

# ANNUAL REPORT



2018

Shalom Christian College, Townsville

In October 2018 Carinity acquired Shalom Christian College from the Uniting Church in Australia, Queensland Synod. Carinity Education will be continuing the operation of Shalom Christian College from the commencement of 2019. During 2018 members of the Uniting Church in Australia, Queensland Synod Schools and Residential Colleges Commission acted as the governing body of Shalom Christian College.

This report is published by the Schools and Residential Colleges Commission of the Uniting Church in Australia, Queensland Synod to meet the requirements as detailed in the *EDUCATION (GENERAL PROVISIONS) ACT 2006 - SECT 423 - Annual reporting by State school's principal or non-State school's governing body.*

# Annual Report

## SHALOM CHRISTIAN COLLEGE, TOWNSVILLE

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### SCHOOL PROFILE:

<b>School Sector:</b>	Independent
<b>Co-educational or Single Sex:</b>	Co-educational
<b>Year Levels Offered:</b>	Prep to Year 6

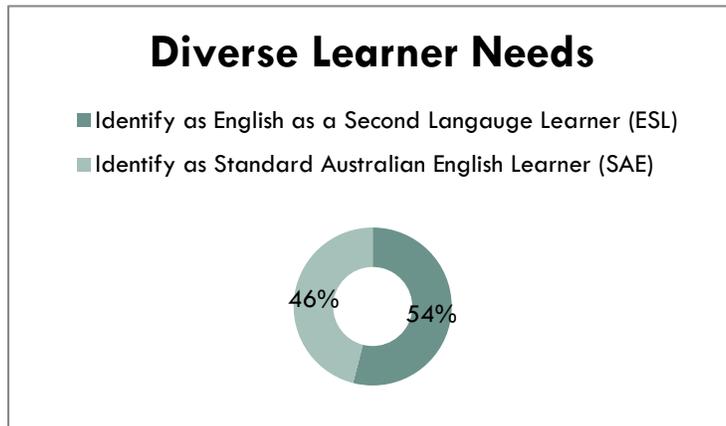
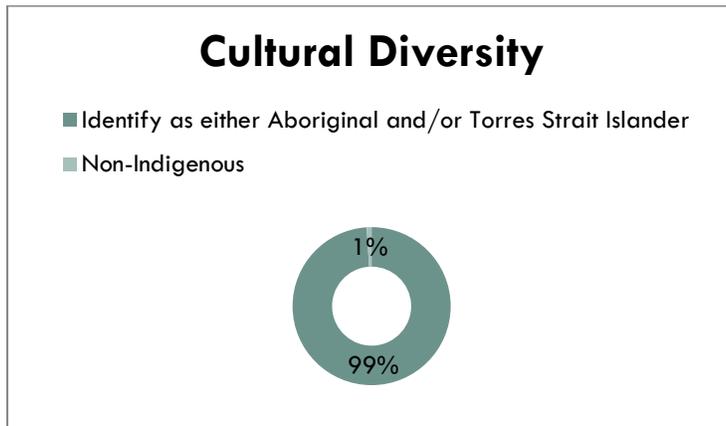
### ENROLMENTS:

Data collected from January census indicate that:

<b>Total Number of Students Enrolled:</b>	100
Total Number of Male Students	52
Total Number of Female Students	48

Years offered Prep to Year 6													
Prep		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
M	F	M	F	M	F	M	F	M	F	M	F	M	F
5	6	6	6	7	6	10	9	7	6	7	5	10	10

**Characteristics of Student Body:**



## CURRICULUM

### Distinctive Curriculum Offering:

In 2018 our curriculum ran from Prep to Year 6. We embedded Indigenous Knowledges and Ways of Working into the Australian Curriculum. Each student developed their own Personalised Learning Plan with their classroom teacher, identifying both academic and personal goals each term. The curriculum was delivered using an explicit teaching pedagogical framework and all teachers incorporated the Aboriginal and/or Torres Strait Islander Bandscale Teaching Strategies to support our Indigenous learners.

Our curriculum priority for 2018 was the improvement of literacy and numeracy outcomes. We continued to deliver the Mathematics program following the intent of the Australian Curriculum using ROLE M and YuMi Deadly pedagogical framework. Our Literacy improvements were a result of early identification and targeted programs. All Prep students were assessed using the Sutherland Phonological Awareness Test (SPAT-R) and Blanks Levels of Questions to evaluate comprehension and reading readiness skills. Year 1-6 students reading progress was monitored using PM Benchmark Running Records. Students with limited phonological skills accessed the University of Queensland's PAL program (Phonological awareness for literacy) through the Literacy Support Teacher.

In Semester II 2018 we launched our Reading Rockets Program to enhance literacy outcomes and increase student reading levels. This program was aimed at developing a 'Love for Reading' culture within the school and children had an opportunity to read with someone during their free time. The program operated before school and during lunch with support from community volunteers. It was a great success with over 500 books in total being read over six month period. This year the College also adopted 7 Steps to Writing Success across all grades. This program provided students with the building blocks to become creative and engaging writers.

In 2018 we delivered the Australian Digital Technologies Curriculum in partnership with ACARA's Digital Technologies Project team. Our specialist Digital Technologies Teacher designed a curriculum that allowed the students to showcase their creativity as well as develop their ICT capabilities. Shalom adopted a STEM approach to the delivery of the curriculum with digital technologies being incorporated into a number of subjects.

The College curriculum is distinctive with a strong emphasis on supporting the whole child, not just academically but culturally, emotionally and spiritually. The Australian curriculum general capabilities were embedded in the Health units with a focus on personal and social capabilities. Traditional Knowledges and Spirituality was embedded within the Religious education curriculum with the contribution of knowledge and wisdom by Elders and community members.

The curriculum priorities of literacy and numeracy ensure that each student develops the skills required for future success.

## Extra-Curricular Activities:

In 2018 the extra-curricular activities accessed by students included:

- Inter-school Sport
- Chaplaincy Program
- Men's Business
- Sapphire Girls Group
- Year 6 Camp to Mungalla Station
- Positive Attendance Excursions
- Because of Shalom we can...
- Hawaiian Parent Night
- Naidoc Celebrations
- Harmony Day
- Easter Liturgy Service
- Year 6 Formal
- Prep Graduation
- Parent meet and greet Night
- Wild, Wild West Parent Night

## SOCIAL CLIMATE:

Shalom Christian College is a school community that reinforces the school motto of *'Positive by Choice, and proudly Indigenous.'* We continue to work with families to empower Aboriginal and Torres Strait Islander students to achieve positive futures through providing high quality education and real pathway opportunities. We achieve this by promoting strong attendance, improvement in educational outcomes of all students and engaging students and families in the educational journey.

The community is one in which staff, parents and community stakeholders work collectively to support the needs of the students. Our focus is to support holistic student development through Christian values and Indigenous culture.

Shalom Christian College has intentionally developed a holistic pastoral care program that caters to the needs of the students by incorporating the following programs:

- The Shalom Way
- Right Talk, Right Way
- KidsMatter Initiatives
- School Wide Positive Behaviour Support
- Social and Emotional Learning Comprehensive Program (Bounce Back, Emotional Thermometer, Zone of Regulation and Catastrophe Scale)
- Uniting Care Therapeutic Support
- Accessing further Counselling Services
- Student Case Management
- Delta Dogs Program

## PARENTAL INVOLVEMENT

Shalom Christian College strongly values the opportunity to work with parents in the educational development of students as parents are the first teachers. We promote parental involvement in the school by:

- Regular information provided in school newsletters
- Opportunities for parents to be involved in activities within and outside the classroom. Eg Reading Groups and Sporting Events
- Parent Engagement Evenings – an event once a term where parents are invited to attend an event to promote interaction within our school community
- Parent/Teacher Interviews
- Informal conversations around student needs' with Student Support Officers
- Regular phone contact with families
- Teachers visiting with families to discuss student achievement
- Parent Information Sessions

## STUDENT SATISFACTION

In 2018 Shalom Christian College implemented student surveys; the data was used to improve practices across the college. The Semester 2 Engagement survey was conducted with students at the conclusion of Term 4, detailed below is the summary of those findings:

1. 100% of students like going to school at Shalom Christian College
2. 98% of students feel safe at school
3. 98% of students believe they are receiving a good education at school
4. 97% of students feel accepted and have friends
5. 98% of students believe the great things they do are celebrated (which is a 6.75% improvement from data collected in Semester 1)
6. 100% of students enjoy being in their class
7. 100% of students feel their teacher makes learning fun
8. 98.36% of students feel that their teacher knows them well
9. 98.36% of students feel their teacher cares about them (an 5.86% improvement from Semester 1)
10. 98.36% of students feel like their teacher aide helps them when they need it (a 8.36% improvement from Semester 1)
11. 95.08% of students know what their learning goal is (an improvement of 13.83% from Semester 1)
12. All but 1 student know what type of behaviour is accepted (98.336%)
13. All students believe their math skills are improving
14. All students believe iPad's are used for learning purposes

This data suggests that students enjoy belonging to the school community, students have formed strong relationships with other students, staff and students are invested in improving the educational outcomes and learning is explicit.

## STAFFING INFORMATION

### Staff Composition

As of June 30<sup>th</sup> 2018 Shalom Christian College had 42 employees, with the following composition:

Full Time	Part Time	Casual
50%	33%	17%

Teaching	Administration/Finance	Support Staff	Services/Transport
28%	17%	31%	24%

Identify as Aboriginal and/or Torres Strait Islander	Identify as Non-Indigenous
48%	52%

### Qualifications of all Teaching Staff

Doctorate	Masters	Bachelor Degree	Diploma	Certificate
0%	42%	42%	16%	0%

## Expenditure on and Teacher Participation in Professional Development

### Teacher Participation in Professional Development

Teacher Participation in Professional Development 2018	Number of teachers participating in activity
Management of Actual or Potential Aggression	12
Child Protection Training – ISQ Module	12
‘Progress for Meaning’ Reading Training	12
Explicit Teaching Framework	12
First Aid and CPR Training	12
7 Steps for Writing Program	11
Trauma Training (Building Resilience)	1
Teaching Strategies and Behaviour Support	2
Functional Behaviour Training	3
Teaching Students who have suffered Severe Trauma	5
Increasing Cultural Competency	12
NCCD Training	11
Understanding the Digital Technologies curriculum workshop	1
NCCD training Education Queensland	2
School and Curriculum Leaders ISQ	1
Leading Students to Success in the New QCE: Aligning cognitive skills, assessment & pedagogy	1
Stage 1 – QCE accreditation on line	1
Disability Standards for Education	1
<b>Total</b>	<b>112</b>

### Expenditure on Professional Development

The average expenditure per teacher in 2018 was \$3394.50.

## Staff Attendance

The staff attendance rate for permanent/part time teaching staff and school leaders in 2018 was 95.89%.

## Proportion of teaching staff retained from the previous year

The proportion of teaching staff that was retained from the previous year was 43.75%, this low retention rate was due to the closure of the secondary campus at the end of 2017.

## KEY STUDENT OUTCOMES

### Average Student Attendance Rate for the whole school:

The average attendance rate for the whole school in 2018 was 79%.

### Average Student Attendance Rate for each year level:

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
74%	79%	84%	79%	69%	81%	83%

DRAFT

## NAPLAN Results for Years 3 and 5 in 2018

<b>Reading</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2018)	328	Yet to be Published	83.4%
Year 5 (2018)	351	Yet to be Published	22.2%
<b>Writing</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2018)	286	Yet to be Published	43.8%
Year 5 (2018)	347	Yet to be Published	37.5%
<b>Spelling</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2018)	287	Yet to be Published	37.6%
Year 5 (2018)	435	Yet to be Published	87.5%
<b>Grammar and Punctuation</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2018)	290	Yet to be Published	62.5%
Year 5 (2018)	393	Yet to be Published	62.5%
<b>Numeracy</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2018)	282	Yet to be Published	68.4%
Year 5 (2018)	372	Yet to be Published	70.0%