2014 SCHOOL REPORTING – Secondary Schools

The School Story

<table>
<thead>
<tr>
<th>System:</th>
<th>School Name:</th>
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<tbody>
<tr>
<td>Catholic Education</td>
<td>Shalom College</td>
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<tr>
<td>Diocese of Rockhampton</td>
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<table>
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<tr>
<th>School Based Contact Person</th>
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<tbody>
<tr>
<td>Principal’s Full Name:</td>
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<tr>
<td>Mr Dan McMahon</td>
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<table>
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<tr>
<th>Address:</th>
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<tbody>
<tr>
<td>Number/Street: 9 Fitzgerald Street</td>
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<tr>
<td>Suburb/Town/City: Bundaberg</td>
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<td>Postcode: 4670</td>
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| Total Enrolments: 1227           |
| Year Levels Offered: 8-12        |
| Type of School: Co-educational   |
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 Curricular Activities

- Interschool and Inter-house sports
- 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

Social Climate

- 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 8 – 10.
- Leadership training opportunities (including Buddies 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
- 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. We also have appropriate policies in place 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.
Strategies used for involving parents in their child’s education

- Record Books completed each day by students and signed with comments from parents each week
- Parents and Friends Association and College Pastoral Board
- Parents are invited to attend school masses and liturgies, e.g. Year 12 Induction and Graduation
- Parent helpers in tuckshop, music, learning enhancement, library, reading, Sunday Markets and sports coaching
- Parent-Teacher interviews scheduled three times each year
- Year level parent information evenings offered

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

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: 623 girls, 604 boys; 2.9% Indigenous students; 2.9% Language background other than English

Staffing Information

The Shalom College community comprises 90 teaching staff (85.3 full-time equivalent) and 52 permanent or contracted non-teaching staff. Three (3) staff members identify as having ATSI heritage

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Qualification – highest level of attainment</th>
<th>Doctoral/Post-doctoral</th>
<th>Masters</th>
<th>Bachelor degree</th>
<th>Diploma</th>
<th>Certificate</th>
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<tbody>
<tr>
<td>Percentage of staff with this Qualification</td>
<td>%</td>
<td>2.9%</td>
<td>95.1%</td>
<td>1.9%</td>
<td>%</td>
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</table>
Expenditure on and teacher participation in professional development

(i) TOTAL FUNDS expended on teacher professional development according to Australian Government Quality Teacher Program reporting requirements.

$236,100

(ii) MAJOR PROFESSIONAL DEVELOPMENT INITIATIVES

- Ongoing IT training opportunities to support the effective integration of ICTs
- Bishops In-service Day
- Staff development in the area of well-being & courageous conversations
- Staff development aimed at creating a culture of self-reflection and feedback amongst teachers
- Teacher mentoring opportunities
- QSA subject-specific workshops were attended by the requisite staff
- WHS training
- First Aid training and accreditation for some staff
- Attendance at various conferences
- Statutory Child Protection training
- Religious Education professional development provided

(iii) The percentage of the TEACHING STAFF INVOLVED IN PROFESSIONAL DEVELOPMENT

100%

Average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to 5 days

99.02%

Percentage of teaching staff retained from the previous school year

88.56%

School Income

School income broken down by funding source is available via the My School website at http://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 Year 9 are available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

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

The 2014 Year 12 cohort has continued the trend of developing strength academically. This is evident in the percentage of OPs 1-15 which continued to contribute to the increasing trend to 85% in 2014. Similarly, the proportion of students obtaining a QCE or (at the very least) a VET qualification or OP increased significantly on trend in 2014.

Average student attendance rate (%)

90%

Describe how non-attendance is managed by the school

- Parents are asked to provide a written explanation of every absence
- Parent contact is made if necessary
- Child Protection Officer informed if necessary (extended unexplained absence or school refusal)

Retention Rates – SECONDARY COLLEGES ONLY

Year 10 to 12 Apparent Retention Rate

83.3%

Year 12 Outcomes

<table>
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<th>Outcomes for our Year 12 cohort of 2013 (Data are available to schools from the QSA secure website using your existing security code)</th>
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<tbody>
<tr>
<td>Number of students awarded a Senior Statement</td>
<td>210</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement (QCIA)</td>
<td>-</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12</td>
<td>206</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Education and Training (VET) qualifications.</td>
<td>115</td>
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</table>
Number of students who are completing a School-based apprenticeship or Traineeship (SAT) | 16
Number of students receiving an Overall Position (OP) | 136
Percentage of OP eligible students with an OP 1-15 | 85%
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%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer. | 97%

Value Added

The story of distance travelled

The number of students who left the College with no VET qualifications, OP or QCE has continued to decline significantly. This statistic (as a proportion of the cohort) has been a particular focus. This decline is largely the result of deliberate targeting of students “at risk” academically by the Senior School Coordinator (a Position of Added Responsibility largely responsible for monitoring student engagement and performance across subjects in Years 11 and 12).

The story of where you are going

As a learning community, we will focus on maintaining “built-in” strategies as opposed to “bolt-on” techniques in preparing students for standardised testing in the middle and senior schools. This will see a continuing emphasis placed on reflecting on and delivering quality teaching and learning within subject classes rather than changing the strategies employed to prepare students and families to engage with relatively high stakes external standardized testing (QCS Test and the NAPLAN Test). While our formula for the latter remains largely unchanged from previous years, as a professional learning community, we will continue to implement the process of peer mentoring commenced in 2014 with the view to developing teacher capacity in terms of reflections on effective pedagogies to improve learning outcomes for all students. We will also work at improving differentiation through the Focus classes in Years 7, 8 and 9 for students with significant learning deficits and through extension classes in Year 9 English, Humanities, Mathematics and Science for students identified as having capacity to engage academic challenges beyond the junctures established under the Australian Curriculum.

Information, in plain language, about 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.

A large number of parents take advantage of opportunities for making contact with teachers through formal Parent/Teacher interviews.

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.