



St Ursula's College
K I N G S G R O V E

Annual School Report to the Community

2008

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ACRONYMS AND ABBREVIATIONS USED IN THIS REPORT

AGQTP: Australian Government Quality Teaching Program

BOS: Board of Studies

CEO: Catholic Education Office

CGSSSA: Catholic Girls Secondary Schools Sporting Association

ELLA: English Language and Literacy Assessment

HSIE: Human Society and its Environment

ICT: Information and Communication Technologies

IGS: International Grammar School

KLA: Key Learning Area

LBOTE: Language Background Other than English

NAPLAN: National Assessment Program – Literacy and Numeracy

P and F: Parents and Friends Association

RE: Religious Education

SNAP: Secondary Numeracy Assessment Program

UAI: Universities Admissions Index

THRASS: Teaching Handwriting Reading and Spelling Skills

VET: Vocational Education and Training

Vinnies: St Vincent de Paul Society

WYD2008: World Youth Day 2008

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 school 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 school community during the year and the achievements arising from the implementation of the school's Annual Development Plan.

Accordingly, the *Report* demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office (CEO), Sydney. This *Report* has been approved by the CEO, Sydney in consultation with the Regional Consultant who monitors that the school 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 school newsletters, yearbooks and other regular communications. The *Report* will be available on the school's website by 30 June 2009 following its submission to the Board of Studies.

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 school or this *Report* may be obtained by contacting the school on (02) 9502 3300 or by visiting the website at www.stursulakingsgrove.catholic.edu.au .

PRINCIPAL: Anne Anderson

DATE: 27 February 2009

MESSAGE FROM KEY SCHOOL BODIES

Principal's Message

I have much pleasure in presenting to you the 2008 Annual Report of St Ursula's College, Kingsgrove. It highlights significant achievements and reflects that 2008 has been another successful year in the Catholic education of our young women. Outstanding School Certificate and Higher School Certificate results are testament to the hard work, dedication and effective relationships of students, their parents and teachers. This year the College has continued to foster a strong learning culture combined with a Pastoral Care structure that empowers students to be caring, responsible members of society. WYD2008 was a particular highlight this year. St Ursula's hosted pilgrims from Indonesia, India, Singapore and a small group of Ursulines of the Sacred Heart based in West Australia. Our own students from Years 10, 11 and 12, were also pilgrims and found the experience very moving and inspiring.

Parent and Friends Association Message (Carran Bradley, President)

The year started with a warm welcome to our new principal, Ms Anne Anderson, who has continued to support the P and F. This year as President was a wonderful year with World Youth Day being the highlight. St Ursula's hosted a large number of pilgrims which was a great success and the atmosphere was enjoyed by all involved. The P and F's generous donation funded many pilgrims and this was greatly appreciated by the organisers. The WYD Coordinator worked closely with parents to make it a great event. The P and F funded a new toilet block for the girls and by all reports it has exceeded expectations. We continued to work closely with the Pastoral Care Coordinator on the Mind Matters initiative, once again having excellent guest speakers who shared their insight and wisdom with all parents who attended. The RE program implemented at St Ursula's was truly witnessed through World Youth Day and our other regular celebrations. On the curriculum side, St Ursula's continues to offer the vast majority of student subject choices. The extra-curricular activities remain another area of focus enjoyed by all students. The P and F could not operate without the ongoing support of the Principal, staff and their secretarial colleagues.

Student Representative's Message (College Captain)

2008 was a very special and unforgettable year for St Ursula's College. A year in which we were privileged to participate in WYD2008 celebrations here in our home city and a real example of commitment to our school and our faith. A year that saw the contribution of our Student Representative Council in the creation of a College flag and the development of the Year 12 and 7 tutoring program. A year in which St Ursula's girls, in particular Year 12 students, excelled academically through their hard work and the guidance of our great teachers. A very special year!

SCHOOL FEATURES

St Ursula's College is a 7–12 Catholic Systemic girls secondary school located in Kingsgrove, Sydney. The College was established in 1957 by the Ursuline sisters and has an enrolment of nine hundred and twenty-three students. The College draws most of its students from the surrounding St George area as well as from our strong Alumni base.

Over the last fifty years the College has been under the leadership of the Ursuline sisters. Their hard work and dedication has been consistently devoted to the education of young women in the Catholic context. Their founder, Angela Merici, was a woman of vision and faithfulness and saw the importance of educating women to be change agents in society. This year the first lay principal was appointed and the leadership continues to give priority to the Ursuline tradition and spirit. The College motto "*Serviam*" (*I will Serve*), continues to be the inspiration and motivation for the College identity and mission as it moves forward into the twenty-first century.

CATHOLIC LIFE AND RELIGIOUS EDUCATION

St Ursula's College follows the Archdiocesan Religious Education Curriculum and uses the student texts, *To Know, Worship and Love*, as authorised by the Archbishop of Sydney, George Cardinal Pell. All students include Religious Education as a core component of their program of study with Year 10 students accredited a School Certificate grade recognising their achievement in 200 hours of Catholic Studies. Students in Stage 6 choose from either Studies of Religion I or II and Catholic Studies. All courses allow students to access the rich traditions of Catholicism, its stories, its experiences and its teachings; and provide opportunities for celebration of the life of Christ and the presence of God in the world today. In addition to the formal Religious Education curriculum, students experience the integration of Catholic values across all curriculum areas.

Throughout 2008 the spirit of World Youth Day permeated all facets of College life. WYD themes were integrated into all assemblies, school gatherings and the RE curriculum. Liturgies celebrated the pilgrimage of the College WYD Cross and Icon through each Pastoral Care class and we commissioned our pilgrims and welcomed them back. '*Get with the Spirit*' evenings, with pilgrims from Marist College Kogarah, generated enthusiasm for WYD. Fundraising supported our one hundred and seventy-one WYD pilgrims and contributed to the sponsorship of pilgrims from Ursuline schools in Indonesia. Years 7 and 9 packed thousands of WYD backpacks, Year 8 participated in the Journey of the Cross and Icon event at Regina Coeli Parish Beverly Hills, and a number of students played key roles in the Catholic Schools Performing Art's involvement in WYD events.

St Ursula's is a vibrant faith community in which the celebration of prayer and liturgy is paramount. Each Pastoral Care classroom has a prayer space and begins the day with prayer. All staff, students and parents are welcome to celebrate the Eucharist in the College Chapel each Tuesday and Friday. In 2008 thirty six students undertook training to become Eucharistic Ministers and will share this ministry both at school and in their own parishes. The entire College community gathered for Mass at the opening of the College year, St Ursula's Day and the Year 10 and 12 Graduation ceremonies. Other important liturgical gatherings took place to mark Ash Wednesday, Easter, Anzac Day, Reconciliation Week, Remembrance Day, World Youth Day and Christmas; to give thanks for grandparents (Years 7 and 8); and to reflect on Christian leadership (Year 11 and 12 retreats). Parents were warmly welcomed to these liturgies and students from all year groups played key roles. Every year group had their own day of Reflection with themes that complemented the Religious Education curriculum. Year 7 explored God and creation, Year 8 friendship, Year 9 community and Years 10 and 11 issues of social justice here and abroad. Students from Year 11 shared the facilitator's role during the Year 7 and 9 Reflection Days in a powerful display of peer role modelling of the importance of God in their lives.

The College continued to provide rich and diverse, co-curricula outreach opportunities in community service and social justice which encouraged students in active witness to their Catholic faith and to live out the Ursuline motto of '*Serviam*'. Over one hundred staff, students and parents completed the Vinnies training program. Through the various Vinnies groups the College supported the St Vincent de Paul Easter, Winter and Christmas appeals, entertained senior citizens in bi-monthly visits to Rosemore Nursing Home, staffed bi-monthly Night Patrol vans and participated in a '*Buddies Day*' for disadvantaged children. Students also contributed generously to Caritas' Project Compassion, participated in the Winter Sleep-out and were awarded the Red Cross Vampire Shield for their record number of blood donations. Student representatives attended a variety of '*Peace*' forums throughout the year, the CEO's Social Justice Day at Mount Saint Joseph's Milperra and Catholic Mission's '*Village Space*' immersion project.

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 school offers HSC extension courses English Extension 1 and English Extension 2, History Extension and Mathematics Extension 1 and Mathematics Extension 2.

Particular features of the school curriculum include:

- Learning support programs
- VET courses – Certificate II in Hospitality and Retail Operations
- Gifted and Talented program.

Particular features of the school's co-curricular program include:

- Debating and Public Speaking
- Mock Trial
- Tournament of the Minds
- Theatre sports
- Choir, Band and String Ensemble
- Catholic Girls Secondary Schools Sports Association

In Public Speaking we entered two competitions, reaching the semi-finals in the Catholic Schools competition and winning a grand final and trophy in the St. George Eisteddfod. In Debating, St Ursula's was again represented in the finals, achieving third and runner up placements as well as a senior grand final win in the various competitions in which we competed. The Mock Trial squad broke three records: the greatest number of participants, the most comprehensive win and advancing furthest in the competition with wins over Penshurst Girls, IGS Ultimo and Scots College, each round being a spirited encounter from very committed future lawyers!

The College has a strong sporting program. Significant achievements included the College cricket team's undefeated victory at the CGSSSA Carnival, as well as several outstanding individual performances in athletics, swimming and cross country. Also, the level of participation and skill demonstrated by many Year 7 students in all fourteen CGSSSA sports is very promising.

STUDENT PERFORMANCE IN TESTS

National Assessment Program in Literacy and Numeracy

Students in Year 7 and Year 9 sat the *National Assessment Program in Literacy and Numeracy* (NAPLAN) for the first time in May this year. NAPLAN supersedes the previous state-based *Secondary Numeracy Assessment Program (SNAP)* and *English Language and Literacy Assessment (ELLA)*. 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. Student results are reported in six skill bands. Year 7 results are reported across bands 4 to 9 and Year 9 results are reported across bands 5 to 10. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

The school results shown are compared to students nationally. Further information regarding school performance in NAPLAN against NSW trends was provided in the school newsletter dated 4 December 2008 and is available from the school administration office

NAPLAN 2008: % in bands		Year 7 ^A			Year 9 ^B		
		Band 9	Bands 7, 8, 9	Bands 5, 6, 7, 8, 9	Band 10	Bands 8, 9, 10	Bands 6, 7, 8, 9, 10
Reading	School ¹	9%	65%	100%	10%	71%	100%
	National ²	8%	53%	94%	6%	46%	93%
Writing	School ¹	15%	75%	100%	8%	70%	98%
	National ²	9%	52%	92%	8%	43%	87%
Spelling	School ¹	15%	86%	100%	9%	73%	100%
	National ²	8%	56%	92%	6%	48%	90%
Grammar and Punctuation	School ¹	14%	78%	98%	8%	70%	98%
	National ²	7%	49%	92%	5%	42%	90%
Numeracy	School ¹	15%	63%	100%	20%	81%	99%
	National ²	12%	55%	95%	8%	47%	94%

Notes:

^A Year 7: Highest band = band 9; Lowest band = band 4; Bands 5-9 represent the % of students at or above minimum standards

^B Year 9: Highest band = band 10; Lowest band = band 5; Bands 6-10 represent the % of students at or above the minimum standards

¹ Source: SMART data analysis package

² Source: NAPLAN Summary Report 2008 (www.naplan.edu.au)

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 State average. We are exceptionally proud of this achievement and it is a tribute to the skill and dedication of our teaching staff.

In Year 7 Literacy 79% of our students were placed in the top three bands compared to 56% for NSW as a whole. For Numeracy 63% of our students achieved in the top three bands compared to 57% for the State. In Year 9 Literacy 63% of our students were placed in the top three bands compared with 57% for the State. In Year 9 Numeracy students 81% of our students scored in the top three bands compared with 53% for the State.

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 school's NAPLAN success.

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					
	2006		2007		2008	
	School	State	School	State	School	State
English Literacy	95%	72%	95%	73%	96%	76%
Mathematics	58%	41%	59%	46%	70%	49%
Science	90%	63%	89%	67%	92%	65%
Australian History	82%	53%	88%	61%	90%	51%
Australian Geography	92%	67%	92%	72%	94%	67%

Students at St Ursula's performed very strongly in the School Certificate tests in 2008. There has been a steady increase in the number of students in Bands 4, 5, and 6 in all tests since 2006. Results in all tests are well above the State average with significant numbers of students achieving in the top bands. The numbers of students at St Ursula's achieving above the State average in Bands 5 and 6 in English was 28%, in Mathematics 14%, in Science 10% and in Australian History, Australian Geography Civics and Citizenship 24%.

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						
	2006		2007		2008	
	School	State	School	State	School	State
Studies of Religion1	98%	77%	90%	77%	92%	78%
English Standard	86%	34%	83%	39%	79%	38%
English Advanced	98%	82%	100%	89%	95%	89%
General Mathematics	74%	50%	87%	59%	75%	56%
Mathematics	88%	65%	72%	70%	88%	72%
Ancient History	100%	72%	76%	61%	100%	62%
Legal Studies	87%	67%	76%	66%	97%	72%

St Ursula's was the top performing Archdiocesan school overall in the 2008 HSC examinations. Three students were placed on the All Round Achievers list gaining ninety marks or above in ten or more units and 28% of the cohort achieved UAI's above ninety. Courses that achieved results significantly above State average include English Standard and English Advanced, Mathematics Extension 1, Ancient History, Modern History and Legal studies.

The following targets have been set by the school for 2009. 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 1	100%
English Standard	90%
English Advanced	90%
General Mathematics	85%
Mathematics	85%

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 school held four whole staff days in 2008. The content of these days was as follows: Curriculum Development (term 1), Restorative Justice (term 2), ICT (term 3) and First Aid (term 4). Subject meetings are regularly held on two Wednesdays each month.

In a system of schools, costs incurred for professional development activities can be expended from a variety of sources. The main source for costs is the Catholic Education Office. The school's average expenditure per teacher in 2008 on these activities was \$1067. This figure has been calculated by CEO and reflects expenditure on casual release days and professional development activities in particular categories.

In addition to this, the school expended \$292 per teacher. In 2008, all teachers made use of the opportunity for individual professional development.

The areas covered were:

- Professional development specifically for KLA areas – eighty-seven staff.
- Professional development for pastoral care – twelve staff.
- Board of Studies (BOS) Agenda – fourteen staff.

Teacher Standards

The following table sets out the number of teachers on this 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 2008 was 97%. This figure does not include teachers on planned leave. The teacher retention rate from 2007 to 2008 was 88%.

STUDENT ATTENDANCE AND RETENTION

Attendance Rates

The average student attendance rate during 2008 was 94%. Pastoral care teachers regularly check on student absences and there is a strong family staff connection with the school which contributes to this strong attendance rate.

Retention Rates

In 2006 92% of the Year 10 cohort continued onto Year 12 (2008).

POST SCHOOL DESTINATIONS

In 2008, 9.7% of the Year 10 cohort left the College. These fifteen students went to the following destinations:

- State schools - ten
- Boarding school – one
- TAFE Colleges – three
- Overseas – one.

In 2008 one hundred and sixty-two students completed Year 12. Of these students, one hundred and four students received offers to university. The College endeavours to contact students to determine post school destinations, however, not all students respond.

SCHOOL POLICIES

Enrolment Policy

The school 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 school 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. The school has nine hundred and twenty-three students, approximately one hundred and fifty per Year group. In enrolment applications, parents consistently register strong satisfaction with the academic reputation of the school combined with the religious and pastoral programs.

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

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

There were no changes made to the Enrolment Policy during 2008.

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 school'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 College's Pastoral Care policy is concerned with the fostering of students' self-discipline. It aims to develop persons who are responsible and inner-directed, and capable of choosing freely in accordance with their conscience. It sets out to help students recognise that their fundamental freedoms and rights are reciprocated by responsibilities. To this end, various programs aimed at helping students value themselves and experience well-being are incorporated into the school's pastoral curriculum.

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

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

There were no changes made to this school policy during 2008.

Student Behaviour Management Policy

The College Discipline Policy is based on the Archdiocesan Pastoral Care document: *Pastoral Care Guidelines for Catholic Schools (2003)*. The Student Behaviour Management Policy is regularly communicated to all members of the College community. The policy is based on procedural fairness and ensures that the College's practices respect the dignity, rights and fundamental freedoms of individual students. The policy acknowledges teacher and student rights and responsibilities and is based on the Gospel teachings of love for self and others.

Corporal punishment is expressly prohibited in this school. The school does not sanction administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the school.

The full text of the Student Discipline Policy may be accessed via the:

- School administration office
- Student diary
- School website, www.stursulakingsgrove.catholic.edu.au

There were no changes made to this school policy during 2008.

Complaints and Grievances Resolution Policy

The school 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 school 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.

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

- CEO public website
- school administration office
- School website, www.stursulakingsgrove.catholic.edu.au

There were no changes made to this policy during 2008.

SCHOOL DETERMINED IMPROVEMENT TARGETS

Each year, the school develops an Annual Development Plan comprising priority areas for development, performance indicators and strategies. This is drawn from the school'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: Component 1.3 Catholic Life and Culture
- Students and their Learning: Component 2.2 Rights and responsibilities
- Pedagogy: Component 3.3 Teaching Practices
- Human Resource Leadership and Management: Component 4.1 Recruitment, selection and retention of staff
- Resources, Finances and Facilities: Component 5.2 Use of resources and space
- Parents, Partnerships, Consultation and Communication: Component 6.3 Linkages to the wider community

Some of the significant programs for improvement in 2008 included:

Targeted Intervention Program

Targeted Intervention continued to be organised as a twofold, Literacy Assistance Program and Gifted and Talented, Extension Program. It was coordinated and taught by a post graduated trained, Targeted Intervention Support Teacher in conjunction with four mainstream, differentiated English classes. 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 programs use *myclasses* extensively for student resources and staff development. Parents receive semester reports and interviews, as appropriate, in both parts of the program.

Literacy Assistance (Language Background Other Than English)

Literacy Assistance (LBOTE) aims to assist students within the classroom and with the English curriculum. In 2008 the program also included some elementary phonemic awareness using the THRASS Program (Teaching Handwriting Reading and Spelling Skills).

Gifted and Talented Extension Program

In 2008 the Extension withdrawal program continued to be offered to nominated students in Years 7-9 in English, HSIE and Maths. The program also included working with KLA teachers on the annual Investigating Mathematics Competition, the National History/Geography Trust Competition and the Tournament of the Minds Competition.

In 2008 other programs included:

- The Jason Project (Yr 8 HSIE): This was a differentiated online program, for all of Year 8 HSIE. The JASON Project gets its name from the Greek myth of the Argonauts. Dr. Robert Ballard, founder of the organization and a modern-day “Jason,” gave the organization its name when he dreamed of creating an educational program to spark the imaginations of students with real-life science. The JASON Project taps into the Argonauts' spirit of adventure to engage today's learners in expeditions and discoveries that expand our knowledge of the world in the 21st century.
- Creative Writing: This continued to be a lunch time writing group run by the Targeted Intervention Support Teacher and the College Librarian.

2008 Professional Commitment to Differentiation

In 2008 the Targeted Intervention Support Teacher continued to attend Gifted and Talented CEO network meetings and likewise, provided a written response to the new Gifted Education Standards Framework.

Active participation was also offered in the following CEO initiatives:

- AGQTP Underachievement Project
- Differentiated Assessment Project
- ICT Project

Priorities for 2009 include further ICT projects and staff development, curriculum differentiation and the integration of ICT into Year 9 Programs.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The Marist Youth Care team worked with the staff throughout 2008 on a Restorative Justice program. Restorative Justice is a process used to resolve conflict and repair relationships. The whole staff undertook two days of in-service exploring the underlying principles of Restorative practices and some practical ways that these can be utilised in the classroom.

Throughout 2008 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; Shiloh; fundraising for disadvantaged; visits to Primary School and Grandparents Mass; making cards for the Children's Hospital and writing letters on behalf of Amnesty International. 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, 'Vinnies' Winter Appeal and Easter and Christmas Hampers for local needy families.

PARENT, TEACHER AND STUDENT SATISFACTION

Many opportunities and processes were used throughout the year to gauge parent, teacher and student satisfaction including meetings, engagement in School Review and Improvement processes and review and evaluation processes.

Parents and students find staff approachable and willing to listen. Parents appreciate the fact that the College sets high standards in terms of behaviour and high expectations in terms of work. Students know that they can seek extra help from teachers if they need it and parents appreciate the amount of extra time and effort that teachers devote to their daughters. Teachers value the friendly and co-operative nature of our students, which enables quality teaching and learning to happen in the classroom.

The satisfaction of parents, students and staff is very high which correlates with the enrolments at the College being of maximum capacity and extensive waiting lists in each year group.

FINANCIAL STATEMENT

Catholic Schools are accountable for all monies received. Each year, the Sydney Catholic Education Office 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 Sydney Catholic Education Office Catholic Education Office is audited annually by Moore Stephens. A summary of the income and expenditure reported for 2008 is as follows:

INCOME	\$million	EXPENDITURE	\$million
Parents' Contributions ¹	\$ 115.8	Education & School Support	\$ 141.2
Australian Government ²	\$ 317.8	Total Salary Costs	\$ 438.5
State Government ²	\$ 122.0	CEO Administration & Support ³	\$ 5.3
Government Targeted Grants	\$ 27.5		
Interest and Other	\$ -8.9	Deficit	\$ -10.8
Total Income	\$ 574.2	Total Expenditure	\$ 574.2

Notes

1. Parents' Contributions include Archdiocesan tuition fees of \$53.3 million. School Charges, Building Levy and P and F contributions of \$62.5 million.
2. Income from Australian and State recurrent government grants is received by the Catholic Education Office on behalf of the schools. Staff Salaries are paid from this income.
3. CEO Administration and Support excludes salaries which are included in total salary costs.

Parents' contributions to this school as reported in this school's Annual Financial Questionnaire for 2008 submitted to the Australian Government Department of Education, Employment and Workplace Relations were:

Source	Amount
Archdiocesan Tuition Fees received	\$ 1,100,948
School Based Fees	\$ 886,626
Other Income (for example, Parents & Friends, Trading & Building Levy)	\$ 614,304
Total	\$ 2,601,878