



Shalom College Bundaberg

2022 Annual School Report



Catholic Education
Diocese of Rockhampton

Shalom College, Bundaberg

Catholic Education Diocese of Rockhampton

Principal

Mr Dan McMahon

Address

9 Fitzgerald Street
Bundaberg Qld 4670

Total enrolments

1549

Year levels offered

Years 7-12

Type of School:

Co-educational

School Overview

Shalom College is a Catholic co-educational Secondary College. We have a student enrolment of approximately 1500 from Years 7 to 12. Shalom College is the only Catholic Secondary College in the Bundaberg region. We are proud of the Catholic tradition of which we are a part. The Shalom community makes every effort to live out the values and principles within the Christian tradition. Academic achievement and the opportunity to participate in a wide range of sporting and other co-curricular activities are highly valued in this community. Students are encouraged to 'make a positive difference' in the world. Participation in groups such as St Vincent de Paul and the Edmund Rice Society is encouraged as they give students the capacity to make such a difference and to be conscious of those less fortunate than themselves. The College offers a wide range of academic and vocational subjects. An emphasis is placed on creating a positive and engaged culture in every classroom. Shalom has high expectation with regard to student behaviour and presentation. All students are encouraged to be the best that they can be. Students from all faith backgrounds are welcome at the College.

More information on our school can be accessed from myschool.edu.au

Curriculum Offerings

Distinctive Curriculum Offerings

Shalom College is a Catholic co-educational secondary college offering a holistic Christian education that contributes to learning that is lifelong. Our curriculum aims to develop learners who are reflective and self-directed thinkers and problem solvers. In Years 7 and 8, our curriculum employs a project-based learning approach. As students progress into the upper grades, a larger range and more specialized subject choices become available including numerous VET courses and traineeships.

Extra Curricula Activities

Extra-curricular activities include but are not limited to:

- Inter-school and inter-house sports including a wide variety of sports
- After-school Activities Program including athletics, tennis, dance, eSports
- Performing Arts groups including Instrumental Music, Choral, Dance and Drama groups
- Academic pursuits such as the Maths Challenge, Writing Competition, Science & Engineering Challenge etc
- Community Service and fundraising activities such as St Vincent de Paul and Edmund Rice Societies, Blood Bank, YCS etc.
- College Musical.

How Information and Communication Technologies are used to assist learning

Shalom integrates Information and Communication Technologies (ICTs) into teaching and learning in a number of ways. Previous to the COVID crisis beginning in 2020, Shalom was already using a number of learning management systems to share resources, deliver learning tasks and collaborate with students including TASS LMS, Google Classroom and OneNote. The use of these was accelerated due to COVID, and the staff were trained in communication platforms such as Microsoft Teams & Zoom for use in the real-time delivery of online lessons. Feedback from parents post-online learning suggests that a single LMS for content delivery would be preferable.

Based on this feedback, Shalom researched and adopted Schoolbox as our main learning management system. In 2021, Schoolbox was used across the school to share resources, lesson outlines, communicate news items etc. with students. This was extended in 2022 to include assessment and to give parents access to Schoolbox. Furthermore, Shalom released a phone app that links with Schoolbox for use by students, staff and parents. It is planned that throughout 2023 and beyond that further functionality of Schoolbox will be adopted.

In addition, a number of teaching & learning platforms are used to support learning in the classroom such as Education Perfect, Atomi, Reading Plus and Maths Pathways. IT is also used to assist teachers through the use of TrackOne to collect data on students in order to target delivery of the curriculum to individuals more effectively and Classwize to allow teachers to monitor students' computer activity within their classroom. All teachers are able to access the school network through Foldr, which allows teachers to plan lessons etc. from home, rather than having to be on the premises to access electronic resources.

Social Climate

Strategies to Promote a Positive Culture

- Religion is a core subject throughout the school.
- The vertical Pastoral Care structure is central to the development of a positive and welcoming school climate.
- Retreats are held for Years 9 –12 and residential camps held for Years 7, 8 and 10.
- Leadership training opportunities (including a buddy program) are provided for senior students.
- Classes meet with Pastoral Care (PC) teachers each day.
- Counselling is offered by three School Counsellors.
- A Personal & Social Development Program is in place for all year levels.
- The Daniel Morcombe curriculum is delivered to Years 7, 8 and 9.
- A Campus Minister provides spiritual and social support to students.
- The college response to bullying is outlined in the Student Handbook and reiterated by PC teachers.
- House Coordinators, Student Welfare Officer and the Assistant to the Principal – Students, manage the various processes of addressing and resolving issues involving bullying.

Cyber Safety and Anti-Bullying Strategies

Our school has implemented Diocesan policies on Acceptable Use Agreements for students and staff. The school regularly communicates to parents and the school community about cyber safety issues. Appropriate policies exist to deal with the use of mobile phones and other electronic devices. Our school has a number of social/emotional learning programs in place to assist students in guarding against bullying at school. The school community is kept up to date about developments in this area. All Diocesan and school policies are reviewed on a regular basis. Staff roles such as Assistant Principal (Students), Student Welfare Officer, House Coordinators, School Counsellors and the School Chaplain are skilled and proactive in these areas.

Strategies for involving parents in their child's education

- Parents are encouraged to be involved in the Parents and Friends Association and College Pastoral Board.
- A general invitation to weekly Wednesday masses is extended to parents.
- Parents are invited to attend school masses and liturgies, e.g. Year 12 Induction and Graduation and House masses.
- Parent helpers in tuckshop, music, Learning Enhancement, library, reading, Sunday Markets and sports coaching.
- Communication of important information such as assessment due dates, assessment results, student progress and report cards are available through Parent Lounge allowing parents to be up-to-date with their child's learning.
- Parent-Teacher-Student interviews are scheduled three times each year.
- Year level parent information evenings are offered.
- House-led parent or family activities offered annually.
- Release of a phone app to improve communication of important news, student assessment, subject information etc. which is a convenient way for parents to stay involved.

Reducing the school's environmental footprint

- A solar farm on the school site premises has been completed and fulfills the school's electricity consumption.
- The school has a comprehensive recycling program that encourages effective recycling of various materials.
- Coloured bins provide a visual reminder to students and staff about the importance of recycling.
- Water tanks have been installed to support the college oval facilities.
- The College is striving to reduce paper consumption wherever possible through the move towards electronic communication with staff, students and parents.
- Tree planning activities are embedded into the school camp program.

Characteristics of the Student Body

Located in the Catholic Diocese of Rockhampton, Shalom College is one of six secondary schools (three government, three non-government) serving the Bundaberg district. Students come from diverse cultural, ethnic, religious,

geographical and socio-economic backgrounds. Students are drawn from all primary schools (State, Catholic and other denominational) in Bundaberg as well as some from rural areas within a 50k radius.

Student statistics: 784 girls, 765 boys; 5.81% Indigenous students; 2.84% Language background other than English.

Average student attendance rate (%)

The average student attendance rate was 88.18%.

Management of non-attendance

- Text-messages are sent to parents each day for students who are absent without a given reason. These texts require parents to contact the College to give a valid reason for the student's absence.
- Where a valid reason for absence is not provided, College procedure states this is to be followed-up by the student's Pastoral Care teacher in order to gain documentation explaining the absence.
- Regular absences are reported by Pastoral Care teachers to House Coordinators who contact parents and work with the parents to manage the process of ensuring the student is attending school.
- If attendance still does not improve, the Assistant Principal (Students) is contacted who will arrange an interview with parents to discuss continued enrolment.
- If no improvement is recorded then Catholic Education Diocese of Rockhampton's (CEDR) policy will be followed.
- Daily reports are generated for late students and student absence from class and communicated to House Coordinators. House Coordinators contact parents where necessary.
- Attendance data is generated on a fortnightly basis and communicated to House Coordinators. Where attendance is <90%, communication is made with the parents by the House Coordinator. This contact is initiated by the Assistant Principal – Students if non-attendance is critical.
- Students with 100% attendance go into a draw to win a prize each term as an incentive.

Year 10 to 12 Apparent Retention Rate

The completion of Year 12 is recognized as a significant factor in ensuring that our students are well placed to enjoy success in their future work and life.

In 2022, the Year 10 to 12 apparent retention rate was 82.91%.

Staffing Information

Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	130.00	105.00	6.00
Full-time equivalents	124.07	85.67	4.53

Qualifications of all Teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	1.72%
Masters	10.34%
Bachelor Degree	85.34%
Diploma	2.59%
Certificate	

Major Professional Development Initiatives

Compulsory professional development days

- New Staff Induction – 17 January
 - New staff only
- Pupil Free Day – 18 January
 - Using Data presentation
 - House Coordinator and LAC meetings
 - Student Protection Compliance
- Pupil Free Day – 19 January
 - Gratitude, Positive Psychology and Christian Values-Happy Schools
 - Department Meetings
 - Induction of New SO/TA's/Gappies
 - House Meetings
- Pupil Free Day – 20 January
 - Writing-Write that Essay PD
 - Schoolbox Training
- Pupil Free Day – 21 January
 - Mass
 - WHS Compliance
 - Sia Class Page development
- Pupil Free Day - Bishop's Inservice Day (5 hours) – 1 April
- Twilight Inservice (3 hours) – 25 August
 - Laughter and Spirituality
- Twilight Inservice (3 hours) – 7 September
 - Essential Skills for Classroom Management
- Pupil Free Day – 2 September
 - ACARA - Teaching and Learning Framework/School development Plan/New Australian Curriculum
- New teachers - weekly PD sessions throughout Term 1

Non-compulsory professional development

- First Aid – CPR Refresher - 2.5 hours or full First Aid – 17 Jan
- DCEO Networking meetings/ Zoom conferences – ongoing.
- QCAA online modules - ongoing
- Professional Reflection Program – ongoing
- Regular e-Learning in-services offered by e-Learning Coordinator – ongoing.
- Teachers are encouraged to be involved in Senior Moderation with many staff members serving on Subject Panels as well as the new Endorsement & Confirmation Process
- Teacher-directed and department-directed PD opportunities are encouraged and supported - ongoing.

The percentage of teacher participation in professional development was 100%.

Total funds expended on Professional Development

The total of funds expended on teacher professional development was \$177,900.

Average Staff Attendance and Retention

The average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to 5 days, was 90.41%.

Percentage of teaching staff retained from the previous school year was 91.24%.

School Income

School income broken down by funding source is available via the My School website at www.myschool.edu.au. (The School information below is available on the My School web site).

Find a school

Search by school name
 GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

National Assessment Program – Literacy and Numeracy Results

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Years 7 and 9 are available via the My School website at www.myschool.edu.au.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Key Student Outcomes and Value Added

The 2022 Year 12 cohort results demonstrated the academic strength of Shalom College. This is evident in the high percentage of ATAR scores >60. Similarly, the proportion of students obtaining a QCE or (at the very least) a VET qualification, SAT or ATAR remained high, reflecting the College commitment to quality outcomes for students.

Year 12 Outcomes

Outcomes for our Year 12 cohort of 2022	(Data are available to schools from the QCAA and QTAC secure website using your existing security code)
Percentage of Year 12 students who received a Senior Education Profile (SEP)	100%
Percentage of Year 12 students awarded a Queensland Certificate of Education (QCE)	93.8%
Percentage of Year 12 students awarded a Queensland Certificate of Individual Achievement (QCIA)	0.4%
Percentage of Year 12 students awarded a Vocational Education and Training (VET) qualification	66.2%
Percentage of Year 12 students who undertook a School-based apprenticeship or Traineeship (SAT)	2.2%
Percentage of Queensland Tertiary Admission Centre (QTAC) applicants receiving their first preference for university study	74.7%

Next Steps Survey

The report from the Queensland Government, *Next Step 2022 Year 12 Completers Survey* is available on our College website. This report details the post-school destinations of Year 12 completers from 2020. Annual

survey reports are issued in November and will be uploaded to the College website as soon as they are available.

Strategic Improvement: Progress and Next Steps

Strategic progress in 2022

1. College Learning Framework
 - professional development on a committee, Learning Area Coordinators and whole staff level was held to ensure a collaborative approach to the learning framework.
 - the College Learning Framework was completed by the end of 2022, ready for implementation in 2023.
2. Literacy Coaching
 - the Literacy Coach role was implemented throughout 2022, particularly aimed at Yr 7/8. This included targeted pull-out programs for identified students as well as whole cohort strategies.
 - the whole staff was in serviced during various meeting times on appropriate strategies to improve literacy. This was implemented with mixed success and will be ongoing into the future.
3. Catholic Identity
 - the Prayer Project was implemented where staff were given appropriate prayers to be said at the beginning of class. These prayers were chosen to relate to students' lives to increase relevance.
 - Catholic Social Teachings were to be implemented into classroom teaching across discipline areas. This was implemented with mixed success and will be ongoing into the future.
4. Data Analysis
 - the College Data Plan, developed in 2021, was implemented throughout the year to increase staff engagement with the wealth of data available.
 - Trackone features continued to be communicated with staff to ensure data is used across the school. This tool allows easy engagement with data and LACs are encouraged to use this in their meetings with staff.
 - time during meetings is given to staff to allow time for data analysis and application to their classes.
 - when staff do not have department meetings on Tuesday afternoons, they are to attend NCCD meetings to ensure the necessary data is uploaded.

Strategic priorities for 2023

1. Improve student attendance across the school
 - it has been recognized that attendance has become an issue for an increasing number of students, particularly since COVID, which has had an adverse impact on student results.
 - a multi-pronged approach to improving student attendance will be implemented across the school including daily reports generated for late students and student absence from class, attendance data generated on a fortnightly basis, where attendance is <90% communication is made with the parents and incentives for students with 100% attendance.
2. Goal-setting for students
 - with the aim of improving student performance, goal-setting for students is to be introduced.
 - goal-setting and evaluation to be done using Trackone and eventually implemented for all students each semester.
 - in 2023, this may be introduced as a trial with a view to full-school implementation in 2024.
3. Improve behaviour management record-keeping
 - it has been recognized that there may be a need to streamline and improve the consistency of pastoral care records.
 - functionality in Schoolbox will be used across the school to record Pastoral Care concerns and for the actions to be recorded. This will allow greater visibility and improved communication between key stakeholders when issues arise.
4. Implement College Framework
 - the Teaching & Learning Framework, developed in 2022, is to be embedded into the school culture.
 - this includes a pedagogical model, continuous improvement cycle model and an explicit teaching model founded on evidence-based best practice.

5. Continuation of Catholic Social Teaching and Prayer Project

- the goal of embedding CST across curriculum will continue to be promoted through staff communication and meetings.
- the Catholic Identity Team continue to work on prayer project, reviewing and improving strategies implemented previously.

Parent, teacher and student satisfaction with the school

The College has a positive image in the local community and this is reflected in the number of applications for enrolment received each year.

Many parents take advantage of opportunities for making contact with teachers through formal Parent/Teacher interviews. Increasing numbers access information via the new School's Learning Management system – Schoolbox - and are positive about this means of communication. In 2022, a phone app was released which we anticipate will further increase parental engagement.

A formal process of seeking parental feedback will be undertaken during 2023 through an external consultant.

The views of parents, teachers and students were canvassed in 2021 as part of the NSIT (National School Improvement Tool) resulting in highly positive responses from those surveyed.

The College has an active Parents and Friends Association and College Board, both of which have reported a high level of satisfaction with the college's leadership, Christian ethos, curriculum offerings, community involvement.