



St Ursula's College
KINGS GROVE

Annual School Report to the Community

2009



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ACRONYMS AND ABBREVIATIONS USED IN THIS REPORT

BOS: Board of Studies
 CEO: Catholic Education Office
 CGSSSA: Catholic Girls Secondary Schools Sports Association
 ESL: English as a Second Language
 HSC: Higher School Certificate
 HSIE: Human Society and Its Environment
 KLA: Key Learning Area
 LBOTE: Language Background other than English
 NAPLAN: National Assessment Program – Literacy and Numeracy
 RE: Religious Education
 SMART: School Measurement Assessment and Reporting Toolkit
 SRC: Student Representative Council
 SUPIA: St Ursula's Parents in Action
 VET: Vocational Education and Training
 Vinnie's: St Vincent de Paul Society

ABOUT THIS REPORT

St Ursula's College Kingsgrove is registered by the Board of Studies (NSW) and managed by the Catholic Education Office (CEO), Sydney, the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the School Community* for this year provides the College community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines information about initiatives and developments of major interest and importance to the College community during the year and the achievements arising from the implementation of the College's Annual Development Plan.

Accordingly, the *Report* demonstrates accountability to regulatory bodies, the College community and the CEO, Sydney. This *Report* has been approved by the CEO, Sydney in consultation with the Regional Consultant who monitors that the College has appropriate processes in place to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This *Report* complements and is supplementary to College newsletters, yearbooks and other regular communications. The *Report* will be available on the College's website by 30 June 2010 following its submission to the Board of Studies (BOS).

The contents of this *Report* will be discussed at the first Parents and Friends' Association meeting in Term 3, following its submission to the Board of Studies.

Further information about the College or this *Report* may be obtained by contacting the College on 02 9502 3300 or by visiting the website at www.stursulakingsgrove.catholic.edu.au.

PRINCIPAL: Anne Anderson

DATE: March 2010

MESSAGE FROM KEY SCHOOL BODIES

Principal's Message

It is with much pride that I present the 2009 Annual Report of St Ursula's College, Kingsgrove. It highlights significant achievements for 2009 and reveals the continued dedication and commitment of the College to provide for our young women, a Catholic education, inspired by the teachings of St Angela Merici, founder of the Ursulines. This year the College took part in the Catholic Education Office process of Cyclic Review. A team of independent educators reviewed our 'learning improvement journey', with a particular focus on the learning experiences of our students. Through the process of 'looking back' and 'looking forward' it was evident to the team that the relationships between staff and students are very supportive and caring and are a contributing factor to the positive atmosphere and strong learning culture of the College. This process will help to ensure that St Ursula's continues to be a vibrant learning community well into the twenty first century.

Parents and Friends' Association Message (Carran Bradley, President)

It was another successful year for the Parents and Friends' Association. We ended the year by donating over thirty thousand dollars towards new computers. A great trivia night hosted once again by Tony Allan raised three thousand dollars, with several tables of students participating for the first time. The Parents and Friends' Association proudly sponsored some students who represented the state in sport and also a student participating in a science forum. St Ursula's Parents in Action (SUPIA) continued to provide interesting topics for discussion and food for thought. On behalf of the parent representative group it is pleasing to recognise the efforts of the College executive and staff in promoting new initiatives in pastoral and curriculum areas, striving to better our girls' education while maintaining the Serviam tradition. I would like to thank all those who have assisted me during the past four years as president. It has been an enriching experience.

College Captain's Message

This year, there were many changes made to the structure of the leadership team and their role in the College. For the first time, each member of the senior team was allocated various portfolios. The Creative Arts committee worked together to design the cover of the *yearbook*, as well as the new sports banners and played an integral role in the organisation of the music extravaganza and Year 12 showcase night. The Student Representative Council (SRC) worked towards redesigning the sports uniform, while the environmental committee planned and implemented an "Ursies Hour" as part of Environment Week. The sports committee instigated a new Cheer Off framework allowing for more creativity to showcase each house colour's enthusiasm. Through arranging a teacher verse student debate, the debating and public speaking committee further fostered the diverse talents of the St Ursula's community. The social justice committee worked continuously through the year to promote appeals, night patrol and other initiatives and the liturgical life of the College was overseen by the efforts of the liturgy committee. By addressing the various aspects of the extra -

curricular spectrum, the diverse skills and abilities of the students has been promoted and nurtured in a supportive community backed by a strong framework of teachers and staff.

SCHOOL FEATURES

St Ursula's College is a 7-12 Catholic Systemic Girls High School located in Kingsgrove, Sydney. It has an enrolment of nine hundred and twenty-five students and draws most of its students from the surrounding St George area. The feeder schools include: Our Lady of Fatima, Kingsgrove; Regina Coeli, Beverly Hills; Our Lady of Lourdes, Earlwood; St Joseph's, Riverwood; and St Francis Xavier's, Croydon Park.

The College also has a very strong connection with its alumni. The College employs eighty-seven staff comprising of sixty-five teachers and twenty-two non-teaching staff, the latter being employed in a variety of capacities including student services and administration, teacher aides, student enrolments, library and technical support.

The College was established in 1957 by the Ursuline sisters and is based on Gospel values and inspired by the teachings of St Angela Merici, the Founder of the Ursuline Sisters. St Angela believed that through the formation of women a change in society would be possible. Formation would lead to transformation, and through this process women would be agents of change in society. The College has a strong commitment to social justice and by educating students and supporting others in the wider community, students and staff are able to instigate change and live the College motto "Serviam" (I will serve).

CATHOLIC LIFE AND RELIGIOUS EDUCATION

In the senior school the students have the option of studying the Board of Studies course, Studies of Religion. In 2009, sixteen students chose Studies of Religion II, seventy-nine chose Studies of Religion I and thirty-three students chose Catholic Studies. Students achieved outstanding results in the Studies of Religion course with sixty-two per cent of students in 2 unit achieving a Band 6, ranking the cohort second in the state. Similar results were achieved in 1 unit, with a student achieving sixth place in the state and 40% of students scoring band 6.

In Catholic Studies in the junior school there has been significant learning taking place. The introduction of the Year 9 laptops, inspired three staff to complete a project for the CEO's eLearning project entitled "Blessed are the Claymakers." Students responded to the outcomes in the unit, Ten Commandments and Beatitudes, by producing a clay animation using plasticine model and stop motion pro software. In other years, students experienced a combination of traditional pedagogy, mixed with newer approaches and information and communication technologies (ICT) supported learning with the use of the twenty religious education (RE) laptops. Classroom religious education

was supported with reflection days and retreats. Year 7 responded to the wonder of creation, Year 8 worked to foster respect, Year 9 reflected on unity, Year 10 were challenged by the Catholic Youth Services team to work for justice and Year 11 considered their role as environmental stewards, before departing on their leadership retreat “Lead in the light” and Year 12 went “On with the Show” as they considered the circus as a metaphor for life.

The Religious life of the College is alive with Mass being celebrated in the chapel on Tuesday and Friday mornings. Each week on Friday, one religion class takes responsibility for the preparation of the Eucharist and they gather to celebrate. In 2009 the Year 12 students were invited to attend the class Mass of their “Little Sister” to forge stronger links between the pastoral and religious dimensions of College life. The rhythm of the secular calendar and the liturgical year were celebrated with whole College Masses for the opening of the academic year, Year 12 graduation, St Ursula’s day and a thanksgiving Mass at the end of the year. In response to forming stronger partnerships with the wider community, Years 7 and 8 shared Eucharist with their grandparents and special friends. Students led prayer and supported the Eucharistic dimension of Catholic life with key celebrations for Ash Wednesday, Holy Week, Pentecost, Reconciliation Week and Advent.

Living the College motto *Serviam* has been particularly evident in the involvement of so many staff and students in practical undertakings to assist the needy. St Vincent de Paul Society (Vinnie’s) night patrol was attended by staff and students on a regular basis, students made visits approximately fortnightly to the local Rosemore nursing home, Caritas’ Project Compassion was supported during Lent, students and staff participated on a winter sleep out to correspond with the Vinnie’s winter appeal, each junior pastoral care class made Christmas hampers for local needy families and students and staff rallied enthusiastically to support Victoria’s bushfire victims with lunchtime sausage sizzles. In addition, students and staff were regular donors at the Red Cross blood bank, earning the College the vampire shield.

SCHOOL CURRICULUM

St Ursula’s College Kingsgrove follows the Board of Studies syllabus for each course offered (as required for Registration and Accreditation under the Education Act 1990) and implements the curriculum requirements of the Catholic Education Office. The curriculum, teaching and learning are informed by the priorities, goals and indicators outlined in the *Sydney Catholic Schools, Towards 2010 Strategic Leadership and Management Plan*, in particular: *Key Area 2* (Students and their Learning) and *Key Area 3* (Pedagogy). Staff members at the school are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

The College offers eleven School Certificate Courses mandated and approved by the Board of Studies. School Certificate electives include Geography Elective – Planet Earth, Geography

Elective - Wet and Wild, History Elective - Modern, History Elective - Ancient/Modern, History Elective – Ancient/Medieval, Commerce, Design and Technology, Drama, Food Technology, Information and Software Technology, Japanese, Music, Textiles Technology and Visual Arts. The number of students in each of these electives varies according to resources and interest. The College offers Higher School Certificate (HSC) extension courses in English Extension 1 and 2, History Extension and Mathematics Extension 1 and 2.

Particular features of the school curriculum include:

- learning support programs
- vocational education and training (VET) courses – Certificate II in Hospitality and Retail Operations
- gifted and talented program.

Particular features of the College's extra-curricular program include:

- debating and public speaking
- mock trial
- tournament of the minds
- choir, band and string ensemble
- instrumental program
- theatresports
- Catholic Girls Secondary Schools Sports Association (CGSSSA).

In 2009 the Lions Club, Rostrum, Catholic Schools and the St George Eisteddfod public speaking competitions provided forums for our students to excel, with four girls proceeding to the grand final in three of the competitions and one student winning her event. In debating, twelve teams enjoyed a variety of debates with a Year 7 team competing in the Catholic Schools grand final while a Year 11 team won the senior division of the St George Eisteddfod.

In 2009, the mock trial team had significant wins against Penshurst Girls High; Domremy, Five Dock and St Maroun's Dulwich Hill. It was a narrow loss to Sydney Girls High which prevented our further participation in the competition. The sixteen girls who comprised the team are to be congratulated for their outstanding commitment, especially in attending rehearsals in the city.

During 2009, the Performing Arts department successfully staged the following concerts:

- St Ursula's/Marist College combined music extravaganza
- music showcase
- HSC drama showcase

A variety of performing ensembles were also formed to cater for the various needs of our gifted and talented students. These included string quartet, vocal ensemble, stage band and Year 7/8 rock band. Due to the large number of students interested in singing, a second choir was formed that allowed us to cater to specific age group needs, junior choir (Years 7-8) and senior choir (Year 9-12). Over one hundred students participated in private vocal and instrumental lessons during 2009 with one of our ten peripatetic music tutors. The College also staged a series of tutor concerts where students from the program performed for their parents and friends during term four. The Drama department again entered two teams (senior and junior) in the Theatresports competition organised by Impro Australia. The junior team were successful in making it into the grand final and came sixth in the state of NSW. The senior team qualified for the semi-finals.

In sport, one hundred and sixty-five students represented the College in twenty-seven teams across fourteen sports. The College's strong history in CGSSSA continued with the junior softball and junior gymnastics placing first in their competitions; junior soccer and senior basketball teams reached the semi-finals; and the open cricket team and junior tennis doubles reached the finals. There were also several outstanding individual performances in swimming, athletics, cross-country and gymnastics.

STUDENT PERFORMANCE IN TESTS

National Assessment Program in Literacy and Numeracy (NAPLAN)

Students in Year 7 and Year 9 sat the *National Assessment Program in Literacy and Numeracy* (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists school planning and is used to support teaching and learning programs.

The table provided shows the percentages of students who achieved particular skill bands and who achieved at or above minimum standards. The College results shown are compared to students nationally. Student results are reported in six skill bands as noted in the table. Literacy is reported in four content strands (components): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

Further information regarding College performance in NAPLAN against State trends have been provided in the College newsletter dated 1 October 2009 and is available at the College administration office.

NAPLAN % in bands		Overall Literacy						Numeracy					
		Top band		Top 3 bands		Minimum Standards		Top band		Top 3 bands		Minimum Standards	
		School ¹	National ²	School ¹	National ²	School ¹	National ²	School ¹	National ²	School ¹	National ²	School ¹	National ²
Year 7	2009	8%	9%	82%	55%	100%	94%	17%	10%	71%	55%	98%	96%
	2008	10%	8%	79%	53%	100%	94%	15%	12%	63%	55%	99%	95%
Year 9	2009	6%	6%	73%	46%	99%	91%	10%	8%	76%	52%	99%	96%
	2008	8%	6%	72%	45%	99%	91%	20%	8%	81%	47%	100%	94%
NAPLAN % of students performing at or above minimum standards		Components of Literacy								Notes: Year 7: Highest band = band 9; Lowest band = band 4; Bands 5-9 represent the % of students at or above minimum standards Year 9: Highest band = band 10; Lowest band = band 5; Bands 6-10 represent the % of students at or above minimum standards ¹ Source: SMART data analysis package ² Source: NAPLAN Summary Report 2009 (www.naplan.edu.au). The figure for <i>Overall Literacy</i> is calculated by taking the average of the Literacy components.			
		Reading		Writing		Spelling		Grammar and Punctuation					
		School ¹	National ²	School ¹	National ²	School ¹	National ²	School ¹	National ²				
Year 7	2009	99%	95%	99%	94%	99%	94%	100%	93%				
	2008	100%	94%	99%	92%	100%	92%	100%	92%				
Year 9	2009	99%	93%	98%	89%	99%	91%	98%	92%				
	2008	100%	93%	100%	87%	100%	90%	100%	90%				

Students at St Ursula's performed very strongly in the recent National Literacy and Numeracy assessments (NAPLAN). The overall average for our students in both tests for Year 7 and Year 9 was significantly higher than the national average. We are exceptionally proud of this achievement and it is a tribute to the skill and dedication of our teaching staff.

As can be seen from the table the percentages of students in the top three bands in numeracy are outstanding compared to national figures. A number of initiatives have impacted on these results including the implementation of a range of teaching strategies to improve student understanding of literacy and numeracy. Over the last few years we have introduced specialist programs such as the gifted and talented program, targeted intervention and the learning support program. Clearly these initiatives have been key reasons for the College's NAPLAN success.

NAPLAN results will be further analysed to inform and guide the direction for future improvements. The high percentage of students achieving minimum standards, compared to national figures, is testament to the focus on curriculum differentiation strategies implemented and developed over the last two years.

School Certificate

Students in Year 10 sat for the School Certificate examination in November this year. The table provided shows the percentage of students who achieved in the top three bands and shows comparison with results from previous years.

	School Certificate: % of students in bands 4, 5, 6					
	2007		2008		2009	
	School	State	School	State	School	State
English Literacy	96%	73%	96%	76%	97%	82%
Mathematics	59%	46%	70%	49%	72%	49%
Science	89%	67%	92%	65%	86%	70%
Australian History	88%	61%	90%	51%	87%	58%
Australian Geography	91%	72%	94%	66%	87%	59%

Students at St Ursula's once again performed very strongly in the School Certificate tests in 2009. Our results in all courses were significantly above the state average. The numbers of students at St Ursula's achieving above the state average in bands 5 and 6 in English was 28%, in Mathematics 10%, in Science 22%, in Australian History Civics and Citizenship 39% and Australian Geography Civics and Citizenship 16%. Particular acknowledgement must be made of the significant increase in the number of students gaining a Band 6 in the Australian History, Civics and Citizenship test, up 9% on the 2008 results. We are particularly proud of the outstanding achievement of two students in particular who scored 100% on this test.

Higher School Certificate

The results of the school's Higher School Certificate candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top three bands and shows comparison with results from previous years.

	Higher School Certificate: % of students in bands 4, 5, 6					
	2007		2008		2009	
	School	State	School	State	School	State
Studies of Religion I	90%	77%	100%	78%	99%	83%
English Standard	83%	39%	79%	38%	88%	36%
English Advanced	100%	89%	95%	89%	98%	89%
General Mathematics	84%	59%	75%	56%	84%	54%
Mathematics	72%	70%	88%	72%	84%	71%
Studies of Religion II	100%	78%	100%	80%	100%	83%
Legal Studies	76%	66%	97%	72%	96%	67%
Society and Culture	100%	62%	92%	65%	100%	71%%
Modern History	100%	72%	94%	77%	93%	78%

St Ursula's was placed equal second on the CEO list of best performing Systemic schools with 94% of its courses achieving results above state average. Three students achieved places among the top twenty in the State -1st place in Business Studies, 6th place in Studies of Religion I and 7th place in Society and Culture. St Ursula's was the second best performing school in the State in the Studies of Religion II course. Four students achieved places on the all rounders list gaining a Band 6 or equivalent in 10 or more units.

Targets

The following targets have been set by the College for 2010. The targets indicate the percentage of students attaining performance bands 4, 5 and 6 for selected subjects for each examination shown:

Higher School Certificate	
Subject	Target
Studies of Religion I	100%
English Standard	90%
English Advanced	90%
General Mathematics	86%
Mathematics	89%

PROFESSIONAL LEARNING AND TEACHER STANDARDS

Professional learning

All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff to improve student

outcomes. Professional development can take many forms including whole school staff days, subject specific inservices, meetings and conferences.

The College held four whole staff days in 2009. The content of these days was as follows: pastoral care (term 2), staff spirituality (term 3), curriculum development and cardiopulmonary resuscitation/first aid (term 4). Subject meetings are regularly held on two Wednesdays each month. Pastoral meetings are regularly held on three Wednesdays each term.

In a system of schools, costs incurred for professional development activities can be expended from a variety of sources. These sources include the Federal Government and the CEO, Sydney. The school's average expenditure per teacher in 2009 on these activities was \$1371. This figure has been calculated by CEO, Sydney and reflects expenditure on casual release days and professional development activities in particular categories.

In addition to this, the College expended \$652 per teacher. In 2009, all teachers made use of the opportunity for individual professional development.

The areas covered in Professional Development were:

- eight staff attended the Ursuline sisters (Asia Pacific Education Conference);
- Key Learning Areas (KLA) specific training involving eighty-nine staff;
- pastoral care involving nine staff;
- gifted education involving three staff; and
- VET accreditation (Retail) for one staff member.

Teacher Standards

The following table sets out the number of teachers on the College staff who fall into each of the three categories determined by the Board of Studies:

Teacher Qualifications	Number of Teachers
1. Those having formal qualifications from a recognised higher education institution or equivalent.	65
2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0

TEACHER ATTENDANCE AND RETENTION

The average teacher attendance rate during 2009 was 96%. This figure does not include teachers on planned leave. The teacher retention rate from 2008 to 2009 was 86%.

STUDENT ATTENDANCE AND RETENTION

Attendance Rates

The average student attendance rate for the College during 2009 was 95%. College attendance rates disaggregated by year group are shown in the following table.

Attendance rates by Year group	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	95%	95%	95%	95%	95%	94%

The attendance rate at St Ursula's is high and consistent across year groups. There are several factors that contribute to these figures. The most significant factors are the learning culture at the College and the process by which non-attendance is managed. Parents are asked to notify the College by 9.00 am if their daughter will be absent. The student services coordinator records and monitors these calls and follows up most unexplained absences on a daily basis, in collaboration with pastoral care teachers.

Retention Rates

In 2007, 85% of the Year 10 cohort continued onto Year 12 (2009). The twenty-one students who left during or at the end of Year 10 went to the following destinations:

- State selective schools – thirteen
- TAFE College – five
- Catholic schools - three

SENIOR SECONDARY OUTCOMES

The table below sets out the percentages of students undertaking vocational education training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualification).

Senior Secondary Outcomes Year 12, 2009	% of students undertaking vocational training or training in a trade during the senior years of schooling.	26%
	% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

POST SCHOOL DESTINATIONS

Each year the College endeavours to collect destination data relating to the Year 12 student cohort, however, not all students respond.

The table below sets out the percentages of students for the various categories shown as compared to state figures.

Destination Data Year 12, 2009 Graduating Class	University	TAFE / Other institutions	Workforce entry	Destination not reported
School	72%	1%	1%	26%
State*	30%	30%	30%	10%

*State figures reported on: <http://www.boardofstudies.nsw.edu.au/employers/hsc/beyond.html>

SCHOOL POLICIES

Enrolment Policy

The College follows the Archdiocesan Enrolment Policy. The policy has been developed in the context of government and system requirements. Children from all families who are prepared to support Catholic ideals and principles may be considered eligible for enrolment. Priority for enrolment is given in a specified order as outlined in the full policy document, however special consideration may be given to individual cases. All parents are provided with an enrolment package that includes CEO and College policy statements. Enrolment fees are made up of the Archdiocesan tuition fee, the parish school levy and local fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

The College has the following feeder schools:

- Our Lady of Fatima, Kingsgrove
- Our Lady of Lourdes, Earlwood
- Regina Coeli, Beverly Hills
- St Joseph's, Riverwood.

Enrolment trends are strong and there are approximately one hundred and fifty students per year group. In enrolment applications, parents consistently register strong satisfaction with the academic reputation of the College combined with the religious and pastoral programs.

The full text of the Archdiocesan Enrolment Policy may be accessed via the:

- [CEO public website](#)
- college website: www.stursulakingsgrove.catholic.edu.au
- college administration office.

Student Welfare Policy

The Student Welfare Policy is based on the Archdiocesan Pastoral Care document *Pastoral Care Guidelines for Catholic Schools (2003)* which can be accessed from the [CEO public website](#). In this document, the dimensions and features of Pastoral Care are described, as well as approaches to policy formulation, review and implementation. This document is the key reference point for the College's Pastoral Care Policy. Related documents include: *Countering Harassment of Different Kinds, Dealing with Illegal Substances in Schools, Dealing with Prohibited Weapons in Schools, Strategies for Dealing with Cyberbullying, Disability Standards 2005, Management of Students with Challenging Behaviours: Guidelines for Primary/Secondary Schools (2007)*.

The Pastoral Care Policy encourages relationships built on respect, communication and an approach to student management that promotes the dignity of the person. The structure enables each student to be cared for as an individual, and places an emphasis on affirming the good qualities of each student and encouraging them to grow and assume responsibility for their own personal development. To support and enhance the pastoral structure, we believe that it is the responsibility of all staff members to contribute in appropriate ways, according to their roles and responsibilities, and to provide support and affirmation to all students while they are members of the community.

The full text of the College's Pastoral Care Policy may be accessed via the:

- College website: www.stursulakingsgrove.catholic.edu.au

The following changes were made to the College policy during 2009: The policy was revised and rewritten under the headings of Philosophy, Rationale, Statement of Purpose, Structures and Procedures and Provisions.

Student Management Policy incorporating the Student Behaviour Plan

The Student Management Policy aims to facilitate personal development and self discipline among students and seeks to promote well being and good order in the community. All students have equal rights to the educational opportunities offered at the College and every effort is made to encourage, praise, affirm and recognise students for their individual achievements and efforts.

Discipline procedures are based on Restorative Justice Practices. The use of sanctions, such as detention is balanced by positive reinforcement such as College Awards. Corporal punishment is expressly prohibited in the College. Catholic Education Office (CEO), Sydney and the College do not sanction administration of corporal punishment by non-school persons, including parents, to enforce discipline in the College.

The full text of the Student Management Policy incorporating the Student Behaviour Plan may be accessed via the:

- college website: www.stursulakingsgrove.catholic.edu.au
- the Student Behaviour Plan can be accessed via the student diary.

The following changes were made to the College Student Management policy during 2009. The policy was revised and rewritten under the headings of Philosophy, Rationale, Aims, Procedures (including expectations of staff and students), Procedural Fairness, Steps in Student Management process to restore appropriate behaviour, Mobile Phone and Personal Audio equipment policy, Drugs Policy including Illegal Substances, Anti-Harassment Policy, Anti-Bullying Policy- including Cyberbullying, Disciplinary Action, First Aid and Accident Policy and Prohibited Weapons Policy.

Complaints and Grievances Resolution Policy

The College adopts the Archdiocesan *Guidelines for Resolving Concerns and Complaints at Sydney Systemic Catholic Schools (May 2007)*, available on the [CEO public website](#) in the development of its school policy. The scope of the guidelines encompass children's learning, behaviour and welfare, school organisation and management, and student health and safety issues.

The College policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. Pathways for raising concerns are set out in the information brochure available from our College website: www.stursulakingsgrove.catholic.edu.au.

The full text of the College policy is available from the:

- college website: www.stursulakingsgrove.catholic.edu.au
- college administration office.

SCHOOL DETERMINED IMPROVEMENT TARGETS

Each year, the College develops an Annual Development Plan comprising priority areas for development, performance indicators and strategies. This is drawn from the College's Strategic Management Plan and informed by the School Review and Improvement Framework. An extensive evaluation process of the priority areas is carried out in collaboration with the School's Regional Consultant. Priority areas addressed this year as part of School Review and Improvement included:

- **Catholic Life and Religious Education**
1.1 Vision and Mission.
- **Students and their Learning**
2.5 Pastoral Care.
- **Pedagogy**
3.6 School climate, learning environment and relationships.
- **Human Resource Leadership and Management**
4.3 An ethical workplace culture.
- **Strategic Leadership and Management**
7.1 Planning for Improvement.

In 2009, the College participated in the Catholic Education Office's five-yearly 'Cyclic Review of our School's Learning Improvement Journey'. This was an opportunity as a self-reviewing, self-improving Catholic school community to review past improvements achieved in student learning and to look ahead to further improvements. The external review team affirmed the College initiatives and successes and worked with key College personnel to identify some future directions. These include: developing a new strategic plan, including revisiting the College vision and mission, reviewing the College pastoral care program, developing a master plan of the College site and reviewing curriculum practices.

Some of the significant programs for improvement in 2009 included:

Targeted Intervention Program

The targeted intervention program was coordinated and taught by a trained targeted intervention support teacher. Referral for the program continued to be sought from primary feeder schools, class teachers and parents, using identification data from nomination forms, assessments, external competitions and psychometric testing. The program used *myclasses* extensively for student resources and staff development. Parents received semester reports and interviews, as appropriate, as part of the program.

Gifted and Talented Extension Program

The gifted and talented extension program continued to be offered to nominated English students in Years 7-8. Through this program students were withdrawn from classes by a trained support teacher to be extended on projects. A new initiative was trialed this year where reference teachers, trained in gifted and talented education, in the key learning areas of English, Human Society and Its Environment (HSIE), Science and Mathematics wrote new differentiated units of work and coordinated a variety of challenging opportunities for gifted and talented students within their

subject area. This initiative is in keeping with the CEO document *Gifted Education Standards Framework*.

Professional Commitment to Differentiation

The targeted intervention support teacher continued to attend gifted and talented CEO network meetings. Active participation was also offered in following the CEO initiative:

- Differentiated Assessment Project.

Literacy Assistance - Language Background Other Than English (LBOTE)

Literacy Assistance was given to students with a LBOTE. The program was coordinated and taught by a trained English as a Second Language (ESL) teacher. The LBOTE program aims to assist students within the classroom and in response to NAPLAN data. Referral for the program continued to be sought from primary feeder schools, class teachers and parents, using identification data from assessments, external competitions and psychometric testing.

Priorities for 2010 targeted intervention include differentiation and professional development.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

One of the main aims of the College is for the staff and the students to work together to “*create a caring community in which the needs of all are respected*”. The students at the College are encouraged to be active in promoting personal responsibility and respect for others. This is clearly outlined in the student diary, the College Mission Statement, the pastoral care policy and the student management policy. These values are constantly recalled at College gatherings of the student body such as assemblies, the celebration of liturgy and prayer. The College places a priority on students taking personal responsibility for their actions and developing an understanding of how their actions impact on others.

The Year 7 students, as part of their induction, were given a talk which emphasised the importance of respect and responsibility in the community. Throughout 2009 the student program continued to emphasise the importance of respect for self, respect for others and the role of service in the community. These themes were highlighted in the pastoral care program through a series of age related activities such as Being a Good Friend; Building Resilience; Empower - being a strong girl; Risk Taking; Strategies for Coping with Stress; Importance of Relationships; Anti-bullying and Cyber-bullying; Aboriginal Storyteller; fundraising for disadvantaged; visits to primary school and grandparents Mass; and making cards for the Children’s Hospital. Such activities are underpinned by the values which are important to our community: respect, reconciliation, compassion and care, honesty, justice and stewardship.

As in previous years the students and staff contributed generously towards activities such as Project Compassion, “Vinnie’s” Winter Appeal and Easter and Christmas hampers for local needy. The role of the student representative council, the senior leadership team and class councillors was expanded. Community service and social justice programs successfully offered opportunities to students to broaden their experiences.

PARENT, TEACHER AND STUDENT SATISFACTION

In 2009, the College sought the opinions of parents, students and teachers on many aspects of College life including school effectiveness. A range of methods were used to obtain data including parent and student focus groups, meetings, surveys and engagement in the School Review and Improvement evaluation process.

Overall, both parents and students expressed a high satisfaction with the day-to-day operations, channels of communication, opportunity to have an input in reviewing College structures and activities and general College effectiveness. High praise was given from all parties to the positive relationships between students and staff and the recognition of this relationship having great benefits in the classroom and enhancing the learning environment.

In 2009 the College conducted its first Open Day. It was an outstanding success with students and staff very positive in the promotion of the College. Parents and community members expressed great satisfaction in the curriculum; extra-curricular activities offered; friendliness, politeness, eagerness and enthusiasm of our students; and the professional way in which the College was presented.

2009 FINANCIAL STATEMENT

Catholic schools are accountable for all monies received. Each year, the CEO, Sydney submits to the Australian Government a financial statement on behalf of the 147 parish primary and regional secondary schools. This statement details the income and expenditure of each school and for the Archdiocesan system of schools. In addition, the financial report of the CEO, Sydney is audited annually by Moore Stephens.

A summary of the income and expenditure reported for 2009 is as follows:

INCOME	\$million	EXPENDITURE	\$million
Parents' Contributions ¹	\$ 116.4	Education and School Support	\$ 125.4
Australian Government ²	\$ 359.0	Total Salary Costs	\$ 470.2
State Government ²	\$ 126.7		
Building the Education Revolution	\$ 52.6	Capital Expenditure	\$ 64.8
Interest and Other	\$ 17.3	Surplus ³	\$ 11.6
Total Income	\$ 672.0	Total Expenditure	\$ 672.0

Notes

1. Parents' contributions include Archdiocesan tuition fees of \$54.4 million, school charges, building levy and Parents and Friends contributions of \$62.0 million.
2. Income from Australian and State recurrent government grants (including funding for student laptops and specific purpose grants) is received by the CEO, Sydney on behalf of the schools. Staff salaries are paid from this income.
3. There are significant capital work commitments of at least \$9 million.

Parents' contributions to this school as reported in the school's Annual Financial Questionnaire for 2009 submitted to the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) were:

Archdiocesan Tuition Fees received	\$ 1,112,026
School Based Fees	\$ 923,925
Other Income (e.g. Parents and Friends, Trading and Building Levy)	\$ 563,657
Total	\$ 2,599,608