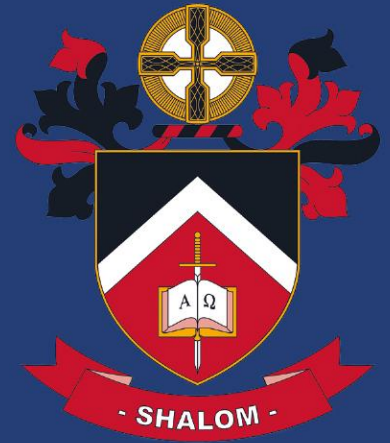




Shalom College Bundaberg

2024 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

1565

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 engaging culture in every classroom. Shalom has high expectations 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 are numerous and 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 many 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 including a phone app that links with Schoolbox for use by students, staff and parents. Further functionality of Schoolbox has continued to be utilized such as the Pastoral Care module, Group pages, integration with Clipboard, Unit Plan features etc.

Additionally, various teaching and learning platforms are used to enhance classroom learning, including Education Perfect, Atomi, Delta Maths, and Edrolo. TrackOne is utilized to collect student data, helping to tailor curriculum delivery to individual needs and support student goal setting. Classwise enables teachers to monitor students' computer activities during lessons. These are just a few examples of how IT is integrated into daily life at Shalom.

Social Climate

Strategies to Promote a Positive Culture

- Religion is a core subject throughout 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 are 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.
- The Campus Minister provides spiritual and social support to students.
- The college response to bullying is outlined in the Student Handbook and confirmed 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 with 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. The school community is kept up to date with 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. If a serious issue arises, the school may either contact the Office of the eSafety Commissioner directly or advise parents to do so, offering support throughout the process.

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 tuck-shop, music, Learning Enhancement, library, reading, Sunday Markets, reading programs 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 a 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's oval facilities.
- The College is striving to reduce paper consumption wherever possible through the move towards electronic communication with staff, students and parents.
- Tree planting 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: 787 girls, 778 boys; 6.84% Indigenous students; 1.66% Language background other than English.

Average student attendance rate (%)

The average student attendance rate was 90.07%.

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 students' 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.

Year 10 to 12 Apparent Retention Rate

The Year 10 to Year 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 expressed as a percentage of those students who were in year 10 to two years previously. The inclusion of repeating and mature-age students and intra/inter-state movements into schools can result in apparent retention rates beyond 100 percent.

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 2024, the Year 10 to 12 apparent retention rate was 80.2%.

Staffing Information

Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	First Nations Staff
Headcounts	129.00	114.00	6.00
Full-time equivalents	123.40	91.16	5.57

Qualifications of all Teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	

Masters	13.95%
Bachelor Degree	82.95%
Diploma	1.55%
Certificate	

Major Professional Development Initiatives

Compulsory professional development days:

New Staff Induction – 15 January - New staff only

Pupil Free Day – 16 January

- Strategic direction of the College (Gail Norris)
- Wellbeing strategies (Aaron Brown, David Eke, Keryn Staley, Maryann Parton)
- Trackone – profiles and goal setting (Megan Munckton, Trish Allen)
- Schoolbox updates and Class Page creation (Penny McKeown, Brendan Maher)
- Department Meetings

Pupil Free Day – 17 January

- Living Within the Catholic Story (Ken Avenell)
- Pedagogical Practice (Penny McKeown)

Pupil Free Day – 18 January

- WHS Compliance
- Department Meetings
- House Meetings

Pupil Free Day – 19 January

- Student Protection, Code of Conduct, ICT Code of Practice, Modern Slavery Compliance
- Classroom induction of SO's / TA's / Gappies
- Mass

Pupil Free Day – 16 February

- Bishop's Inservice Day (5 hours)

Twilight Inservice (3 hours) – 16 July

- Laudato Si' CARITAS EarthCare - Alice Carwardine – Religious Education PD

Twilight Inservice (3 hours) – 10 October

- Development of new Australian Curriculum units/resources

Pupil Free Day – 30 August

- Data analysis for individual classes
- 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 – 15 Jan
- DCEO Networking meetings/ Zoom conferences – ongoing
- QCAA online modules - ongoing
- Professional Reflection Program (i.e. Teacher Mentoring)– 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 \$156,360.00.

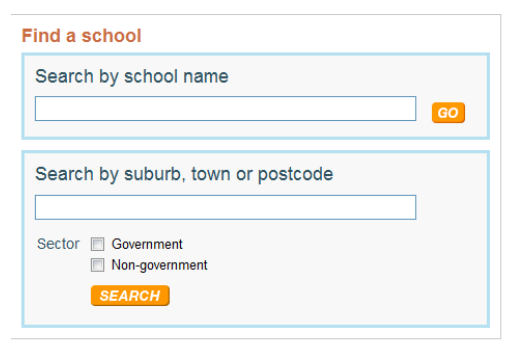
Average Staff Attendance and Retention

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 90.42%.

The percentage of teaching staff retained from the previous school year was 92.71%.

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 2024 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 2024	(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)	91.78%

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	60.37%
Percentage of Year 12 students who undertook a School-based apprenticeship or Traineeship (SAT)	5.31%
Percentage of Queensland Tertiary Admission Centre (QTAC) applicants receiving their first preference for university study	61.63%

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 2024

- Australian Curriculum implementation and planning
 - Staff have participated in targeted professional learning sessions focused on the structure, content, and key changes in the new Australian Curriculum to ensure confident and informed implementation.
 - Dedicated time has been allocated for departments and teaching teams to collaboratively unpack curriculum documents, align learning sequences, and share best practices.
 - Teachers have been provided with updated curriculum guides, digital tools, and support materials, including exemplars and planning templates, to assist with unit design and assessment aligned to the new standards
 - Overall, staff are well prepared for the implementation of the new Australian Curriculum although this will be ongoing.
- Continuing implementation of Academic Target Setting.
 - Staff have received hands-on training on how to effectively use the new goal-setting features in TrackOne, including how to guide students in setting SMART goals and tracking progress.
 - Goal setting has been embedded into existing pastoral care and academic structures throughout 2024 with strong engagement from students and staff.
- Develop literacy intervention programs in order to improve literacy results.
 - Cars and Stars Program (Yr7/8) – targeted reading/comprehension program has been implemented aimed at identifying Yr 7/8 students. This program has been successful and meets its goals.
 - Pillar Program – volunteers from the community have been canvassed to assist in reading to identify students in lower grades. The continuation of this program in 2025 is to be evaluated.
 - Writers Toolbox application – an IT application used to improve writing for all students which has proved to be a useful tool for teachers in improving student outcomes
 - Literacy Coach, Camilla Cook – creation of role to embed effective literacy practices across the staff. This role will not continue until 2025.
- Enhance Catholic Ethos and Identity at Shalom College.
 - Staff and students successfully engage in regular faith formation opportunities, including retreats, liturgies, social justice opportunities and prayer experiences that deepen their understanding of Catholic teachings and traditions.
 - The curriculum and co-curricular programs are encouraged to actively incorporate Catholic Social Teaching principles, encouraging students to live out values such as compassion, justice, and service to others, which has proven challenging.
 - The school environment continues to be enriched with Catholic symbols, sacred spaces, and regular religious celebrations that visibly express and reinforce the school's Catholic identity in daily life.

Strategic priorities for 2025

1. Developing trauma-informed practices to be embedded in student teacher classroom relationships.
 - Berry Street informed mini-sessions throughout the year. These sessions will focus on Unconditional Positive Regard, brain breaks and relationship development tasks.
 - This has been chosen as the school recognizes the impact of trauma on learning and behaviour where we believe the best response is with empathy and consistency, to strengthen student wellbeing, and support every learner to reach their full potential.
2. Developing a whole school wellbeing project for students and staff
 - Research appropriate models for developing resilience, wellbeing, and social media practices.
 - Work collaboratively with the DP, APRE and Local Consultative Committee to enhance staff wellbeing to develop a whole school wellbeing framework.
 - This priority has been chosen to as recognition of the increasing complexity in schools and to support the mental, emotional, and physical health of our staff, recognizing that their wellbeing is essential to fostering a positive and effective school environment.
3. Enhance student outcomes through improved pedagogical practices and development of student self-regulation of learning.
 - Create an instructional playbook of practice aligned with Shalom's pedagogical framework.
 - Implement Instructional Coaching - coach a total of 16 teaching staff per year.
 - Continue to roll out the Launch into Learning program
 - This priority has been chosen to allow staff to reflect on and improve their pedagogical practice as well as to enhance engagement, deepen learning, and empower students to take greater ownership of their educational journey, which subsequently improves student outcomes.
4. Systematic Curriculum Delivery
 - Rollout Phase B – Australian Curriculum Version 9.0
 - Implementation of new General Syllabus (version 2024)
 - Rollout of Unit 3 & Unit 4 Applied Syllabus (version 2024).
 - Develop College Curriculum Map Year 7 – 12
 - This is a priority in response to the changing Australian Curriculum which will consequentially require modifications to our programs and assessment.
5. Enhance Catholic Identity and culture through purposeful, strategic and sequential formation opportunities
 - Develop a targeted, sequential Staff Formation Plan that accommodates the needs and roles of staff and compliments staff wellbeing initiatives
 - Continue to enhance teacher understanding in religious and faith literacy
 - Training in Christian apologetics to assist RE staff to engage in dialogue around complex moral and theological contexts
 - This priority has been chosen as Shalom values its Catholic identity because it provides a foundation of faith, compassion, and moral purpose that shapes our community, inspires our teaching, and guides the actions of students, staff and parents.

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 contacting 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 proven to be a valuable resource for 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.