodic community surveys, including the most recent Health Check Survey (last completed in 2022), to inform continuous improvement and evaluate key strategic priorities.

Student voice remains a valued part of decision-making at Endeavour College. Student leaders meet regularly with the College Leadership Team through a range of forums, including fortnightly meetings between the College Captains and the Principal, monthly Student Action Team lunches with the Principal, weekly Student Action Team meetings with the Head of Senior School, and regular meetings involving Village Captains and the Student Executive. These forums provide opportunities for students to share ideas, raise matters of importance to their peers and contribute to ongoing College improvement. In addition, the Principal meets annually with each Year 12 Village to gather feedback on students' experiences throughout their time at the College.



SCHOOL INCOME

Australian Commonwealth recurrent funding	\$9,895,594	(49%)	Other private resources	\$662,318 (3.0%)
State Government recurrent funding	\$2,721, 388	(13%)	Total Gross Income 2025 (excluding income from government capital grants)	\$20,307,286
Fees, charges and parent contributions	\$7,014,876	(35%)		







ENDEAVOUR
COLLEGE



ENDEAVOUR COLLEGE

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School Performance Report 2025

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 2025 school year.