



Shalom College Bundaberg

2019 Annual School Report



Catholic Education
Diocese of Rockhampton

System

Catholic Education Diocese of Rockhampton

Principal

Mr D McMahon

Address

9 Fitzgerald Street
Bundaberg
Queensland 4670

Total enrolments

1394

Year levels offered

Years 7 to 12

Type of School:

Co-educational

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&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

- Inter-school and inter-house sports
 - After-school Activities Program including athletics, tennis, soccer, dance
 - Performing Arts groups including Instrumental Music, Choral, Dance and Drama groups
 - St Vincent de Paul and Edmund Rice Societies
 - Blood Bank
 - Rowing
 - College Musical
 - YCS
 - Community Service and fundraising activities
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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 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 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), House Coordinators, School Counsellors and the School Chaplain are skilled and proactive in these areas.

Strategies for involving parents in their child's education

- Record Books completed each day by students and signed with comments from parents and Pastoral Care teachers each week
- 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 is 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

Reducing the school's environmental footprint

- 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
- A solar farm is in the process of being built on the school site
- 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: 699 girls, 695 boys; 4.16% Indigenous students; 3.52% Language background other than English.

Average student attendance rate (%)

92.41 %

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 as often as possible.
- 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.

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. The Year 10 to 12 apparent retention rate was 90.1 %

Staffing Information

Workforce Composition

| Workforce Composition | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
|-----------------------|----------------|--------------------|------------------|
| Headcounts | 122.00 | 90.00 | 2.00 |
| Full-time equivalents | 115.67 | 74.74 | 1.59 |

Qualifications of all Teachers

| Qualification – highest level of attainment | Percentage of staff with this Qualification |
|---|---|
| Doctoral / Post-doctoral | |
| Masters | 6.56 % |
| Bachelor Degree | 85.25 % |
| Diploma | 8.20 % |
| Certificate | |

Major Professional Development Initiatives

Compulsory professional development days

New Staff Induction – 21 Jan

- new staff only – Kim Hard

Pupil Free Day – 22 January

- NCCD – Joanne Gills
- IT – Matthew Mills
- Teaching and Learning Meetings - LACs

Pupil Free Day – 23 January

- Literacy - Writing – Sharon Crone
- RE – Scripture – Sean O’Kane

Pupil Free Day – 24 January

- WHS and Fire Safety Training – Wayne Godrey
- Child Protection – Karen Miller-Smith
- Teaching and Learning Meetings - LACs

Pupil Free Day – 25 January

- Teaching and Learning Meetings - LACs

Pupil Free Day – 19 February

- Bishop’s Inservice Day – CEO

Staff Meeting – 30 April

- NCCD – Joanne Gills

Staff Meeting – 4 June

- Professional Boundaries – Brett Halter

Twilight Inservice – 25 July

- RE – Catholic Social Teaching - Peta Goldberg

Twilight Inservice – 10 October

- Curriculum Matters – Marie Martin

Non-compulsory professional development

- First Aid – CPR Refresher - 2.5 hours or full First Aid – 21 Jan
- 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 Process
- Teacher-directed and department-directed PD opportunities are encouraged and supported - ongoing

The percentage of teacher participation in professional development was
98 %

Total funds expended on Professional Development

The total of funds expended on teacher professional development was
\$ 470,700

Average Staff Attendance and Retention

94.52 %

Percentage of teaching staff retained from the previous school year was
82.42 %

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).

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name" with a text input field and a "GO" button. The second section is "Search by suburb, town or postcode" with a text input field. Below this, there is a "Sector" section with two radio button options: "Government" and "Non-government". At the bottom of the second section is a "SEARCH" button.

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 2019 Year 12 cohort results demonstrated the academic strength of Shalom College. This is evident in the high percentage of OPs 1-15. Similarly, the proportion of students obtaining a QCE or (at the very least) a VET qualification, SAT or OP remained high and on trend in 2019, reflecting the College commitment to quality outcomes for students.

Year 12 Outcomes

| Outcomes for our Year 12 cohort of 2019 | (Data are available to schools from the QCAA secure website using your existing security code) |
|--|--|
| Number of students awarded a Senior Statement | 163 |
| Number of students awarded a Queensland Certificate Individual Achievement (QCIA) | 1 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12 | 157 |
| Number of students awarded one or more Vocational Education and Training (VET) qualifications. | 89 |
| Number of students who are completing a School-based apprenticeship or Traineeship (SAT) | 16 |
| Number of students receiving an Overall Position (OP) | 87 |
| Percentage of OP eligible students with an OP 1-15 | 72.2 |
| Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE or VET qualification. | 98.2 |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer. | 95.7 |

Strategic Improvement: Progress and Next Steps

Strategic progress in 2019

Our goals for 2019 are written below. The school's progress towards these goals are shown in italics after each goal.

1. Successful implementation of the new Senior Australia Curriculum into Yr 11 in 2019 and Yr 12 in 2020. Staff development is to be made a priority enabling staff to become leaders in this area. Ensuring

students are prepared adequately for external exams and the implications thus has for programs across the whole school will also be a focus.

In 2019, all SATE Yr 11 subjects were successfully implemented with positive feedback on our assessment from the Endorsement process. We ensured all staff had sufficient opportunity to complete the QCAA online training modules. Relevant staff engaged with key SATE documents and attended professional development workshops. Opportunities for discussion and feedback about the new system were given in various forums such as Middle Leader meetings, Department meetings and student-free days. Teaching and assessment in the Middle School and Yr 10 was revised to prepare students for the new assessment types and external exams in Senior School.

2. A continued emphasis on improving reading and writing with the full implementation of Reading Plus across the majority of year-levels and subjects across the school.

In 2019, Reading Plus was implemented across Yr7-11 with varying degrees of success. This will remain a focus for 2020. Professional development opportunities were offered including a full staff in-service with a focus on writing presented by Sharon Crone. Mixed results were seen in our literacy NAPLAN gains for our Yr 9 students in 2019, when compared with their Yr 7 results. Our Spelling results saw a significantly greater gain than the State average (12% greater) while in Writing, our gain was equal to that of the State average. In Reading and Grammar & Punctuation, however, we saw gains of less than the State average. Over the previous 3 years that we have been able to measure student gain from Yr 7-9 at Shalom, we have seen a less than the State average gain in Reading for 2 of the 3 years, Grammar and Punctuation for 1 of the 3 years and Writing for 2 of the 3 years. Spelling has been an exception where Shalom has seen a greater than State average gain in all 3 years. Clearly, literacy will need to remain a focus for us into the future.

3. The implementation of a PBL approach into Yr 8 in 2019. An evaluation of the program will be undertaken to decide whether this will be continued into Yr 9. It is hoped that this approach will see greater student engagement and NAPLAN gains increase across all testing components into the future.

A project-based learning approach was successfully implemented in 2019 into Yr 8, with the consolidation of the Yr 7 program. Professional development of staff new to the approach, as well as continual upskilling of those already involved, is ongoing. Anecdotal data indicates that this approach has seen greater engagement of the students and has received significant positive feedback from students, teachers and parents. After discussions with stakeholders, it has been decided to restrict this approach to Yr7&8 although this may be revisited in the future.

4. A revision of our Pathways program to ensure students are given a variety of opportunities in their schooling and making appropriate subject/course choices. This will consolidate the good results attained in previous years with the numbers of students receiving a QCE, VET and SAT upon leaving Yr 12 and potentially increase the percentage of students in the upper OP bands.

The Pathways team have done a commendable job in 2019 with the continued growth of the program. Shalom offers 20 Certificate courses in total, the most of any school in the Rockhampton Diocese, affording our students a wide variety of options. The Pathways team was appointed a new office in close proximity to the Study group in which there is a large overlap of students, increasing communication and engagement. In 2019, 89 Yr 12 students received a VET qualification with 16 students participating in SATs. The increased variety in options has seen the percentage of Yr 12 students who receive a QCE, VET or SAT at 98.2%, with only 2 students from a cohort of 163 receiving a Senior Statement only, reflecting the success of our Pathways program.

5. Ensuring the Catholic Identity of Shalom College is maintained and enhanced with an evaluation of our current curriculum and pastoral programs to ensure an emphasis on our identity is included where appropriate.

In 2019, Shalom has introduced a process of introducing Catholic Social Teaching into the school curriculum, across all disciplines and year levels. Professional development to assist this process was compulsory for all staff with a presentation by Peta Goldberg. The Catholic Identity of the school continues to be a major focus through the physical environment, vertical pastoral care system, community service opportunities and the celebration of religious occasions and role models.

Strategic priorities for 2020

1. Successful implementation of the new Senior Australia Curriculum into Yr 12 in 2020 and consolidation of the Yr 11 courses. Staff development is to be made a priority enabling staff to become leaders in this area. Ensuring students are prepared well for external exams and the implications this has for programs across the whole school will also be a focus.
2. A continued emphasis on improving reading and writing with the full implementation of Reading Plus across the majority of year-levels and subjects across the school.
3. A focus on the integration of IT into our programs, including an evaluation of the current Learning Management System.
4. The development of our staff in their professional practice via the identification and support of relevant professional development. This will include the review and continued improvement of our Professional Reflection Program.
5. Implementation of a Responsible Thinking Program to ensure a positive learning environment in classrooms for staff and students.

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 School's Learning Management system and are positive about this means of communication.

The views of parents, teachers and students were canvassed in 2016 as part of two evaluation processes: an ACER review using the NSIT (National School Improvement Tool), and the Diocesan-led School Renewal and Improvement. Each resulted 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, sporting and co-curricular programs.