CARINITY EDUCATION

Shalom

Accept. Aspire. Achieve.

Annual Report 2026

(Based on 2025 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 Carinity Education Shalom we embrace the Carinity CREATE values of Compassion, Respect, Excellence, Accountability, Teamwork and Engaging Positively.

SCHOOL SECTOR: *

Independent

YEAR LEVELS OFFERED:

P- 12

CO-EDUCATIONAL OR SINGLE SEX: *

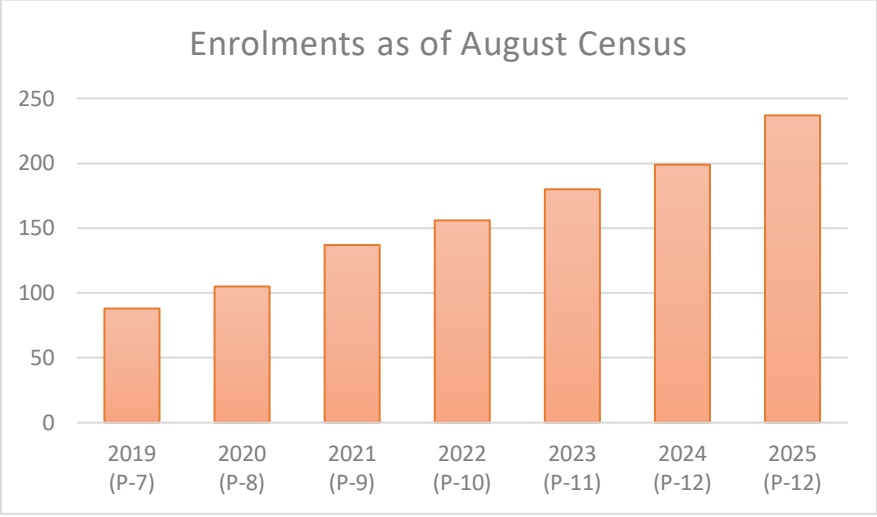
Co-Educational

CHARACTERISTICS OF THE STUDENT BODY: *

Carinity Education Shalom is a culturally diverse school with approximately 90% of enrolments identifying as First Nation Australian. Enrolments at the time of the August 2025 Census were 237 comprising of 54% females, 46% males and more than 59% of enrolments identified as speaking English as a Second Language at home. Enrolments in 2025, were made up of 137 enrolments in the Primary School and 100 enrolments in the Secondary School.

TOTAL ENROLMENTS: *

Carinity Education Shalom, was accredited as a new school in 2019, offering classes from Prep to Year 7. Each year since 2019 we have grown and gradually increased enrolments and year level cohorts to now be recognised as a P-12 school.



WORKFORCE INFORMATION

Workforce Composition, Including Aboriginal and Torres Strait Islander Staff: *[1]

Carinity Education Shalom finished the 2025 Academic Year with the following staff:

Director of School Campus ..... 1 x full time
Head of Primary ..... 1 x full time
Primary Teachers ..... 11 x full time
Student Well-Being Coordinator (Primary)..... 1 x full time
Senior Youth Worker – Learning Support..... 1 x full time
Youth Worker-Learning Support (Primary)..... 9 x part time, term time only
Head of Secondary ..... 1 x full time
Secondary Teachers..... 7 x full time; 2 x part time
Student Wellbeing Coordinator (Secondary)..... 1 x part time, term time only
Youth Worker-Learning Support (Secondary)..... 5 x part time; term time only
School Pastor ..... 1 x full-time
School Chaplain..... 1 x full time
Administration staff..... 4 x full time
..... 1 x part time
..... 1 x part time, term time only
ICT Support Technician ..... 2 x part time
Cook..... 1 x part time, term time only
Kitchen Hand..... 1 x part time
Cleaning Staff ..... 5 x part time
Maintenance and Grounds Staff ..... 3 x full time
..... 1 x part time

13% of our staff identify as First Nations Australians.

Qualifications of all Teachers: *[2]

Qualification	Detail the number of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	0
Masters	4
Bachelor	22
Associate degree	2
Graduate Certificate; Post / Graduate Diploma	2
Diploma	3
Certificate IV	5

[1] *Australian Education Regulation 2023 s60 (1)(c)*
[2] *Australian Education Regulation 2023 s60 (1)(b)*

FUNDING INFORMATION

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

SOCIAL CLIMATE

Carinity Education Shalom is a welcoming and inclusive school community where students and families from diverse cultural backgrounds are respected and valued. Guided by Christian values, our school recognises the importance of culture, spirituality, connection, and belonging in supporting student wellbeing and engagement. We seek to foster a learning environment where students feel safe, supported, and culturally celebrated, and where their physical, emotional, cultural, and spiritual needs are thoughtfully considered as a foundation for learning and wellbeing. We work alongside young people as they develop the independence and skills needed to contribute positively and meaningfully to their communities.

Parent, Student and Teacher Satisfaction with the School *[3]

Each year Carinity Education Shalom is required to complete Parent and Carer, and Student Surveys to ensure we are meeting standards laid out in our Mission Statement and School Improvement Plan but also to give an indication of improvements that are needed.

Overall, 2025 survey results indicated that the school is tracking well, all questions from both the Parent and Carers survey and Student survey rated over 85%.

Parent and carer responses indicated they felt welcome at the school and events (92%), there is someone at school they can talk to if they have any concerns about their student (97%) and the school kept them well informed through the school newsletter, Facebook and text messaging (97%).

Removing barriers to their student's learning (eg bussing, providing uniforms and school supplies, and breakfast and lunch programs) has again rated highly (100%) along with supporting their student's spiritual and cultural growth (87%), and a strong sense of community (92%).

Rating an average of 87% student behaviour, safety and wellbeing was an area of concern for parents. Carinity Education Shalom continuously strives to improve behaviour management strategies and, work with students to build resilience and positive social-emotional growth.

A majority of students (85%) felt safe at school and accepted by others, felt staff cared for their well-being, and that the school expectations and rules were clear. More than 80% of students also agreed the school supported their Christian learning and spiritual growth and valued their culture. They also agreed staff supported and motivated them to learn.

[3] *Australian Education Regulation 2023 s60 (1)(f)*

Community Engagement

In 2025, Carinity Education Shalom continued to strengthen its connections with families, Elders, and the wider community through meaningful and ongoing engagement. Volunteers remained actively involved in supporting student learning, particularly through classroom and reading support. Our School Pastor continued to lead cultural learning experiences for students, including a visit to Yarrabah, and supported student participation in a range of community and cultural events.

The school strengthened partnerships with local organisations to support student wellbeing, leadership, and engagement. This included the Salvation Army Riverway, where ATSI Youth Specialist Uncle Terrence worked with Year 5 and 6 students through a weekly sport and leadership program; the ATOS Jiu Jitsu program, where Coach Li, alongside Chappy Tom, supported Year 3 and 4 students in developing self-regulation skills; and YWAM, who facilitated ropes and leadership activities both on the school campus and within the YWAM city facilities, supporting student growth in teamwork and resilience.

Students participated in a range of community and cultural events, including NAIDOC celebrations and performances at The Strand and Stables @ Riverway. The Shalom First Nations Dancers continued to represent the school at community events and organisations, including visits to Pinangba Elders Village, Silver Linings Mungala, the Australian Tax Office, and events such as Big Eye Theatre's Corroboree at NAFA, the Garbutt Magpies 70th Dinner, and Townsville NAIDOC and Mabo Day celebrations. Students performed at local schools, churches, and community gatherings, strengthening connections and sharing culture across the wider community.

As part of our school NAIDOC celebrations, students shared cultural dance performances and the school was honoured to host Aboriginal comedian Sean Choolburra, attracting strong community engagement. Carinity Education Shalom was selected to participate in the Townsville City Coucil Strand Ephemera 2025: Traceless, further strengthening connections with the broader community through creative expression.

These experiences strengthened cultural pride, student confidence, and community connection, while reinforcing strong and respectful partnerships beyond the school.

We continue to form and maintain partnerships with the following community agencies:

- **Mendi Blackhawks'** "Sky's the Limit" Program: Focused on developing student leadership skills
- **JCU Speech Pathology Program**: Delivered weekly speech therapy sessions for primary students
- **JCU Social Work Program**: Ran a project-based initiative targeting students' social and emotional wellbeing
- **Queensland Health Immunisation Program**: Administered vaccinations for secondary students
- **Queensland Health Eye and Hearing Screening**: Conducted screenings for Prep students
- **Ryan Catholic College First Nation Students Voluntary Reading Program**: Supported reading development
- **Street University**: Offered programs that supported young people across education, music, recreation and employment pathways
- **Adopt-a-Cowboy Program**: Designed to positively influence school communities by partnering with Cowboys players to promote teamwork, gratitude and positive behaviour, supporting student wellbeing

Pastoral Care

At Carinity Education Shalom, we are committed to providing a supportive and nurturing learning environment where young people are encouraged to grow holistically and develop the skills needed to navigate an ever-changing world. Our approach to pastoral care reflects a strong commitment to shaping both character and wellbeing through unconditional positive regard.

Staff work closely with students to create engaging and supportive learning environments that foster positive relationships and a strong sense of belonging. The Carinity values of Compassion, Respect, Excellence, Accountability, and Teamwork continue to underpin our daily interactions and guide our school culture.

Respect remains central to our approach, with a strong emphasis on ensuring students feel safe, valued, and heard. Classrooms are inclusive spaces where students are supported to reach their full potential, strengthen their connection to culture and Elders, and continue to grow in their faith.
In 2025, the maintenance team constructed a yarning circle for secondary students, providing a culturally safe and welcoming space for connection, reflection and gathering. This space is being well used by students and further supports cultural engagement and a strong sense of belonging within the school community.

Worship continues to be an integral part of school life, embedded through shared moments of prayer, song, and reflection. Students are supported in exploring their personal faith journey and developing a relationship with Jesus, guided by Elders, the School Pastor and Chaplain, staff, and their peers. Our school community seeks to reflect the teachings of Jesus through kindness, acceptance, grace, and love in all interactions.

Therapeutic Crisis Intervention (TCI) remains a key component of our pastoral care approach. Building on its implementation in 2023, the ongoing work of the TCI committee has strengthened consistency in practice across the school. This has supported staff to respond to student needs in a calm, relational, and trauma-informed way, contributing to a safe and supportive environment for all.

A strong focus on wellbeing was maintained throughout 2025 through the work of the Wellbeing team. The Wellbeing team continued to assess, track, benchmark, and monitor the strengths and needs of the school community, collecting and analysing progress against identified wellbeing priorities. This ensured that wellbeing practices remained contextual, evidence-based, and relationship-focused, and were embedded as an integral part of the school's culture.

Carinity Education Shalom continues to provide a responsive pastoral care program that supports the diverse needs of students through:

- **School Bus Service:** Free bus service picking up and dropping off students living in various suburbs across Townsville
- **Daily Breakfast Program**: Providing breakfast for all students and supporting engagement and readiness for learning
- **School Chaplaincy Program**: Supporting emotional and spiritual wellbeing
- **Student Case Management:** Delivering targeted and individualised support.

EXTRA-CURRICULAR ACTIVITIES

Throughout 2025, Carinity Education Shalom offered a broad range of extra-curricular opportunities that strengthened connections between students, families, and the wider community. These experiences supported students to build confidence, develop their skills, and express their cultural identity, while reflecting the school's Christian values of respect, care, and belonging.

A significant highlight of the year was the Year 12 celebrations, marking the school's second graduating cohort. Students, together with their families, friends, and staff, gathered to celebrate this important milestone. The Year 12 Formal was held at Brothers Leagues Club, and the Graduation Assembly took place during a whole school gathering at Northreach Baptist Church. These events provided meaningful opportunities for the school community to come together and recognise the achievements, growth, and perseverance of the graduating students.

Throughout the year, students engaged in a variety of experiences beyond the classroom that supported both wellbeing and connection to culture and community. Senior students participated in RAAF visits, gaining insight into future career pathways and opportunities. Cultural excursions, including a whole school visit to Crystal Creek on Country, strengthened students' connection to land, culture, and identity. A dedicated Wellbeing Day provided opportunities for students to engage in cultural activities, including traditional practices such as spear throwing, supporting both wellbeing and cultural pride.

Students participated in a range of community and cultural events across Townsville, including NAIDOC celebrations, inter school sport, and local performances. These opportunities enabled students to represent the school with pride while strengthening their sense of belonging and connection to the wider community.

Additional activities throughout the year included:

- Family engagement events, including parent and carer morning teas, school discos, and pool parties
- Easter Service
- ANZAC Service
- Reconciliation Week celebrations, including Mabo Day
- NAIDOC celebrations
- Student cultural dance performances at community events, including Stables @ Riverway
- School Athletics Carnival
- Inter school sports
- Garbutt Magpies Cup
- Swimming lessons
- Year 6 Leadership camp
- Year 6 Graduation Dinner
- Christmas celebrations

DISTINCTIVE CURRICULUM OFFERINGS

Primary School

In 2025, the MultiLit (Making Up Lost Time in Literacy) program continued to be implemented as a whole-school approach across the primary years, building on its successful introduction in previous years. This consistent and structured approach ensured that all students received explicit, evidence-based literacy instruction tailored to their individual needs.

Designed to support students requiring additional assistance with reading, MultiLit utilises evidence-based teaching practices to strengthen reading accuracy, fluency, and comprehension, while also fostering confidence and a positive attitude towards learning.

Students at Carinity Education Shalom were regularly assessed and placed in the most appropriate MultiLit programs, including PreLit, InitiaLit-F, InitiaLit-1, InitiaLit-2, MacqLit, and Language Lift, ensuring targeted support across all year levels in the primary school.

Throughout 2025, students across all programs continued to demonstrate strong progress. Early years students benefited from PreLit and Language Lift, supporting school readiness and foundational language development, particularly for those with limited prior early learning experiences. Students in InitiaLit-F and InitiaLit-1 showed continued growth in phonics knowledge and reading skills, while those participating in MacqLit, particularly in the upper primary years, made notable gains in reading fluency and comprehension.

Overall, the continued implementation of MultiLit as a whole-school approach has reinforced its effectiveness in supporting literacy development and improving student outcomes. The program remains a key component of the school's commitment to ensuring all students are supported to develop essential reading skills and experience success in their learning.

Secondary School

In 2025, secondary students continued to engage in a range of Applied, Vocational Education and Training (VET), and QCAA Short Course pathways designed to support practical learning, skill development, and successful post-school transitions. Students participated in Applied subjects including Hospitality Practices, Science in Practice, Social and Community Studies, and Visual Arts in Practice. These subjects provided students with meaningful, hands-on learning experiences connected to real-world contexts, employment pathways, and further education opportunities.

Year 10 students commenced the QCAA Short Course in Aboriginal and Torres Strait Islander Languages in 2025, supporting students to strengthen cultural knowledge, language awareness, and understanding of First Nations perspectives and histories. Students also participated in the QCAA Short Courses in Career Education, Literacy, and Numeracy, helping to build foundational skills and support successful transitions into senior schooling, training, and employment pathways.

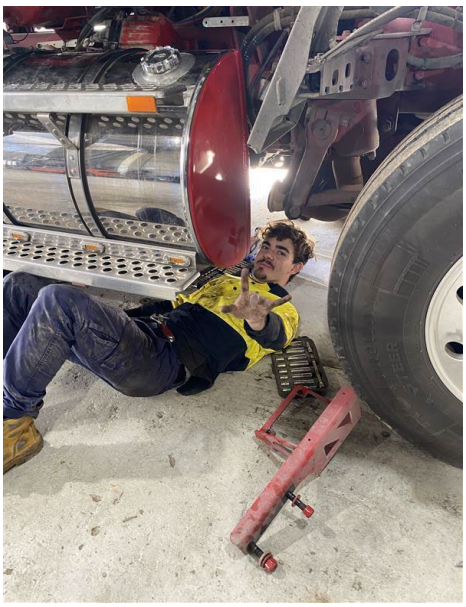
Throughout the year, selected students participated in work experience opportunities across a variety of industries including childcare, hospitality, and automotive, allowing students to develop practical workplace skills, confidence, and career awareness.

Students also completed or worked towards a range of VET qualifications, including:

- 22476VIC – Certificate I in General Education for Adults (Introductory)
- 22472VIC – Certificate I in General Education for Adults
- AUR20720 – Certificate II in Automotive Vocational Preparation
- HLT23221 – Certificate II in Health Support Services

Post-school transition planning remained a strong focus throughout the year. A number of graduating students successfully transitioned into further training opportunities, including enrolment in the CHC30121 Certificate III in Early Childhood Education and Care, with traineeships pending in the childcare industry.

The ongoing implementation of Applied subjects, Short Courses, VET qualifications, literacy support programs, and workplace learning opportunities reflects the school's commitment to providing flexible, inclusive, and meaningful senior schooling pathways that support students' aspirations, individual strengths, and future success.



STUDENT OUTCOMES

Average student attendance rate (%) for the whole school: *[4]

The average student attendance rate for the whole school in 2025 was 71.53%.

Year levels	Average attendance rate for each year level as a percentage in 2025
Prep Grade	79.94%
Year Group 1	60.17%

[4] *Australian Education Regulation 2023 s60 (1)(d)*

Year Group 2	70.56%
Year Group 3	71.99%
Year Group 4	70.36%
Year Group 5	76.63%
Year Group 6	81.83%
Year Group 7	78.01%
Year Group 8	77.18%
Year Group 9	73.12%
Year Group 10	67.51%
Year Group 11	42.9%
Year Group 12	60.49%

How non-attendance is managed by the school: *[5]

Carinity Education Shalom adopts a collaborative approach to managing student attendance, working closely with students, families, and the wider community. The school emphasises the importance of regular attendance in supporting students' academic progress, personal growth, and social development.

To support high levels of attendance, the school provides a range of practical supports, including a free bus service, access to breakfast and emergency lunches, and the provision of essential learning materials and uniforms where needed. Small class sizes and dedicated Youth Workers support help to further enhance student engagement.

The school maintains structured processes to identify and respond to patterns of non-attendance. This includes collaboration between support staff, Heads of School, and external agencies where appropriate, ensuring that underlying barriers are addressed in a timely and supportive manner.

Carinity Education Shalom's approach aligns with Independent Schools Queensland guidelines for managing student absences and supporting enrolment and attendance. Through this coordinated and supportive approach, the school fosters a positive learning environment that encourages regular attendance and supports students and families to understand its importance.

Positive attendance is acknowledged and celebrated across the school through weekly rewards and end-of-term recognition for students achieving at least 90% attendance. Events such as the Primary Colour Run are well attended and support student engagement and connection to school.

[5] *Australian Education Regulation 2023 s60 (1)(d)(ii)*

NAPLAN RESULTS FOR YEARS 3, 5 AND 7 AND 9 IN 2025 *[6]

In 2025, Carinity Education Shalom saw a modest number of enrolments, particularly at individual year levels. We understand the importance of safeguarding student information and prioritise its confidentiality as an educational institution.

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

YEAR 12 OUTCOMES: *[7]

Outcomes for our Year 12 cohort 2025	
Number of students awarded a Senior Education Profile	8
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an ATAR	0
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications	5
Number of students awarded a Queensland Certificate of Education at the end of Year 12	3
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an ATAR above 90	0%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	62.5%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	0%

[6] *Australian Education Regulation 2023 s60 (1)(e)*

[7] *Australian Education Regulation 2023 s60 (1)(h)(i)*

Post-school Destination Information*[8]

At the time of publishing this School Annual Report, the results of the 2025 post-school destinations survey, *Next Steps – Student Destination* report for the school was not available. Information about these post-school destinations of our students will be uploaded to the school's website in September after release of the information.

[8] *Australian Education Regulation 2023 s60 (1)(h)(ii)*