

Shalom College Bundaberg

2025 Annual School Report



Catholic Education
Diocese of Rockhampton

Shalom College, Bundaberg

Catholic Education Diocese of Rockhampton

Principal

Dan McMahon

Address

9 Fitzgerald Street
Bundaberg QLD 4670

Total enrolments

1532

Year levels offered

Yr 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 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.

Shalom utilises Schoolbox as our main learning management system and is used across the school to share assessment, resources, lesson outlines, communicate news items etc. with students. Parents also have 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 Stile. TrackOne is utilized to collect student data, helping to tailor curriculum delivery to individual needs and support student goal setting. Classwize 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: 768 girls, 764 boys; 7.11% Indigenous students; 2.02% Language background other than English.

Average student attendance rate (%)

The average student attendance rate was 89.92%.

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 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 2025, the Year 10 to 12 apparent retention rate was 83.5%.

Staffing Information

Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	First Nations Staff
Headcounts	135.00	112.00	7.00
Full-time equivalents	128.27	91.49	6.04

Qualifications of all Teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	1.47%
Masters	8.82%
Bachelor Degree	88.24%
Diploma	1.47%
Certificate	

Major Professional Development Initiatives

Compulsory professional development days:

New staff induction – 20 January - New staff only

Pupil Free Day – 21 January

- Strategic direction of the College (Gail Norris)
- Inclusive Education: (Keryn Staley, Dean of Inclusive Learning; EALD: Maryann Parton)
- Berry Street Model (Aaron Brown, Penny McKeown, David Eke, Kevin Crowley)
- Trackone – profiles and goal setting (Megan Munckton, Trish Allen)
- Schoolbox updates and Class Page creation (Penny McKeown, Brendan Maher)
- Curriculum Committee Meetings

Pupil Free Day – 22 January

- Safe Talk (Darlene Terry)
- IT Migration (Tony Bowes)
- Department Meetings
- Workplace, Health & Safety Compliance (Mark Pedersen)
- Berry St Training (Aaron Brown, Peter Robinson, Dan McMahan, HOHs)

Pupil Free Day – 23 January

- Checks for Understanding (Bronwyn Rylie Jones)

Pupil Free Day – 24 January

- Student Protection, Code of Conduct, ICT Code of Practice, Modern Slavery Compliance
- Pastoral Care Team Meeting (Aaron Brown)
- Classroom induction of SO's / TA's / Gappies (Penny McKeown)
- House Meetings
- Mass

Pupil Free Day – 21 February

- Bishop's Inservice Day (5 hours)

Twilight Inservice (3 hours) – 23 April

- Curriculum & Pedagogy and Practice Focus

Twilight Inservice (3 hours) – 12 June

- Catholic Identity – Leading Prayer – National Evangelisation Team – Religious Education PD

Whole Staff Meeting – 4 September

- Professional Boundaries (Mara O'Reilly)
- Teacher Kiosk – Roll Marking (Cindy Crehan)

Pupil Free Day – 5 September

- Department meetings

New teachers - weekly PD sessions throughout Term 1

Continuation of development of new Australian Curriculum units/resources

Non-compulsory professional development

- First Aid – CPR Refresher - 2.5 hours or full First Aid – 20 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 \$176,180.00.

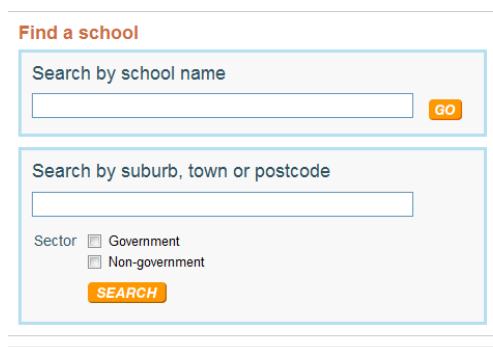
Average Staff Attendance and Retention

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 91.80%.

Percentage of teaching staff retained from the previous school year was 93.48%.

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).



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".

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 2025 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 2025	(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)	96.4%
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	64.1%
Percentage of Year 12 students who undertook a School-based apprenticeship or Traineeship (SAT)	7.7%
Percentage of Queensland Tertiary Admission Centre (QTAC) applicants receiving their first preference for university study	68.42%

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 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.

Progress towards goal: Heads of House and Deans of Student Welfare have undertaken targeted professional learning in the Berry Street Education Model, building their capacity to lead trauma-informed practice across the school. This learning is being progressively shared with staff ensuring a consistent and practical approach. The Assistant Principal – Students, in collaboration with the Head of House (Hogan), has already facilitated sessions focusing on Unconditional Positive Regard and the establishment of predictable classroom routines. These initial steps have begun to strengthen staff understanding of trauma-informed strategies, with a clear pathway for ongoing implementation through continued professional learning, brain break strategies, and relationship-building practices in classrooms

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.

Progress towards goal: Initial steps have been taken to build a whole-school approach to wellbeing for both staff and students. Staff wellbeing has been supported through initiatives such as Wellbeing Wednesday, including the provision of staff shirts to promote a shared sense of identity and morale. The Local Consultative Committee has actively explored strategies to enhance staff wellbeing, including the introduction of “Staff Connect” opportunities to strengthen collegial support and connection. For students, goal-setting practices have been embedded within PDE sessions, encouraging reflection and personal development. In addition, research into effective wellbeing, resilience, and social media education programs is ongoing, with plans to adopt a new PDE program to further strengthen a consistent, whole-school wellbeing framework moving forward.

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

Progress towards goal: The College has made steady progress in strengthening pedagogical practices and supporting student self-regulation. Approval has been secured for the implementation of Communities of Practice days, with planning underway to facilitate structured collaboration and professional dialogue among staff. Development of the instructional playbook has commenced, with an initial focus on evidence-based strategies such as Checks for Understanding to promote consistency in teaching practice. Instructional Coaching is ongoing, providing targeted support and feedback to staff to refine classroom practice. The Launch into Learning program also continues to be embedded, contributing to improved student engagement and the development of effective learning habits.

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

Progress towards goal: The College has successfully met its targets in relation to systematic curriculum delivery. Phase B of the Australian Curriculum Version 9.0 has been effectively rolled out, alongside the implementation of the new General Syllabus (2024) and the introduction of Units 3 and 4 of the Applied Syllabus (2024). These updates have been embedded into teaching and learning programs, ensuring alignment with current curriculum requirements. In addition, a comprehensive College Curriculum Map for Years 7–12 has been developed and is regularly reviewed and updated, providing a clear and cohesive framework to support consistent curriculum delivery across all year levels.

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.

Progress towards goal: Initial progress has been made through ongoing discussion and consultation among Religious Education staff regarding the development of a more targeted and sequential approach to staff formation. Staff engagement in professional dialogue around religious literacy, contemporary faith issues, and the challenges of teaching within an increasingly secularised context has continued throughout the year in department meetings, with recognition that strengthening Catholic identity and culture is a long-term priority requiring sustained commitment. Attention has been given to equipping staff to confidently engage in conversations surrounding ethical and theological issues relevant to young people today, including exploration of Christian apologetics and faith-based dialogue. The College remains committed to further developing a structured Staff Formation Plan in 2026 that supports staff faith formation and strengthens the Catholic culture of the College community.

Strategic priorities for 2026

The Shalom College School strategic priorities for 2026 outline a focused set of goals and targets across four key dimensions: Catholic Ethos and Identity, Effective Teaching and Learning, Pastoral Support and Wellbeing, and Leadership, Partnerships and Resourcing. Each priority responds directly to identified needs within the school community and aligns with long-term strategic direction.

1. Catholic Ethos and Identity

2026 Goal: Ensure that students in Years 9 and 10 have authentic opportunities to engage in dialogue with the Catholic tradition.

2026 Target: By the end of 2026, all Year 9 and 10 students will have participated in a range of dialogical social justice activities.

Why this was chosen: The plan emphasizes becoming a “dialogical Catholic school,” meaning one that encourages students to actively explore faith, justice, and service. Providing structured opportunities for dialogue and social

justice engagement helps students connect Catholic identity with real-world action. This priority responds to the need for deeper student engagement with Catholic ethos in meaningful, contemporary ways.

2. Effective Teaching and Learning

Priority 1: Strengthening Pedagogical Practice

2026 Goal: Increase student engagement, interest, and motivation in Years 7–10 by improving the quality of teacher instruction.

2026 Target: By the end of 2026, 80% of students in all core learning areas will achieve a passing grade.

Why this was chosen: The plan identifies the need to strengthen pedagogical consistency across the school. Improving instructional quality is a direct strategy to lift engagement and achievement, particularly in middle years where motivation can decline. The 80% benchmark provides a measurable indicator of improved learning outcomes.

Priority 2: Respectful Relationships Education (RRE)

2026 Goal: Empower Years 7–9 students with the knowledge and skills needed to develop and maintain respectful relationships.

2026 Target: By the end of 2026, 75% of students in Years 7–10 will achieve at or above the relevant HPE standards that include RRE concepts.

Why this was chosen: Respectful Relationships Education is a national and diocesan priority, addressing wellbeing, safety, and social development. Embedding RRE within curriculum standards ensures students gain essential interpersonal skills and contributes to a safer, more supportive school environment.

3. Pastoral Support and Wellbeing

2026 Goal: Improve senior students' sense of belonging, interest, motivation, and reduce feelings of anxiety.

2026 Target: Refresh the Year 10–12 PDE Program by 2026 to enhance engagement and reduce anxiety, measured through surveys focusing on belonging, motivation, and anxiety.

Why this was chosen: The plan highlights anxiety as a key well-being concern. Survey data shows a need to strengthen belonging and motivation among senior students. Updating the PDE program is a targeted strategy to address these issues through structured well-being education that supports both emotional health and academic success.

4. Leadership, Partnerships and Resourcing

Priority 1: Staff Wellbeing

2026 Goal: Develop principles that guide and improve staff wellbeing practices.

2026 Target: Documented guidelines and processes (“Ways of Working”) in place by the end of 2026.

Why this was chosen: Staff wellbeing is essential for sustaining high-quality teaching and a positive school culture. Clear guidelines ensure consistency, support, and shared expectations, helping staff feel valued and equipped.

Priority 2: Master Plan Implementation

2026 Goal: Commence the next stage of the Shalom College Master Plan.

2026 Target: Redevelop POD 1 into office spaces and collaborate with architects on Sports Centre redevelopment plans.

Why this was chosen: The Master Plan outlines long-term infrastructure needs. Redeveloping POD 1 and planning the Sports Centre upgrade ensures facilities keep pace with enrolment growth, modern learning needs, and community expectations.

Overall Rationale

Across all dimensions, the 2026 strategies were chosen to:

- Strengthen Catholic identity through meaningful engagement and social justice action.
- Improve learning outcomes by enhancing teaching quality and embedding respectful relationships education.
- Support wellbeing by addressing student anxiety and establishing clear staff wellbeing processes.
- Ensure sustainable growth through strategic infrastructure development.

Together, these goals position Shalom College for continued improvement in learning, wellbeing, and community engagement.

Parent, teacher and student satisfaction with the school

In 2025, Shalom surveyed students, staff and parents using the Tell Them From Me (TTFM) surveys. The key aspects from each of these surveys is summarized below.

The Shalom College Secondary Student Survey (2025), based on 267 students, provides insights into student wellbeing, engagement, and academic outcomes. Overall, students demonstrate strong positive behaviour, positive relationships, and above-average academic performance in English, Maths, and Science. Many students also show

high effort, intellectual engagement, and confidence with appropriate academic challenge. Students feel that the College embraces a clear Catholic Identity. However, several areas are below or of concern compared to norms. Students report lower sense of belonging, lower value of schooling, and reduced motivation. Homework behaviours and participation in sports are also below average. Wellbeing data highlights concerns with higher-than-average anxiety and depression, alongside elevated screen time. Bullying is slightly above norms, though most students feel safe and report positive self-esteem. In terms of strengths, students report high enjoyment of activities, goal orientation, and strong cultural understanding of others. Physical health indicators show moderate sleep levels and generally positive health. School climate drivers are generally positive, including high expectations for success, effective learning time, and positive teacher-student relationships. In summary, the school demonstrates solid academic and behavioural outcomes, but should prioritize improving student wellbeing, belonging, motivation, and support systems.

The Focus on Learning Teacher Survey (2025) at Shalom College is based on responses from 43 staff and evaluates key drivers of student learning and classroom practices. Overall, results are consistently positive and close to regional averages, indicating a strong teaching environment. Key strengths include learning culture, inclusive practices, and technology use. Teachers report high expectations for students, clear learning goals, strong behaviour management, and effective use of varied teaching strategies. Collaboration is also strong, with frequent discussions about student learning, assessment, and engagement strategies. Teachers effectively use data to inform practice, provide feedback and adjusting teaching based on student needs. The quality of feedback and planned learning opportunities are solid, with evidence of structured, purposeful teaching. Support for students with additional needs is a notable strength, with inclusive strategies widely embedded. However, some areas require improvement. Parent involvement is the lowest scoring driver, with limited engagement in student learning and feedback processes. Additionally, while feedback is generally strong, regular weekly written feedback is relatively low. Leadership is viewed positively, with staff noting support in setting learning goals, creating opportunities, and maintaining a safe environment reflecting an accessible and improvement-focused leadership team. Across the four dimensions of practice, results show strength in setting clear goals, structured learning, and support students, though slightly lower performance in overcoming obstacles and parent partnerships. In summary, the school demonstrates effective teaching practices, strong classroom environments, and inclusive support, with key improvement areas in parent engagement and consistency of feedback.

The TTFM Partners in Learning Parent Survey (2025), based on 146 responses, provides insight into parent perceptions of school communication, support, and student wellbeing. Parents generally feel welcome at the school and report clear communication about school activities and accessible teachers. Parents feel that the College embraces a clear Catholic Identity. However, some areas are below regional averages, particularly around students' social and emotional development and ease of engaging with leadership. Parents report sufficient support for learning at home, with encouragement and praise common, though engagement in discussions about learning and challenges is less frequent. The school is viewed as supportive of learning, with strong expectations for homework completion and student effort. Behaviour expectations are clear, and most parents report their child feels safe at school. Areas for improvement include inclusive practices, particularly support for students with additional needs and fostering positive peer relationships. Overall, the school demonstrates strengths in creating a safe, structured environment and maintaining positive relationships, while opportunities exist to strengthen inclusivity, and parent engagement in learning.