Annual Report

2015

Endeavour Christian College Annual Report 2016 (Based on 2015 data)

Descriptive Information

School Sector:

Independent

School's Address:

12 Charles Street/PO Box 110 Cooktown, 4895

Total Enrolments:

2015 – 127 enrolments

Year Levels Offered:

P-9

Co-educational or Single Sex:

Co-educational

Characteristics of the Student Body:

127 full time students. 57 males, 70 females. 36 Indigenous students – 14 males, 22 females.

Distinctive Curriculum Offerings:

Aside from regular subject delivered on campus, we offered Robotics to Years 7, 8 & 9. Students also had an intensive program in Study Skills. Manual Arts was offered as intensive subject (over a limited time frame) in a make-shift workspace, and students participated in cooking in the commercial kitchen in the PCYC.

Primary age children with identified learning needs undertook the *Move To Learn* program.

Extra-curricular Activities:

Students participated in our annual Cross Country, Athletics and Swimming carnivals. A small number of students went on to participate in Peninsula Sports. Junior Primary classes participated in swimming lessons in Term 1, and all students participated for the the majority of Term 4.

Students in Year 1/2 had an evening incursion, while all other year levels had external camps. Staff from the Queensland Fire and Rescue Service held fire safety sessions for all students.

The majority of students participated in the Cooktown ANZAC Day parade (with some students laying wreaths), the Discovery Festival, and the Remembrance Day commemoration.

A small but significant number of students participate in the Yuku-Baja-Miluku Wildlife Rangers program each week.

Opportunities to participate in Performing Arts came through entries in the Cooktown Show, where 5 students won prizes for their art work, 'Cooktown's Got Talent', in which student singers and dancers performed, and in the Cairns Eisteddfod to which College sent a Primary choir. One of our Year 9 students was a regional finalist in *Queensland Writing For Life* competition. Students also entered the Heart Foundation *Colouring For a Cause* competition. A professional dancer led a workshop for our secondary students. For the first time students participated in the Duke of Edinburgh program.

A weekly bible study involved a number of dedicated students.

Social Climate:

Students are involved in learning in an environment where they feel safe and valued.

Staff model and encourage students to display Christian values of kindness towards one another, including respect, honesty and integrity.

Strong rapport between staff and students assists in promptly identifying, then addressing, signs of student disengagement and all forms of bullying behaviours. This strong rapport, and differentiated pedagogy, ensure a safe and purposeful learning environment where students are positively engaged in learning and in developing pro-social behaviours.

Staff highly value the trust parents and carers place in us as we partner with them in the education of their children. We strive to build and maintain effective communication with parents and carers on all matters.

Staff are intentional in reinforcing, through encouragement and recognition, student progress and achievement, and character development. This occurs less formally in our weekly assemblies and more formally at our end of year Awards Night.

Junior School and Secondary School leaders are selected each year. In the second part of this year the student leaders ran a breakfast club, providing toast and spreads for students before school started.

Student welfare and pastoral care form an integral part of our school environment. Our goal at Endeavour Christian College is for all students to enjoy a high level of emotional, social, physical and spiritual wellbeing.

Staff members and students work as a community to support one another in all areas of school life. Student Welfare Officers aim to provide social and emotional support for our school community. The College has comprehensive Child Protection and Anti-Bullying Policies.

Parental Involvement:

A key initiative in second semester was the 'Support a Reader' program in which parent volunteers worked on a regular, individual basis with students to improve skills and confidence in reading. Parent volunteer involvement was crucial in the success of our Athletics and Swimming carnivals, and also camps.

While recognising the value of parent volunteers to the College, it is our aim in 2016 to formalise parental involvement in the College. This is likely occur through the development of consultative groups including a P & F and 'strategic direction' teams.

Parent, Teacher and Student Satisfaction with the School

Satisfaction Data: No survey undertaken in 2015.

It is part of our planning that a more formal survey is undertaken in 2016

Contact Person for Further Information:

Acting Principal. Phone: 40820600. Email: mail@endeavour.qld.edu.au

School Income Broken Down by Funding Source

Please refer to the My School website *http://www.myschool.edu.au/*

Staffing Information

Staff Composition, Including Indigenous Staff:

TOTAL STAFF: 18

FULL TIME: 11

PART TIME: 7

TEACHIING STAFF: 9

NON TEACHING STAFF: 9

Qualifications of all Teachers:

Qualification	Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	0
Masters	3
Bachelor Degree	9
Diploma	3
Certificate	2

Expenditure on and Teacher Participation in Professional Development:
   a) **Teacher Participation in Professional Development**

Description of PD activity	Number of teachers participating in activity
CCM Biennial conference	9
Instructional Coaching – Literacy-Numeracy Coaching Academy	3
Band-scales for Aboriginal and Torres Straight Islanders	1
Building Assessment Communities	2
Edval (software) training	1
Total number of teachers participating in at least one activity in the program year	9

b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
9	$ 25 927	$ 2 880.78
The total funds expended on teacher professional development in 2015	$ 25 927	
The proportion of the teaching staff involved in professional development activities during 2015	100%	
The major professional development initiatives were as follows: CCM biennial conference, Instructional Coaching – Literacy-Numeracy Coaching Academy, Band-scales for Aboriginal and Torres Straight Islanders, Building Assessment Communities, Edval (software) training.		

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
24	200	103	98%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 98% in 2015			

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
8	6	75%
From the end of 2014, 75% of staff were retained for the entire 2015 school year		

Key Student Outcomes

Average student attendance rate (%) for the whole school:

The average attendance rate for the whole school as a percentage in 2015 was 95.07%

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2015
Preparatory	95.7%
Year 1	94.4%
Year 2	93.7%
Year 3	94.3%
Year 4	94%
Year 5	94.9%
Year 6	94.7%
Year 7	95.6%
Year 8	95.9%
Year 9	97.5%
OVERALL	95.07%

A description of how non-attendance is managed by the school:

We request parents to notify the College office either by phone or email by 9:00am on the day of absence. If absence is unknown by 9:20am, the College student services office contacts parents reminding them to contact the office to advise of their child's absence.

Student absences are discussed with parents during parent-teacher interviews twice a year. Unexplained attendance is followed up by phone calls and, if necessary, formal letters seeking an explanation. There has been no need to report any families to authorities for the unexplained absences of their children.

NAPLAN results for Years 3, 5 and 7 and 9 in 2015

Benchmark Data for Year *Note: Further data is available from My School* http://www.myschool.edu.au/

Reading			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	354	426	85%
Year 5 (2015)	446	499	73%
Year 7 (2015)	538	546	100%
Year 9 (2015)	595	580	83%
Writing			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	344	416	92%
Year 5 (2015)	500	478	91%
Year 7 (2015)	505	511	100%
Year 9 (2015)	533	547	50%
Spelling			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	314	409	100%
Year 5 (2015)	480	498	73%
Year 7 (2015)	540	547	91%
Year 9 (2015)	608	583	100%
Grammar and Punctuation			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	378	433	85%
Year 5 (2015)	480	503	73%
Year 7 (2015)	526	541	91%
Year 9 (2015)	553	568	100%
Numeracy			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	275	398	100%
Year 5 (2015)	454	493	90%
Year 7 (2015)	532	543	100%
Year 9 (2015)	556	592	100%

Apparent Retention Rate Year 10 to 12:

The school's apparent retention rate must be published. The Year 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10, two years previously (this may be greater than 100%).

	Year 10 Base	Year 12	Apparent Retention Rate %
Number of Students	0	0	0

Year 12 student enrolment as a percentage of the Year 10 cohort is 0%

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2015	
Number of students awarded a Senior Education Profile	0
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	0
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications	0
Number of students awarded a Queensland Certificate of Education at the end of Year 12	0
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	0%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	%

***Post-school Destination Information

At the time of publishing this School Annual Report, the results of the 2015 post-school destinations survey, *Next Steps – Student Destination* report for the school was not available. Information about these post-school destinations of our students will be uploaded to the school's website in September after release of the information.

Other Information of Interest

Schools are encouraged to include any other information that may be of interest to parents and the community.

***Post-school Destination Information - Mandatory Information to be published by 30 September each year

Post-school destination information from the current Next Steps survey as follows:

Background information on how the Next Steps survey was conducted:

Background information:

School Response Rate to the Survey

Number of Year 12 students in 2015 (a)	Number of responses received from students (b)	Percentage response rate (b/a x100)
0	0	0%

Definitions of main destinations (see table below)

Summary of findings in relation to main destinations of students

School Year 2015	Number of Students in each category	Percentage of Students in each category
University (degree)	0	0%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	0	0%
Working full-time	0	0%
Working part-time/casual	0	0%
Seeking work	0	0%
Not studying or in the labour force	0	0%
Total Year 12 students	0	0

Chart showing main destinations of students.

Publication Checklist

Mandatory information to be published by 30 June every year

1. Contextual Information

◼ Whether the school is State, Independent or Catholic

◼ Whether the school is co-educational or single-sex

◼ The school's address

◼ Total number of enrolments

◼ Characteristics of the student body

◼ Year levels offered

◼ Distinctive curriculum offerings - regular subjects do not need to be listed

◼ Extra-curricular activities. Descriptions of the activities should be provided, particularly those that involve a significant number of students

◼ The social climate of the school, including pastoral care programs and commentary about strategies to respond to bullying

◼ Parent, teacher and student satisfaction with the school

◼ Strategies used for involving parents in their child's education

◼ The title of a school-based contact person for further information on the school and its policies

◼ School income broken down by funding source (a link to the My School website)

2. Staff Information

◼ Staff composition, including Indigenous staff

◼ Qualifications of all teachers

◼ Expenditure on and teacher participation in teacher professional development

◼ Average staff attendance for the school, based on unplanned absences of sick and emergent leave for periods of up to five days

◼ Proportion of teaching staff retained from the previous school year.

3. Key Student Outcomes

◼ Average student attendance rate (%) for the whole school and for each year level

◼ A description of how non-attendance is managed by the school

◼ National Assessment Program Literacy and Numeracy - Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy results for Years 3, 5, 7 and 9 as follows (or a link to the My School website):
   - average scores for the school;
   - average scores for Australia;
   - percentage of students in each year at or above the national minimum standard.

◼ Apparent retention rates for Year 10 to 12. Schools may also report on real retention rates.

■ Year 12 outcomes. Schools have been provided with a set of information by the Queensland Studies Authority and are to report on school websites the following:

- number of students awarded a Senior Education Profile;
- number of students awarded a Queensland Certificate of Individual Achievement;
- number of students awarded a Queensland Certificate of Education at the end of Year 12;
- number of students awarded an International Baccalaureate Diploma (IBD);
- number of students awarded one or more Vocational Education and Training (VET) qualification;
- number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT);
- number of students who received an Overall Position (OP);
- percentage of OP/IBD students who received an OP 1-15 or an IBD;
- percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification;
- percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer.

■ Post-school destination information from the current Next Step survey as follows (to be published by 30 September):

- background information on how the Next Step survey was conducted;
- school response rate to the survey;
- definitions of main destinations;
- summary of findings in relation to main destinations of students;
- chart showing main destinations of students.

4. Other Information

Schools are encouraged to include any other information that may be of interest to parents and the community.

5. Publication Format

The School Annual Report for the previous year is to be made publicly available on the internet for a minimum of 12 months and schools are to make arrangements to provide the information, on request, to a parent, carer or a person who is responsible for a student at the school and is unable to access the internet.

6. Publication Timeline - The School Annual Report MUST be published by 30 June of each year.

However, post-school destinations information for Year 12 completers is to be included by 30 September of each year, after release of the information.

For further details, schools are encouraged to access the Department of Education and Training reporting web pages.