



Shalom Christian College Townsville

Annual Report 2021

(Based on 2020 data)

CARINITY SCHOOLS' MISSION STATEMENT:

To remove barriers to education and to nurture the intellectual, social, physical, emotional and spiritual development of students.

CARINITY VALUES:

At the Shalom Christian College we embrace the Carinity CREATE values of Compassion, Respect, Excellence, Accountability, Teamwork and Engaging Positively.

School Sector:

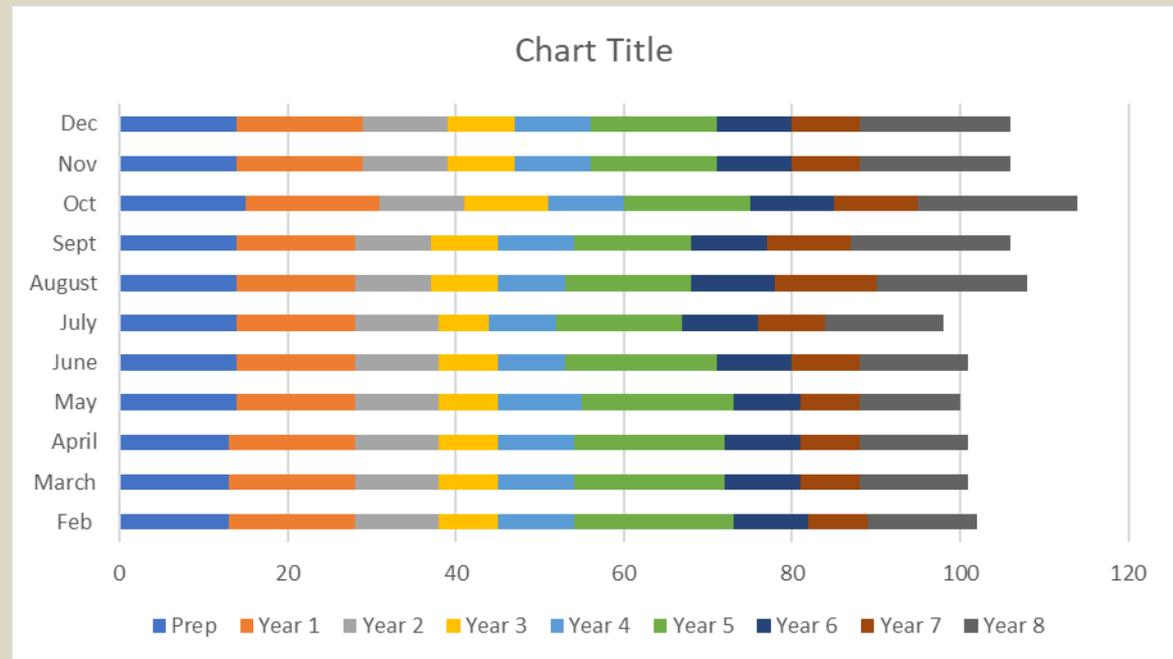
Independent

School's Address:

190 Hervey Range Road, Condon QLD 4815

Total Enrolments:

During 2020, Shalom Christian College had an average enrolment of 103 students. We commenced and ended the year with 104 students. Enrolments fluctuated throughout the year due to families moving and cultural observances (Sorry Business).



Year Levels Offered:

Grades Prep to Year 8 in 2020; moving to Grade 12 in 2024.

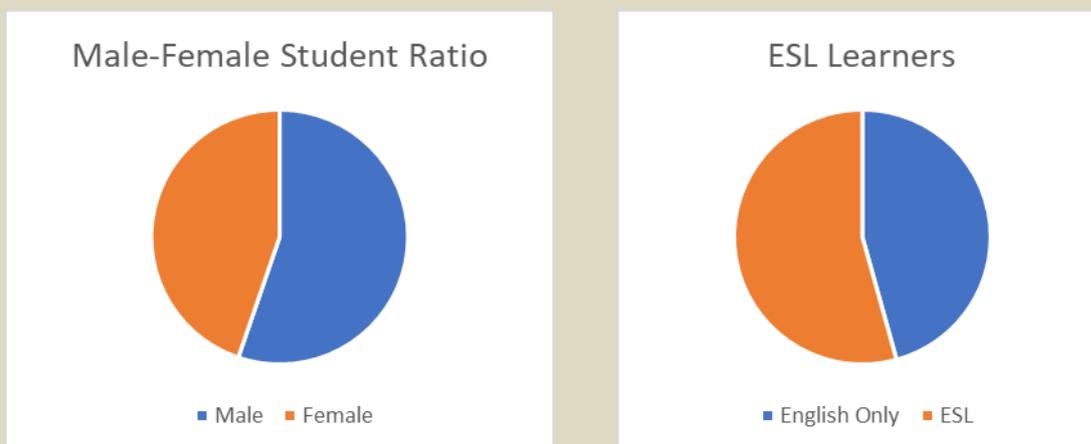
Co-educational or Single Sex:

Co-educational

Characteristics of the Student Body:

Under the ownership of Carinity Education, Shalom Christian College was accredited as a new school in 2019, offering classes from Prep to year 7. In 2020 our school grew to include year eight students. It is envisaged by the end of 2024; Shalom Christian College will offer classes from Prep to Year 12. At the time of August Census, Shalom Christian College had 105 enrolments; the male to female enrolment ratio was 58:47, while the number of students who were identified as using English as a second language at home was 57 enrolments.

Our students come from culturally diverse backgrounds; approx. 92% of students identify as Aboriginal and Torres Strait Islander, many of whom speak English as a Second Language.



Distinctive Curriculum Offerings:

In 2020 our curriculum catered for students from Prep to Year 8. Students developed Personalised Learning Plans with their classroom teacher, identifying academic and personal goals for each semester.

The curriculum was delivered using an explicit teaching pedagogical framework, and all teachers incorporated the 'Bandscale Teaching Strategies for Aboriginal and Torres Strait Islander Learners' to support our Indigenous students.

Prior to COVID19, the school-based priorities for 2020 were improved literacy and numeracy outcomes, implementation of Digital Technologies Curriculum, and early identification of student support needs. We delivered the mathematics program following the intent of the Australian Curriculum and YuMi pedagogical framework. This approach provided hands-on, practical, and active ways that promoted student engagement in mathematics.

Our literacy improvements were a result of early identification and targeted programs.

In 2020 the school participated in the Independent School's Queensland Early Years Project to implement appropriate assessment materials and intervention models for literacy and numeracy in the early years' classrooms. Year 1 -8 students' reading and writing progress were monitored using Developmental Reading Assessment (DRA) and Bandscales for Aboriginal and Torres Strait Islander Learners.

The partnership between ACARA's Digital Technologies team and Shalom Christian College continued but was affected due to COVID19 restrictions. The focus remained on developing students' understanding and knowledge of digital systems, basic algorithms and improving their ICT capabilities.

The College curriculum is distinctive, emphasising supporting the whole child, not just academically but culturally, emotionally, and spiritually. Indigenous knowledge and processes are highly valued and were embedded in the Australian Curriculum subjects. The Australian General Capabilities were

also included in the curriculum with a focus on personal and social capabilities.

For some students, schools are too big, too noisy, too many changes in a day, too many teachers, too many subjects, too isolating, too much routine, too impervious to an individual's mindset, and the result is generally anxiety for these students. The severity of this anxiety may be quite debilitating for the student and a barrier to their learning. Shalom Christian College recognised that many students do not succeed in a mainstream setting and offered an alternative curriculum program in August 2020.

The alternative program offered by Shalom Christian College for those students is deliberately set in a small, calm, and caring place. We recognise that sometimes the student's mindset is not ready for learning, so they have the opportunity and support to "recover", then to move forward. There is the opportunity for students to engage in learning that has meaning for them; to use their passion as the basis of learning; to prepare food to share; to tend a garden; to make a video clip... while all the time learning new skills and knowledge from a range of learning areas.

As a vibrant Christian community, we follow the example of Jesus Christ, and our curriculum was developed within a Christian worldview. A holistic approach to education presented multiple opportunities for all students to succeed and reach their unique potential. In summary, the school provided a distinctive curriculum that was interpersonal and responsive to the needs of the students.

Extra-curricular Activities:

During the 2020-year extra-curricular activities, including families and community events, were restricted to in-house events due to COVID19 restrictions. Events in 2020 included:

Easter Service

Positive Attendance Excursions at the end of Term 4

NAIDOC Celebrations

Hawaiian Pool Party at the Kirwan Aquatic Centre

Year 6 Formal

Christmas Celebrations

Social Climate:

Shalom Christian College aims to be a welcoming and inclusive community that nurtures our young people's academic, cultural, and spiritual growth. We have high expectations of and for our students, and we work hard to develop a positive environment where our students learn in a context of resilience, achievement, and enjoyment.

During 2020 staff devoted considerable resources monitoring and engaging with students and families who chose to learn from home during the COVID19 period. Learning from Home packs included all the learning materials, stationery and resources required to complete the unit of work.

Regular phone calls and home visits were undertaken to minimise the interruption to student learning.

Families and involvement hindered during the COVID19 period.

All the staff know each child by name, and our priority is to maintain a culturally safe, secure environment where all children experience belonging. Shalom Christian College is a community of staff, parents and community stakeholders working collectively to support the needs of the students. We adopt a holistic approach to student development through Christian values and Indigenous culture and seek to follow the example of Jesus. Shalom Christian College has intentionally developed a comprehensive Pastoral Care program that caters to the needs of the students by incorporating the following programs: -

Daily Breakfast Program - breakfast provided for all students,

Emergency Lunches – provided to any student who comes to school without a lunch,

School Chaplaincy Program- emotional and spiritual well-being,

The Shalom Way- rewarding and acknowledging student effort,

Be You Program (led by Beyond Blue) - supporting children and young people's mental health,

School-Wide Positive Behaviour Support - Social and Emotional Learning Comprehensive Program (Emotional Thermometer, Zone of Regulation and Catastrophe Scale, anti-bullying program),

Student Case Management,

Deadly Choices - Program aimed to empower Aboriginal and Torres Strait Islander peoples to make healthy choices for themselves and their families.

Shalom Christian College also offers a free bus service to pick up and drop off our students who live in various suburbs across Townsville, including Townsville City, Wulguru, Deeragun, Mt. Louisa, Condon, Kelso and Kirwan.

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. Parent involvement was limited due to COVID-19 during 2020; however, it continued with;

- Youth Workers talking with families at their home during bus pick up and drop off times.
- Fortnightly school newsletters
- Regular home visits by Indigenous Youth & Family Support Worker
- Regular phone contact with families by teachers and Leadership
- Teachers visiting with families to discuss student achievement.

Parent, Teacher and Student Satisfaction with the School

Shalom Christian College aims to provide an inclusive and culturally strong Christian environment for students to reach their potential. A process of formal surveys with families and carers and students is conducted annually, providing useful feedback on school performance in learning, well-being, engagement, and school climate.

Disruptions Covid 19 caused our teaching they were not asked to complete teachers survey 2020

Due to COVID19 restrictions and Youth Workers not being able to visit families to explain and complete the surveys, the Parent/Carer Survey was unable to be completed in 2020.

Students were asked to complete an Attendance Survey in July 2020 and General Survey in September 2020. The Attendance Survey consisted of six questions, while the General Survey consisted of 18 questions. All students were asked to participate in both surveys; we received 86 responses (%) to the Attendance Survey and 58 responses (%) to the General Survey.

Responders for the Attendance Survey were not asked to identify their year level. Responders for the General Survey came from all year levels; however, the majority of responses came from Year 8 (18.97%), Year 4 (13.79%) and Year 2 (13.79%).

Results from both Surveys indicated that most students feel "this school is a safe place to learn" (94.83%) and "enjoy coming to school each day" (82.76%). The data showed an overwhelmingly positive response to "I feel like I'm learning" (84.48%) and "the school thinks my culture is important" (89.29%). Students believe that "staff care about me" (80.36%) and they "have a good relationship with staff at the school" (82.46%).

Students listed English (including reading, writing, and spelling), Maths and Sport (soccer and football) as their favourite subjects.

When asked, "How would you rate Shalom Christian College as a school", overwhelmingly students responded good – excellent (91.67%)

Contact Person for Further Information:

Director of School Campus: Sharyn Ive

School Income Broken Down by Funding Source

For details of school funding, visit the My School website: <https://www.myschool.edu.au/school/48044>

Staffing Information

Staff Composition, Including Indigenous Staff:

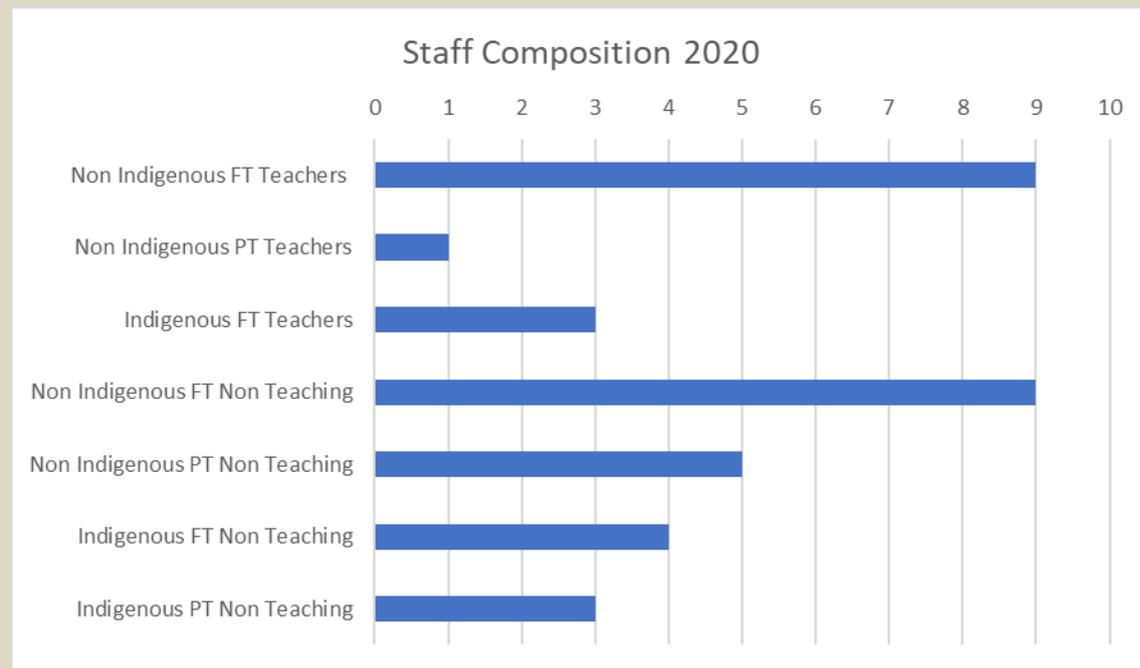
Shalom Christian College commenced the 2020 Academic Year with the following staff:

Head of School	1 x full time
Head of Primary	1 x full time
School Chaplain	1 x full time; 1 x part-time (0.4)
Primary Teachers	6 x full time
Youth Worker-Learning Support (Primary)	6 x full time
Secondary Teacher.....	3 x full time
Youth Worker-Learning Support (Secondary)	1 x full time
Youth Worker-Indigenous Family Liaison Officer	1 x part time (0.5)
Behaviour Support Management Specialist.....	1 x part time (0.6)
Administration staff	2 x full time; 1 x part time (0.7)
ICT Support Technician	1 x part time (0.6)
Cook	1 x part time (0.8)
Cleaning Staff.....	3 x part time (0.4 each)
Maintenance and Grounds Staff.....	3 x full time

Mid-year we increased staff by the following:

Secondary Teacher.....	1 x full time
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Staffing composition is demonstrated on the table below:



Qualifications of all Teachers:

Qualification	Detail the number and/or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	0
Masters	5
Graduate Certificate, Post/Graduate Diploma	3
Bachelor	11
Associate Degree	1
Diploma	6
Certificate IV	3

Expenditure on and Teacher Participation in Professional Development:

Due to COVID19 Restrictions, staff were unable to travel for Professional Development. All participation in Professional Development completed during 2020 was conducted online with no associated costs.

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

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
13	195	91	%96
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 96 % in 2020			

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% Retention rate
12	9	75%
From the end of the 2020 academic year, Shalom Christian College has retained 75% of staff for the 2021 school year.		

Key Student Outcomes

It should be noted the figures reported below may not be a true indication of the Attendance rate. During the COVID19 Australia wide lockdown (April-June) a number of students elected to “Learn from Home”, these students were considered to be absent from school.

The average student attendance rate for the whole school in 2020 was 70.8%.

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2020
Prep Grade	70%
Year 1	71%
Year 2	52%
Year 3	84%
Year 4	69%
Year 5	72%
Year 6	71%
Year 7	65%
Year 8	79%

Description of how non-attendance is managed by the school:

At Shalom Christian College, we use the following to manage student attendance:

A positive school culture with a welcoming, supportive, and culturally safe school environment that promotes student engagement with learning, student wellbeing and positive relationships and, just as importantly, includes parent support.

A school attendance procedure that promotes high expectations of student attendance.

Student non-attendance is monitored through bus pick up, classroom teachers and administration. If the school is not notified of an absence, contact is made with the parent/carer.

Monitoring of student non-attendance and patterns of non-attendance are taken seriously, with continual absences passed onto the school Indigenous Youth and Family Support Worker. In these situations, the Indigenous Youth and Family Support Worker will attempt to contact families by phone and often visit families to discuss possible reasons for non-attendance and offer support where possible.

Further action to support student attendance is conducted in accordance with ISQs “Managing Student Absences and Enforcing Enrolment and Attendance” guidelines.

NAPLAN results for Years 3, 5 and 7 and 9 in 2019

For more details on NAPLAN results visit My School website <http://www.myschool.edu.au/48044> .

Privacy and Interpretation of Data

On 20 March 2020, in a communique the Education Ministers announced that NAPLAN would not proceed in 2020 due to COVID19. ‘The decision to not proceed with NAPLAN in 2020 had been taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.’ (Education Council, 2020).