



*Annual
Report 2020*

School Annual Report

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Principal of Endeavour Christian College summary report 2019

God is the rock on which we stand! I am so very grateful for the Lord's faithfulness. I have recently put up a scripture in my Principal's office from Psalm 127: 1 that says, "Unless the Lord builds the house, those who build it labour in vain."

As I write this summary report for Endeavour's 2019 year I am reminded of His providence, promise-keeping, and having our needs and concerns at the heart of all He does for us on a daily basis. I reiterate my gratefulness towards the CCM board, John Lyndon's leadership, and the incredibly hard-working staff at CCM head office. It is not a small blessing to work with colleagues in a by and large corrupt world, that are full of integrity, wisdom and God's eternal values.

The beginning of 2019 saw us continue the work established up until the end of 2018. We were able to continue to offer on-campus subjects such as Year 11 and 12 Biology, Maths A and Maths B, Chemistry, and Visual Arts for the senior school students. This has a flow-on effect as students, families, staff and the town see that our students can go all the way through to Year 12.

It is with great delight to include in this report Endeavour's first Year 12 student's sub-10 OP Score. Rhiannon Shepherd worked hard (as did her teachers) to see her receive an OP Score of 9. She was hoping to get at least a 13. Rhiannon went on to apply for university and received an offer from Griffith University, Gold Coast (her first choice) to begin a Bachelor of Teaching (Secondary).

In 2019 we continued our partnerships with Central Queensland University (CQU), Cairns and see two Year 11 and one Year 12 student include in their subject choices one university modules each – two taking up the Bachelor of Exercise and Sports Science and one taking up the Bachelor of Education modules.

Our other high school and upper primary subjects, such as Wood Technologies, Digital Photography, Food Technologies, and Hospitality Cert II continued to run successfully.

The *I Love Reading* curriculum in Primary continues to see growth and advancement in the students reading levels.

The Year 5-6 class had Digital Technologies taught as part of our focus on improving our technologies curriculum, as did the Year 7-8 cohort. The Year 7-8s had 8 rotation groups throughout the year to give them a taste of various subject pathways: Visual Arts, Aircraft Design, Digital Technologies, Marine Studies, Wood Technologies, Digital Photography,

In 2019 we continued to run the ALPHA course on campus an initial 18 participants started the course we ended up with 6 participants completing the full 12 weeks. Of those 6 participants, 3 made commitments to receive Jesus as Lord and Saviour. One of those 3 was Julie Protheroe who was one of our Teacher Aides.

There are so many things that I could speak about and I need to say thank you to everybody associated with CCM – the prayers and support I have sensed in the lives of the staff, students and their families have been real and powerful. I particularly want to thank the board for Norton and Allan's new roles that began at the end of 2019. Their support and wisdom has been significant. We are about the 'King's business' and it is both challenging and rewarding. We continue to see the Lord working "all things together for good" because we love Him and have been called by Him.

Blessings,



Peter Connell - Principal of Endeavour Christian College

Endeavour Christian College 2019 Photo Gallery



Year 12 Captain Rhiannon Shepherd. Our first sub-10 OP graduate. Rhiannon received an OP score of 9.



Endeavour from the air with Mt Cook in background



Mrs Bourne with a very grateful graduating Prep student from Prep-Year 1 cohort



Year 2 students from Year 2-3 cohort



Year 3 students from Year 2-3 cohort



Year 4 students from Year 3-4 cohort



Year 5 students from Year 5-6 cohort



Year 6 students from Year 5-6 cohort



Year 7 students from Year 7-8 cohort



Year 8 students from Year 7-8 cohort



Year 9 students from Year 9-10 cohort



Year 10 students from Year 9-10 cohort



Year 11 students from the Year 11-12 cohort



Year 12 students from Year 11-12 cohort

GYMNASTICS PERFORMANCE AT AWARDS NIGHT 2019



Gymnastics Club



Gymnastics Club - Zoe Winton raised up

About our College

Endeavour Christian College is an independent, co-educational, Christian learning community serving school students from the Cooktown region in Far North Queensland. We are located in a remote part of the country, but have full support of the Cooktown Mayor Peter Scott and are appreciated by many local families in the Cooktown region, including Rossville, Hopevale, Wujal Wujal and Bloomfield.

We have a percentage of indigenous families enrolled at our College and a variety of other nationalities and people groups—many from the Polynesian islands of the Pacific.

Our mission is the same as the mission of CCM: “Educating for Eternity; Equipping for Life” and our school motto is “All Things Through Christ.”

A brief history

Endeavour was founded in 2012 and has been working with families to make a values-based, Christian education available to all who desire it. Our purpose is to share the gospel so all have the opportunity of being saved and help students find their passion in life so they can use the gifts they’ve been uniquely given to make a positive, godly difference in this world throughout their lives.



Endeavour Christian College was named in honour of Captain James Cook’s ship and the Endeavour River which winds its way alongside the township. Unlike many in our country, Captain James Cook is respected by the indigenous and Europeans in our community. Each year the town hosts a *Discovery Festival* weekend in June in honour of Cook’s arrival and the Weymburr people. The Endeavour ship was almost shipwrecked just 20 km south of Cooktown and Cook and his crew ran aground on the shore of the Endeavour River at a place that was authorised as sacred – a place where ‘peace treaties’ were made between local indigenous clans and where ‘no blood was allowed to be spilt’. After a misunderstanding between Cook’s crew and the Weymburr people of Cooktown, the first reconciliation between whites and blacks was made by Captain Cook and the Weymburr elders of the time. It is the first ever recorded reconciliation between Europeans and native Australians to have taken place.

Our senior Endeavour students often take part in the re-enactment of Cook’s 48 day stay in Cooktown. We had two Year 10 students firing the muskets with the other locals to help form ‘Cook’s entourage’.



Our Teaching-Learning Method

As noted in our Pedagogical Framework we have a five-layered approach to our teaching-learning practice:

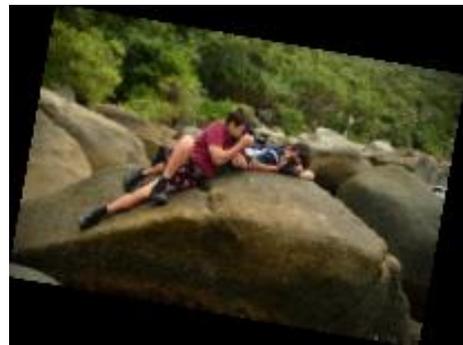
- Flexible Learning
- Authentic Assessment
- Intrinsic Relationships
- Twenty-First Century Skills
- Holistic Responsibility



Year 12 Graduates Rhiannon Shepherd and CJ Allam

We incorporate our Pedagogical Framework elements into our staff meetings on a regular basis and to help our budget we have begun to use the skills and practices of the experienced and not-so-experienced staff to inspire each other. By sharing their classroom practices pertaining to the elements found in the school's Pedagogical Framework we have found it invigorates good practice and allows for unity and appreciation of one another to become apparent.

Digital photography is one of our popular subjects and some students are excelling in this field. This page contains some of their work:



Endeavour Christian College Details

School sector Independent

School address 12 Charles Street, Cooktown Qld 4895

Total enrolments 133 as of Feb 22, 2019

Year levels offered Prep to Year 12

Coeducational

Characteristics of Student Body

133 full time students at State Census (22nd Feb 2019)

61 males, 72 females

22 Indigenous students – 10 males, 12 females

Distinctive Curriculum Offerings

Endeavour has developed in its distinctive curriculum offerings. It is important that the school has as broad a range of subject offerings as possible so that parents and families do not have to send their children away Boarding schools in Cairns, Townsville and Brisbane.

- P-12 co-educational Christian school
- Balanced, engaging Middle School program that includes a rotation of curriculum offerings
- Progressive OP and vocational pathways including apprenticeships and traineeships
- Extra-curricular programs that includes community-based programs: Save the Reef, The Rangers, Auskick, NRL coaching, Tennis Australia coaching.
- Certificate I and II in Hospitality
- Digital photography / Film & TV
- Wood Technologies
- Food Technologies
- Subjects we offer on-campus in Senior: Year 11-12 Biology; Year 11-12 Chemistry; Year 11-12 Design Technologies; Year 11-12 Visual Arts; Inquisify distance education options.
- We have formed a partnership with Central Queensland University (CQU) to have our senior students apply for the Start Uni Now (SUN) program. We had two students in Year 11 continue in the Bachelor of Exercise and Sports Science degree course. We had one student in Year 12 completing a Bachelor of Education (Senior).
- College provided 1 to 1 laptop program for all day school Secondary students at no additional cost

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 Terms 4 and Term 1.
- 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 the captains and the Prep students laying wreaths), the Discovery Festival, and the Remembrance Day

- commemoration.
- Our captaincy team represented the College for NAIDOC week – participating in the march down the main street of town.
- Opportunities to participate in Performing Arts came through entries in the Cooktown Show, where some of our students participated in ‘Cooktown’s Got Talent’, in which student singers and dancers performed.
- Rhiannon Shepherd (Year 12), completed modules for the Bachelor of Education through the CQU’s SUN program with high distinction and distinction certificates.
- Tuckshop (Black Cockatoo Eatery) continued in 2019 from our hospitality classroom with the hospitality students undertaking food preparations and operating the sales from the hospitality room window.
- Endeavour continued its partnership with Mission Aviation Fellowship (MAF), Mareeba base during the year which has produced a sponsored MAF Citizenship Award for one worthy Endeavour student each year who is recognised for outstanding citizenship and service for the community. It has also added to our College’s culture and character through ongoing work experience and event programs such as a flight simulator experience for students at ECC.

Sports

The Sports program at Endeavour Christian College included the following achievements throughout 2019:

Endeavour holds in-house sporting carnivals each year. The carnivals contribute points to house teams (Saunders and Dawson) and Age Champions are awarded per age group for each carnival. Being an isolated, remote area, we also took students to the regional cross-country, athletics and swimming events held in Cairns and Mareeba. This is an arrangement made by the college and those students (families) who have excelled and have ‘competitive’ times in light of the students’ times and abilities who are asked to compete at the regional events.

- Cross Country Carnival (Year 3 – Year 12)
- Secondary Swimming Carnival (Year 7 – Year 12)
- Primary Swimming Carnival (Year 4-6)
- Fun Swimming Day (Prep-Year 2)
- Fun Sports Day (Prep – Year 2)
- Athletics Carnival (Year 4 – Year 12)
- Regional events for cross-country, swimming and athletics (qualifying students only)

Social Climate

Students continue to be involved in learning in an environment where they feel safe and valued.

The staff continue to model and encourage students to display Christian values of kindness, respect, honesty and integrity.

We oppose any forms of bullying that occasionally arise between students (and staff for that matter). The staff are aware of our anti-bullying policy and we pray for students on a regular basis – some of us daily, but also in our staff prayer meetings on Wednesday morning and Friday morning each week.

Pastoral care classes each morning allow opportunities for staff to share biblical values and espouse a Christian ethos that we support throughout the day.

We continue to strive communicate with parents and families and build strong relationships with them. Holding Mother’s Day, Father’s Day, Movie Nights (on the open-air big screen), sausage sizzles and other events throughout the year enable us to connect and build rapport with them on a social level.

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. We take our pastoral care seriously and have incorporated Kids Matter programs throughout the year.

Parental Involvement

All the staff are encouraged and expected to invite parents to their classrooms for information evenings, volunteer opportunities,

Being in a small-town community, parents, family members and friends are more than willing to help out whenever they can.

As written before, holding Mother's Day, Father's Day, Movie Nights (on the open-air big screen) and other events throughout the year enable us to connect and build rapport with them on a social level.

We encourage the parents and ask particular parents to help out at all our sporting carnivals – swimming, cross-country and athletics days. This is always a great way to build community and also have families supporting their children and other students in their events.

We encourage parents to make use of or connect with the school through these opportunities:

- Mother's Day event
- Father's Day event
- Endeavour Open Day
- Library and Resources
- Classroom Reader Program
- Surveys of parents
- Chapel and Assemblies
- Excursions
- Tuckshop
- Sporting Team activities and support
- Facebook page (private)
- Compass newsletter
- Community Conversations

School Income Broken Down by Funding Source

Please refer to the MySchool website www.myschool.edu.au for School Income information.

Contact person for more information:

Administration Assistant: Teila Winton Ph (07) 4082 0600

Staffing Information

Staff Composition, Including Indigenous Staff

TOTAL STAFF: 25
FULL TIME: 15 PART TIME: 10
TEACHING STAFF: 15 NON-TEACHING STAFF: 10
INDIGENOUS STAFF: 0

Qualifications of all Teachers

Qualification	Detail the number of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	0
Masters	3
Bachelor Degree	15
Diploma	8
Certificate	8

Expenditure on and Teacher Participation in Professional Development

a) Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
Maths Pathways	1
ISQ Aspiring Principal's program	1
DTiF Digital Technologies program	1
Progress with the new Senior Assessment and Tertiary Entrance (SATE) system	2
NCCD data collection and training	1
QCAA QCIW – new ATAR system training	1
QCAA's Principal's Delegate PD	1
CCM training days for Inclusive Education	1

The National Education Summit	1
Progress with the new Senior Assessment and Tertiary Entrance (SATE) system	1
Digital Technologies curriculum: Planning and quality assessment workshop	1

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
8	\$ 42 056	\$ 5 257
The proportion of the teaching staff involved in professional development activities during 2019		100%
The major professional development initiatives were as follows: <ul style="list-style-type: none"> ✓ CCM biennial conference, ✓ Instructional Coaching – Literacy-Numeracy Coaching Academy, ✓ Band-scales for Aboriginal and Torres Straight Islanders, ✓ Building Assessment Communities, ✓ Edval (software) training. ✓ First Aid 		

*Please note that the expenditure described is operational and not the full cost. Thankfully because of our remoteness and other factors we are blessed to receive significant subsidies to reduce costs.

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
12	200	31	99%

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
14	12	87%

Key Student Outcomes

Average student attendance rate (%) for the whole school

The average attendance rate for the whole school as a percentage in 2019 was 93%

Average student attendance rate for each year level

Year levels	Average attendance rate for each year level as a percentage in 2019
Preparatory	95%
Year 1	92%
Year 2	95%
Year 3	94%
Year 4	93%
Year 5	93%
Year 6	91%
Year 7	94%
Year 8	94%
Year 9	91%
Year 10	90%
Year 11	93%
Year 12	94%
OVERALL	93%

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, 7 and 9 in 2019

Every student is important to us at Endeavour. We strive to help each child achieve his or her personal best and we are committed to using their formative and summative assessment results to inform our teaching and learning. These assessment pieces include the use of standardised testing, such as the National Assessment Program.

The National Assessment Program – Literacy and Numeracy (NAPLAN) is conducted annually for Year 3, 5, 7 and 9 students. The data we receive from students participating in the program enables us to analyse individual progress and how particular groups of students are developing. This informs our teaching of individuals and allows us to evaluate our programs of study. We can then plan for and apply school resources to address learning needs.

At Endeavour we do not place added stress on students leading up to the NAPLAN tests as we believe this is

counter productive. We believe that if we are teaching well and using good teaching practice all year round, every year then we have done our job and we simply encourage the students to do the best they possibly can. We also encourage every Year 3, 5, 7 and 9 student to participate in the assessment.

Students achieve across the full range of scores. The NAPLAN results have some students' in various grades achieving high scores and, in some cases, 'off the NAPLAN chart'. There are mid-range results and some low-achieving results. Endeavour is committed to making the literacy and numeracy performance of all students more rigorous so that their learning is significantly improved, including those with English as additional language and those who have recognised learning needs.

Please refer to the MySchool website www.myschool.edu.au for NAPLAN results.

Apparent Retention Rate - Year 10 to 12

Year 12 student enrolment as a percentage of the Year 10 cohort was 67%

Year 12 Outcomes

<i>Number of students awarded a Senior Education Profile</i>	1
<i>Number of students awarded a Queensland Certificate of Individual Achievement</i>	0
<i>Number of students who received an Overall Position (OP)</i>	1
<i>Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)</i>	1
<i>Number of students awarded one or more Vocational Education and Training (VET) qualifications</i>	1
<i>Number of students awarded a Queensland Certificate of Education at the end of Year 12</i>	1
<i>Number of students awarded an International Baccalaureate Diploma (IBD)</i>	0
<i>Percentage of Year 12 students who received an OP1-15 or an IBD</i>	100% (of those who received an OP)
<i>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</i>	50%
<i>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer</i>	100%

These results demonstrate a continuing support of diverse learning pathways. We celebrate with this cohort the continuing improvement for students from our college attending university. Our goal is to ensure the percentages on the last two lines is 100%.

One of the students didn't meet the Literacy and Numeracy requirements which meant that he didn't receive his QCE. He is currently completing a Certificate III in Hospitality and he is also completing a Certificate II in Skills for Work and Vocational Pathways here at school so that he can meet the Literacy and Numeracy Requirements for his QCE at the end of 2020.

Post-school Destination Information

At the time of publishing this School Annual Report, the results of the 2019 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. NB Mandatory Information will be published by 30 September each year when this information will come from the current Next Steps survey.

Appendix - Our Pedagogical Framework - F.A.I.T.H.

Biblical References:

"I can do all things through Christ who strengthens me."

Philippians 4:13

"I am the vine; you are the branches. If a man remains in me and I in him, he will bear much fruit; apart from me you can do nothing."

John 15:5

This Pedagogical Framework underlines the essential components for quality learning to occur and are crucial to the Endeavour Christian College vision for successful and appropriate teaching and learning to take place. They provide a goal for individual teachers, teams and the wider teaching and learning community of Endeavour to develop pedagogical practices that produce quality teaching and learning.

The basis for our teaching and learning is framed under the acronym FAITH:

- **F**lexible Learning
- **A**uthentic Assessment
- **I**ntrinsic Relationships
- **T**wenty-First Century Skills
- **H**olistic Responsibility

As a teacher and teacher assistant at Endeavour Christian College, I am committed to teaching within a Christian Worldview, I am a continuing student of teaching, committed to working for on-going improvement in learning outcomes for my students so that they have every opportunity to lead successful and purposeful lives.

Flexible Learning:

Provide engaging learning opportunities to create a positive and productive learning environment. This requires effective practice in adaptable learning environments.

Code	Elements <i>As Endeavour Christian College teachers and teacher aides will:</i>	Teacher Actions <i>This component is demonstrated when teachers:</i>	Teacher Reflective Questions
F1	Provide engaging learning activities for students, using a range of pedagogies	<ul style="list-style-type: none"> • Provide physical and embodied engagement across all areas of learning <ul style="list-style-type: none"> - Range of resources (concrete, audio, visual, interactive online games) - Well-paced lessons - Changing learning environments/areas (Outside, inside, on the floor, at desks) - Enthusiasm for content - Range of teaching and learning strategies, 	<ul style="list-style-type: none"> • Am I using a range of strategies to cater for my students and keep them engaged? • Is my lesson well-paced to keep students engaged? • Is my learning environment appropriate?
F2	Differentiate learning experiences with support and high expectations for all students	<ul style="list-style-type: none"> • Set expectations at the start of lesson • Know your students and what they are capable of (Reference to IEP, ILP, EAP, specialist assessments, other referrals) • Differentiate (moderated tasks, extra TA support, longer time limits, fast finisher activities, extension activities) 	<ul style="list-style-type: none"> • Have I set realistic expectations for all my students? • How have I differentiated/modified my lessons for my struggling and high achieving students? • How well do I know my students? • Which students are on a current IEP, EPA?
F3	Provide positive, productive learning environments	<ul style="list-style-type: none"> • Enthusiasm for content, students, learning opportunities • Clean, open spaces • Reinforce expectations • Create a balance between explicit teaching and self-directed learning • Celebrate student success 	<ul style="list-style-type: none"> • Is my learning space clean and open for all students to learn effectively? • Am I consistently reinforcing my expectations to all students? • Is there a balance between explicit teaching and the students' self-directed learning? • How am I celebrating student success? • Am I being enthusiastic about the content I'm teaching?

F4	Develop learning experiences that are purposeful and relevant to students' lives in a technology rich society	<ul style="list-style-type: none"> • Leverage IT resources to enhance learning and create varied products for different media, audiences and processes <ul style="list-style-type: none"> - Know what's relevant in the life of students - Relate teaching back to real world experiences - Take advantage of online resources - Link technology and learning back to students' lives and current issues - Model and monitor safe and ethical use of technology 	<ul style="list-style-type: none"> • What Technologies are relevant in the life of my students today? • Is my teaching relating back to real world experiences? • How am I effectively using online and other technologies in my teaching? • Am I linking technology back to current issues relating to my students? • Am I actively modelling and monitoring safe and ethical use of technology?
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Authentic Assessment:

This is the purposeful collection of evidence of student learning. It should be valid, clear and fair. Learning goals and criteria are essential in assessment design.

Code	Elements <i>As Endeavour Christian College teachers and teacher aides we will:</i>	Teacher Actions <i>This component is demonstrated when teachers:</i>	Teacher Reflective Questions
A1	Plan a range of explicit, valid and fair assessments	<ul style="list-style-type: none"> • Vary ways of achieving assessment criteria through formative, summative, formal, informal, and diagnostic forms 	<ul style="list-style-type: none"> • How am I varying the ways I assess my students? • Am I using a broad range of assessment forms?
A2	Utilise authentic assessment through thoughtful assessment design and planning	<ul style="list-style-type: none"> • Analyse student data to identify strengths and gaps in learning for individuals, classes or cohorts for differentiation • Change teaching practice as a response to relevant data to better cater for individual student needs. • Have clear and explicit learning goals derived from assessment design that are routinely communicated to students 	<ul style="list-style-type: none"> • How do I develop an assessment piece to ensure that it allows students to meet levels of achievement for the year level and beyond? • How does my planning of teaching experiences reflect the elements required for the assessment? • What percentage of my assessment is assessing knowledge and what percentage is assessing understanding and reasoning? • How do I unpack assessment criteria with my students to ensure they know the success criteria? • How do I ensure students know what their assessment is, when it is due and how they can achieve the A-E grades?

			<ul style="list-style-type: none"> • In what ways am I using student data to identify strengths and gaps for individuals, small groups and whole class activities and assessment? • How have I changed my teaching practice in response to student data? • What explicit learning goals have I derived from assessment design, and have I communicated these goals to the students?
A3	Build a 'feedback culture' in teaching and learning in every classroom	<ul style="list-style-type: none"> • Feedback is given in a relevant and constructive manner within an agreed timeframe • Facilitate conversations with students about learning, progress and achievement • Celebrate student growth and success in their learning journey 	<ul style="list-style-type: none"> • Is my feedback to students relevant and constructive? • Am I giving feedback to my students within the agreed timeframes? • How often am I conversing with students about their learning, progress and achievements? • Have I been celebrating student growth and success for all my learners?

Intrinsic Relationships:

Actively modelling and encouraging Christ-centred relationships, and in doing so, create and establish positive and healthy relationships. Embodying our foundational bible verse: *Love God, and love others as well as we love ourselves* (Mark 12:30-33). These are relationships founded on mutual respect and kindness, purposefully seeking to encourage the best outcomes in the classroom and beyond. Students' social, emotional, physical and spiritual needs will be considered and cared for at all times.

Code	Elements <i>As Endeavour Christian College teachers and teacher aides we will:</i>	Teacher Actions <i>This component is demonstrated when teachers:</i>	Teacher Reflective Questions
I1	Demonstrate the love of God, through Christ	<ul style="list-style-type: none"> • Teach and model positive social emotional habits and Christian character traits • Ensure that contributions to class and group learning tasks are respected • Use appropriate and Christ-like words, conduct and actions. 	<ul style="list-style-type: none"> • How am I enhancing my own relationship with God, through Christ, so that I am continually filled with his presence and perspective for the sake of others? • How do I demonstrate the love of God, through Christ, to my students?

		<ul style="list-style-type: none"> Actively listen and seek to understand 	<ul style="list-style-type: none"> Am I regularly reading the Bible so that my conduct and attitude is checked and inspired by the word of God through the Holy Spirit? How do I demonstrate an 'others' orientation, seeking their best and respecting their uniqueness as people made in the image of God?
12	Communicate effectively, meaningfully, supportively and respectfully	<ul style="list-style-type: none"> Staff should be deliberate in their communication with students to encourage the development of inter-personal skills, including resilience, active listening, empathy and pro-social behaviours. Engage families and the wider community in the learning process. 	<ul style="list-style-type: none"> Am I actively seeking to enhance students' attitudes and behaviours so that they learn to interact, persevere and socialise in a Christ-like manner? How do I encourage parental and community involvement in my classroom or school events in a meaningful way? How do I demonstrate respect to the parent body and wider community?
13	Support all aspects of student learning and development through purposeful and focussed pastoral care	<ul style="list-style-type: none"> Purposefully engage with a social-emotional framework as a tool to improving student social and emotional well-being. Teach and model our school values of: "Be kind and respectful, Be safe and responsible" 	<ul style="list-style-type: none"> How do I regularly monitor the social-emotional 'thermometer' of each student in my care? How do I employ social and mental health strategies (inc. Kids Matter/Mind Matters' strategies) in my pastoral care undertakings among the students in my care? How do I support and promote our core school values (Be Kind and Respectful, Be Safe and Responsible) in and out of the classroom?
14	Build a positive community of respect and understanding, accepting of differences	<ul style="list-style-type: none"> Value, celebrate, cater for, and nurture individual differences in students, staff and families Value, celebrate, cater for, and nurture individual differences in students, staff and families View each student as Christ's image-bearer. Model relationships built on respect and understanding. Create a culture where students feel comfortable to express themselves and their opinions are valued. Build a culture where students feel confident enough to admit they don't understand something and to see mistakes as opportunities to learn (create a growth mindset in your class) 	<ul style="list-style-type: none"> What steps to I have in place to build relationships/rapproch with both students and families? How have I created an environment where teachers and students listen to and respect what everyone says? What am I doing to ensure that students participate without fear of put-downs or ridicule from either the teacher or other students? How do you honour cultural diversity in your classroom?

		<ul style="list-style-type: none"> • Create opportunities for students to understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-indigenous Australians. • Create opportunity for students to understand and respect people from diverse linguistic, cultural and religious backgrounds. 	
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Twenty-first Century Skills:

Embracing and engaging 21st century skills in the classroom, teachers will provide opportunities for the development of creativity, imagination and critical thinking. Students will be equipped with life skills and abilities to achieve success in their chosen pathways.

Code	Elements <i>As Endeavour Christian College teachers and teacher aides we will:</i>	Teacher Actions <i>This component is demonstrated when teachers:</i>	Teacher Reflective Questions
T1	Equip students to successfully learn and work with others	<ul style="list-style-type: none"> • Create a culture of <i>student voice</i> in the classroom through communication and collaboration. • Model and develop emotional and social well-being. • Develop language about and a culture of conversations about learning 	<ul style="list-style-type: none"> • What approaches do I use in my class to help students from diverse linguistic, cultural and religious backgrounds to be integrated into the learning community? • How do I ensure that all students have a voice? • How do I monitor student engagement? • What effective social emotional strategies do I explicitly teach and model to students? • How do I incorporate the language of the character development framework into my interactions with students? • How do I identify students at risk?
T2	Foster a culture where students take responsibility for their learning, achievement and pathway.	<ul style="list-style-type: none"> • Using a range of strategies intentionally to develop intrinsic motivation through a range of strategies. • Support students in recognising, learning about and developing their God-given gifts and talents. 	<ul style="list-style-type: none"> • How do I promote student autonomy within their learning? • What learning experiences am I intentionally creating that align with 21st century learning outcomes?

			<ul style="list-style-type: none"> • How am I using open-ended inquiry-based tasks to engage students? • What am I doing to develop independent learners in my class? • How do I integrate the modelling and teaching of organisational skills in my lessons? • How do I celebrate student success?
T3	Ensure students have opportunities to practice, question, imagine, critically think, reflect and create.	<ul style="list-style-type: none"> • Be intentional in planning to develop higher order thinking, creativity and innovation, problem solving and critical thinking. • Use learning goals to motivate and track individual progress. 	<ul style="list-style-type: none"> • How have I explicitly integrated transferrable thinking skills? • Have I exposed the students to the necessary vocabulary to engage in critical discussions and reflective practice? • Have I used effective questioning techniques to promote critical discussion? • How do I encourage creativity and flexibility in my students?
T4	Develop in students an understanding of the local and global context for their learning, actions and pathways	<ul style="list-style-type: none"> • From the foundation of our Christian World View develop ethical global citizenship through empathy, cultural sensitivity and understanding. • Promote the relevance of learning by emphasising inter disciplinary connections and Real World Learning 	<ul style="list-style-type: none"> • Do I link my teaching and classroom activities to authentic, real life learning episodes? • Do I explicitly teach the skills, and guide the understanding needed to enable students to engage meaningfully with the world? • How do I show students that I have a genuine interest in their lives beyond the classroom? • How do I give students opportunities to share personal experiences during learning activities? • How am I providing authentic contexts for learning that incorporates real life experiences in a global context?
T5	Use and teach Technologies ethically and purposefully	<ul style="list-style-type: none"> • Judicious integration of relevant IT-focussed strategies to enhance specific learning outcomes. • Model and encourage the discerning use of Technology. 	<ul style="list-style-type: none"> • Do I embrace the use of information and modern technologies to assist students in their learning? • When using technology, do I ensure that students are producers and designers, not just consumers?

Holistic Responsibility:

As Christian educators, staff will demonstrate exemplary professionalism in all aspects of their role as identified in the ECC framework as well as the AITSL professional standards for teachers

Code	Elements: <i>As Endeavour Christian College teachers and teacher aides we will:</i>	Teacher Actions <i>This component is demonstrated when teachers:</i>	Teacher Reflective Questions
H1	Create a positive and effective learning environment through intentional use of structures, expectations and routines.	<ul style="list-style-type: none"> Organise the classroom for effective teaching and learning Establish a set rules and procedures in cooperation with students. 	<ul style="list-style-type: none"> How do I ensure that all students have a voice? How do I monitor student engagement? How do I promote student autonomy within their learning? How do I celebrate student success? Have I used a variety of behaviour management strategies? How have I gauged the success of my behaviour management strategies? How have I communicated my classroom expectations? What approach do I use to ensure successful routines and transitions are established in my lessons?
H2	Develop a broad and in-depth knowledge of subject content and the underpinning Christian worldview.	<ul style="list-style-type: none"> Know content and the relevance of the content to CWV 	<ul style="list-style-type: none"> How do I demonstrate a clear understanding of the content, concepts and skills covered in my lessons? How do I model interest and enthusiasm in the subject matter of my lessons?
H3	Plan and structure lessons and units to support rigorous learning outcomes and progress for each student	<ul style="list-style-type: none"> Design units of work using the designated College planning template. Link all content to the current curriculum framework. Use a range of evidenced based strategies to scaffold learning. Embed an explicit CWV in all aspect of the curriculum. 	<ul style="list-style-type: none"> How do I seek to engage with fellow colleagues to collaboratively improve student learning outcomes in my subject/s through effective planning? What measures do I use to reflect on the effectiveness of teaching units, lessons and assessment pieces? How do I use student data to improve the effectiveness of my planning and teaching?

			<ul style="list-style-type: none"> • How do I engage with my colleagues to reflect and review learning programs?
H4	Reflect on practice to make informed decisions to improve teaching	<ul style="list-style-type: none"> • Reflect on practice to inform changes to teaching. • Accessing multiple forms of feedback to inform teacher effectiveness. • Individual reflection and use of data to inform professional learning. • Actively research and apply teaching strategies for self-improvement • Engage in critical, ongoing self-reflection. 	<ul style="list-style-type: none"> • How do I reflect on my practice to inform changes to my teaching? • How do I use student data to inform and improve the effectiveness on my professional learning? • What measure do I use to reflect on the effectiveness of teaching units, lessons and assessment pieces?
H5	Responsive and proactive communication with parents and carers regarding student learning and well-being	<ul style="list-style-type: none"> • Engage in regular communication with parents • Report to parents with clear, factual and comprehensive language 	<ul style="list-style-type: none"> • How do I ensure the accuracy of my reporting of student achievement to parents? • In what ways do I formally and informally report to parents/carers about the progress of their children? • What steps do I have in place to build relationships/rapport with both students and families? • How have I created an environment where teachers and students listen to and respect what everyone says? • What approaches do I use in my class to support the reconciliation between indigenous and non-indigenous Australians? • What approaches do I use in my class to help students from diverse linguistic, cultural and religious backgrounds to be integrated into the learning community? • Where in my program have I planned opportunities to give students relevant verbal and written feedback? • Do I establish respectful, collaborative relationships, including timely communication with parents/carers regarding their children's learning and wellbeing? • Do I promptly respond to parents' queries and concerns?

<p>H6</p>	<p>Demonstrate through personal, spiritual and professional belief and action, a proactive commitment to the mission and cornerstones of the College</p>	<ul style="list-style-type: none"> • Grow in relationship with, and knowledge of God, as you model the life of a disciple. • Meet professional ethics, responsibilities and expectations of the College and QCT 	<ul style="list-style-type: none"> • What am I doing to grow in my relationship with God? • How am I supporting the staff community as we aim to serve God at Endeavour Christian College? • How am I supporting and accomplishing the cornerstones of the College? • In what ways do I exhibit professionalism towards colleagues, parents/carers, and my daily duties? • How do I integrate a biblical worldview into my teaching? • How often do I pray for the students in my class? • How aware am I of the professional, legislative and administrative requirements of the College and QCT?
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