



# Shalom College Bundaberg

2018 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

1380

# 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 relevant and holistic Christian education that contributes to learning that is lifelong and life-wide. Our curriculum aims to develop learners who are reflective and self-directed communicators, producers, investigators, participators, thinkers and problem solvers. These attributes are translated into teaching and learning roles and experiences that are integrated throughout our curriculum programs.

## Extra Curricula Activities

- Interschool 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
- Meeting of classes with Pastoral Care teachers each day
- Counselling is offered by a full-time School Counsellor
- 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
- We are striving to reduce paper consumption wherever possible through the move towards electronic communication with staff, students and parents
- Plans are in place to install extensive solar panels

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# 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: 705 girls, 675 boys; 3.91% Indigenous students; 3.77% Language background other than English.

## Average student attendance rate (%)

98.5 %

## 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 students' 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

92.8 %

# Staffing Information

## Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	114.00	88.00	6.00
Full-time equivalents	106.23	72.53	4.96

## Qualifications of all Teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	6.19 %
Bachelor Degree	89.38 %
Diploma	4.42 %
Certificate	

## Major Professional Development Initiatives

### Compulsory professional development days

- Pupil Free Day 16<sup>th</sup> January
  - Pastoral Care and Behaviour Management (within school presenters)
  - Teaching & Learning (within school presenters)
  - eLearning (within school presenters)
- Pupil Free Day 17<sup>th</sup> January
  - Workplace, Health and Safety Compliance
  - Technology
  - Learning Support
  - Student Protection
- Pupil Free Days 18<sup>th</sup> & 19<sup>th</sup> January
  - Teaching and Learning Meetings
  - Mass – 1.5 hours
- Pupil Free Day 13<sup>th</sup> February
  - Bishop's Inservice day
- Pupil Free Day – 16<sup>th</sup> April
  - Literacy (Reading Plus) – John Dyson
- Pupil Free Day – 13<sup>th</sup> August
  - SATE Inservice day
- Twilight Inservice 14<sup>th</sup> August
  - PSDE - Kirstin Honeyball
- Twilight Inservice 6<sup>th</sup> September
  - NCCD – Joanne Gills

### Non-compulsory professional development opportunities

- Religion Inservice – The World of the Text – Gail Davis
- Religion Inservice – Rabbi Gad
- Religion Inservice – The 3 Dimensions of Religion – Believe, Behave and Belong'- John Thomas
- First Aid – CPR Refresher - 2.5 hours or full First Aid
- 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
- Teacher-directed and Department-directed PD opportunities are encouraged and supported - ongoing

The percentage of teacher participation in compulsory professional development was 98 %

### **Total funds expended on Professional Development**

\$ 419,700

### **Average Staff Attendance and Retention**

91.10 %

Percentage of teaching staff retained from the previous school year was

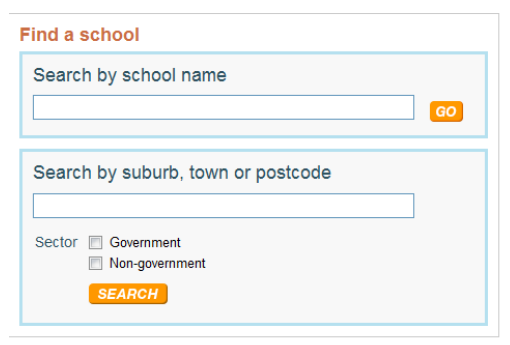
96.56 %

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## **School Income**

School income broken down by funding source is available via the My School website at [www.myschool.edu.au](http://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 search boxes: "Search by school name" with a "GO" button, and "Search by suburb, town or postcode" with a "SEARCH" button. Below the second search box, there are radio buttons for "Sector" with options for "Government" and "Non-government".

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## **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](http://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.

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## Key Student Outcomes and Value Added

The 2018 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 2018, reflecting the College commitment to quality outcomes for students.

### Year 12 Outcomes

Outcomes for our Year 12 cohort of 2018	
Number of students awarded a Senior Statement	232
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	225
Number of students awarded one or more Vocational Education and Training (VET) qualifications.	105
Number of students who are completing a School-based apprenticeship or Traineeship (SAT)	18
Number of students receiving an Overall Position (OP)	148
Percentage of OP eligible students with an OP 1-15	78.2
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.	99.1
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	92.4

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## Strategic Improvement: Progress and Next Steps

### Strategic progress in 2018

Our goals for 2018 were:

1. Continue to reflect on our Shalom College Strategic Plan (2016-2018) to guide the direction of the College.
2. Continue to develop data literacy skills of all staff to ensure they can effectively use data to evaluate teaching effectiveness and plan for explicit differentiation within their classroom.
3. Continue to develop a whole school coordinated and consistent approach to providing quality feedback to teachers that will lead to the development of a College wide self-reflective culture focused on improving classroom teaching.
4. Engage with the new SATE system to ensure a smooth transition to the Senior Australian Curriculum in 2019 for Yr 11
5. Implement a Project-Based Learning philosophy into the curriculum for the Yr 7 cohort in 2018
6. An improvement in reading and writing skills in our students as identified by data sources such as NAPLAN, PAT tests etc. A particular SMART goal was to close the ensure our student's achieve a gain as

a whole from Yr 7 to Yr 9. In terms of reading and writing, our SMART goal was to 'close the gap between Shalom's gain and the state's gain for Writing and to increase the number of students in the upper two bands for Writing.

7. Continue to develop and implement a quality assurance process to ensure a coherent, sequenced plan for curriculum delivery that clearly informs quality teaching and learning e.g. year level plans, moderation processes, professional development, scope and sequence and unit plans. This quality assurance process should pay particular attention to consistent high quality planning, moderation processes across all faculties and alignment to approved curriculum

8. Continue to work to improve our exit data. Our SMART goals for our exit data were to achieve: (1) 25% of our OP-eligible students to achieve an OP in the band 1-5 over the next 3 years and (2) Maintain an attainment of QCE or VET qualifications for all graduating Year 12 student at a rate between 98% - 100% over the next 3 years

We worked towards achieving these goals by:

1. Regular opportunities for reflection on our Strategic Plan and discussion were provided in Leadership Team meetings, Middle Leader meetings and staff meetings. A new Learning Team has been created consisting of the AP (Curriculum, Teaching & Learning), Middle School Coordinator, Senior School Coordinator, Professional Reflection Consultant and eLearning Coordinator which has a focus on developing strategies in order to reach our teaching and learning goals outlined in the Strategic Plan.

2. Providing professional development opportunities on SunLANDA, BonSAI, Google Forms, TASS etc to enable teachers to improve their knowledge of working with data. Data provided by sources such as NAPLAN, PAT, report cards, learning support, ESL etc were made available to staff and opportunities for staff to use this data (eg creation of Class Profiles) have been provided in professional development days. Data has been used more effectively to link with the mentoring process (eg A-E subject data, survey results etc).

3. The Learning Team, a working party lead by AP (Curriculum, Teaching & Learning), was created to identify current reflective practice processes elements that they wish to include in a new professional reflection program that includes performance accountability processes for staff. This working party collaboratively developed an observation/feedback tool that identified an agreed set of effective pedagogical practices to use in the mentoring process as a way of embedding these practices in all classrooms at Shalom College.

4. Ensuring 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.

5. The creation of a PBL team who implemented PBL in Yr 7 in 2018. This team was expanded towards the end of the 2018 with the view to extending the PBL approach in to Yr 8 in 2019. Planning time was given for this team to meet to prepare,

6. Professional development was provided by the school to the whole staff by John Dyson, with a particular focus on strategies to improve reading within the school by the introduction of the Reading Plus program. It is an expectation that Reading Plus be implemented into classrooms across Learning Areas in 2019. In terms of our SMART goals, as a whole we saw a positive gain in Spelling, Grammar & Punctuation and Reading. There was a negative gain in the Writing component of our Yr 9 2018 cohort compared with their Yr 7 results, as well as a reduction in the percentage of students in the top two bands for Writing compared with the 2017 cohort, although slightly larger than the 2016 cohort. Therefore more work needs to be done in the area of writing. As mentioned Reading results did improve, possibly due to the introduction of previous programs by Pat Hipwell introduced into our school over the last two years.

7. Reinforce clear expectations for Learning Areas to prepare and maintain explicit documents including curriculum scope and sequences, work programs, study plans, VET training and assessment schedules, learning area overviews and unit plans.

8. Create a Pathways Officer with a support staff aimed at ensuring students are in appropriate courses giving them to opportunity to achieve their best results. Involvement of all staff to maintain high expectations of students in their subjects will also be emphasized with staff meetings, department meetings etc. An evaluation of how VET, SBA etc are provided at our school with actions to improve our programs will also be undertaken. In terms of our SMART goals, in 2018, 19.5% of our students achieved an OP of 1-5 therefore we did not reach our target in this area. We did have success with 99.1% of our Yr 12 students achieving a QCE, VET and SAT however.

## Strategic priorities for 2019

Upon reflection on the previous Strategic Plan and looking to the future, goals for the College include:

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.



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. 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.
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.
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.

## **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