

Shalom College Bundaberg

2023 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

1529

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 1550 students 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, cultural, community service 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. Shalom is a welcoming community for First Nations students, students with language background other than English and students with disability offering a variety of support programs to assist these students reach their potential. Students from all faith backgrounds are welcome at the College. 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.

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 several ways. This has been possible due to the school's one-to-one laptop program which allows students to lease laptops with the option to buy upon the contract's completion. The school also allows students BYO devices for those families who prefer this.

Since 2021, Shalom adopted Schoolbox as our main learning management system and is 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 which has seen excellent uptake by all parties. In 2023, further functionality of Schoolbox has been utilized such as the Pastoral Care module and integration with Clipboard.

In addition, a number of teaching & learning platforms are used to support learning in the classroom such as Education Perfect, Atomi, Delta Maths and Edrolo among others. 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. These are just some examples of the many ways IT is integrated into Shalom life.

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 regularly. 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 Sia and 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 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: 773 girls, 756 boys; 6.54% Indigenous students; 2.36% Language background other than English.

Average student attendance rate (%)

The average student attendance rate was 91.76%.

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 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 2023, the Year 10 to 12 apparent retention rate was 82%.

Staffing Information

Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	132.00	112.00	6.00
Full-time equivalents	125.08	89.89	5.04

Qualifications of all Teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	2%
Masters	12%
Bachelor Degree	84%

Diploma	2%
Certificate	

Major Professional Development Initiatives

Compulsory professional development days:

- New Staff Induction – 16 January - New staff only
- Pupil Free Day – 17 January
 - WHS Compliance
 - Using Data presentation
 - House Coordinator and LAC meetings
 - Schoolbox Training and Sia Class Page development
- Pupil Free Day – 18 January
 - New Art & Science of Teaching – Dr Janelle Wills
- Pupil Free Day – 19 January
 - Department Meetings
 - House Meetings
- Pupil Free Day – 20 January
 - Student Protection Compliance
 - Classroom induction of SO's / TA's / Gappies
 - Mass
- Pupil Free Day - Bishop's Inservice Day (5 hours) – 17 February
- Twilight Inservice (3 hours) – 13 July
 - Familiarization and initial planning for new Australian Curriculum
- Twilight Inservice (3 hours) – 11 October
 - Development of new Australian Curriculum units/resources
 - Resourcing and planning for the new Religion & Ethics Applied Syllabus (RE teachers)
- Pupil Free Day – 1 September
 - Data analysis for individual classes
 - NCCD presentation and data upload
 - Continuation of development of new Australian Curriculum units/resources
- New teachers - weekly PD sessions throughout Term 1

Non-compulsory professional development

- First Aid – CPR Refresher - 2.5 hours or full First Aid – 16 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 \$234,800.

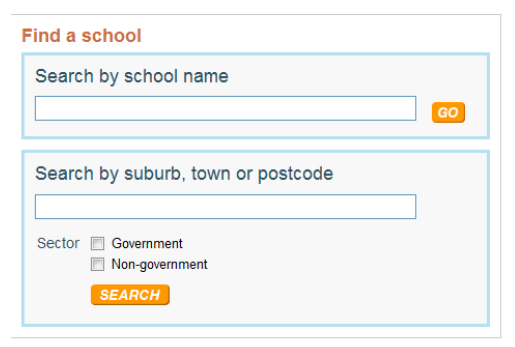
Average Staff Attendance and Retention

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 91.14%.

The percentage of teaching staff retained from the previous school year was 93.62%.

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).



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 2023 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 2023	(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)	92.52%
Percentage of Year 12 students awarded a Queensland Certificate of Individual Achievement (QCIA)	0%

Percentage of Year 12 students awarded a Vocational Education and Training (VET) qualification	57.48%
Percentage of Year 12 students who undertook a School-based apprenticeship or Traineeship (SAT)	15.89%
Percentage of Queensland Tertiary Admission Centre (QTAC) applicants receiving their first preference for university study	81.01%

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 2023

1. Improve student attendance across the school
 - a multi-pronged approach to improving student attendance was implemented across the school including (a) daily reports generated for late students and student absence from class, (b) attendance data generated on a fortnightly basis, (c) where attendance is <90% communication is made with the parents, (d) incentives for students with 100% attendance (e) meetings with parents were arranged by the House Coordinator for students with attendance rates of <80% and parents met with Assistant Principal – Students if attendance was <60%.
 - as a result of this approach, student attendance rose from 86.6% in 2022 to 89.7% in 2023.
2. Goal-setting for students
 - goal-setting and evaluation using Trackone was successfully trialed in a number of classes where each student evaluates their progress in their subjects and sets goals for the upcoming semester. Full-school implementation of this will occur in 2024.
3. Improve behaviour management record-keeping
 - functionality in Schoolbox was implemented across the school to record Pastoral Care concerns and for the actions to be recorded. This allowed greater visibility and improved communication between key stakeholders when issues arise.
4. Implement College Framework
 - the Teaching & Learning Framework, developed in 2022, was embedded into the school culture through regular meetings and our Professional Practice program.
 - professional development was provided on engagement & management strategies

Strategic priorities for 2024

1. Australian Curriculum implementation and planning. This goal was identified as, with the updating of the Australian Curriculum from Yr7-10 by ACARA, there is a flow-on effect in schools where units, assessment, resources etc. will need to be adapted or re-written. To do this, Shalom will:
 - provide PD opportunities to key staff
 - provide release time for cross-curriculum collaboration of KLAs.
2. Continue implementation of Academic Target Setting. This objective was identified as, goal-setting is an important tool in improving the performance and results for students. By formalizing this, it is hoped that outcomes will improve for students. To do this, Shalom will:
 - implement goal-setting for students from Yr7-12 using the TrackOne target setting module for students to set goals for their academic learning
 - this process is to be implemented in PC groups and monitored by classroom teachers.
3. Develop literacy intervention program in order to improve literacy results. This goal was chosen as trends in the College's NAPLAN results have shown that literacy is an area of improvement for Shalom. In partnership with

our current Literacy coach, it is hoped that improving literacy in Yr7& will have a flow-on effect in future years in improving student outcomes. To do this:

- a two-pronged approach will be implemented (a) Cars and Stars Program and (b) Pillars program
 - the Cars and Stars Program is aimed at identifying at-risk Yr 7&8 students using data. These students drop a rotating subject and engage with improving their literacy skills supported by the Learning Support staff and key teachers.
 - the Pillars program is aimed at improving the reading skills of identified Yr7 & 8 students, where 10-15 minutes of class time is used for students to improve their reading in particular. This is to be extended further in 2024 with the recruitment of volunteers from the community as well as organizations such as Rotary.
4. Build on the gains to improve attendance rates for students. This goal was chosen as attendance rates were identified as an area of improvement which will have a direct impact on the learning and performance of students. This area is seen as vital to improving student achievement. To do this, Shalom will:
- continue the strategies implemented in 2023 which proved to be effective.
5. Enhance Catholic Ethos and Identity at Shalom College. This goal was chosen as our faith and Catholic identity is core to all activities that occur within a Catholic school. To do this, Shalom will:
- reform and revitalize the Catholic Identity Team
 - continue to embed the Catholic Social Teachings across the curriculum
 - formalize reflection period incorporated into the school day in addition to the current whole-school prayer.

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. A large percentage of parents access information via the new School's Learning Management system – Schoolbox - and are positive about this means of communication. The associated phone app has further increased parental engagement.

The views of parents, teachers and students were last 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.