

ST. URSULA'S COLLEGE  
KINGSGROVE

Annual School Report to the Community

2007



## ANNUAL REPORT TO THE COMMUNITY CONTENTS

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## **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 in place appropriate processes 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 2008 following its submission to the Board of Studies.

The contents of this report will be discussed at the first Parents & Friend meeting in Term 3, following its submission to the Board of Studies.

Further information about the school or this report may be obtained by visiting the school website at [www.stursulakingsgrove.catholic.edu.au](http://www.stursulakingsgrove.catholic.edu.au).

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PRINCIPAL: Sr. Mary O'Neill

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DATE: 22 February 2008

## **MESSAGES FROM KEY SCHOOL BODIES**

### **Principal's Message**

This report covers the following areas, which were part of St Ursula's annual development plan for 2007.

1. Catholic Life and Religious Education
  - Catholic Life and Culture
2. Students and their Learning
  - Educational Potential
3. Pedagogy
  - Planning, Programming and Evaluation
  - Assessment
  - Professional Learning
4. Human Resource Leadership and Management
  - Overall compliance with legislation/other requirements
5. Resources, Finance, Facilities
  - Environmental Stewardship
6. Parents, Partnerships, Consultation and Communication
  - Parent Involvement
  - Reporting to the Community

### **School Council and/or Parent Representative Body Message**

This is my second year as President of the P & F at St Ursula's and my fifth year as a member of the P & F. The P & F is the best way to connect the school with the parents and the wider community. I have also attended the Executive P & F meetings as part of the Federation and interacted with other schools and the CEO. I have worked closely with Grainne Norton, the parent community education officer who has kept me updated with all matters relating to the P & F and the Catholic school system.

The P & F has included the wider community through an informative program run with the help of one of the teachers, Doreen Schuler and is called Families Matter. This program is part of the Government initiative Mind Matters. Guest speakers are invited to address parents on many issues relating to young adolescents. The speakers included Grainne Norton, Peter Northy, our school liaison officer from the NSW Police Force, Cheryl Keane from Youth Off The Streets and Jerry McShane from the Drugs Forum.

Within the college the P & F work closely with the staff to implement a pastoral care program that fosters a sense of self and faith awareness appropriate to the age of each group. The parents see the RE program being implemented and witnessed as an integral part of all school functions.

The curriculum offered at St Ursula's caters for the vast majority of student subject choices one could contemplate. The extra-curricular activities available increase the likelihood of a well rounded education. The P & F works well with the invaluable support of the Principal and staff of the college and the unstinting toil of the secretarial staff, who collate, collect and distribute all matters needed to run a successful P & F.

Carran Bradley

P & F President

## **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.

Catholic life and culture is fostered in the school in the following ways:

### 1. Spirituality

- Staff and students encouraged to organise and attend Tuesday and Friday Mass.
- Year 10 and 12 theme committees are involved in the planning and conduct of Graduation Masses.
- School liturgies celebrated communally include Opening Mass, Ash Wednesday liturgy, Grandparents Mass, Easter liturgy, Reflection Day liturgies.
- Students have the following opportunities: Year 12 Retreat, Year 11 Leadership Camp, Year 9 Pastoral Care Camp, Years 7, 8 and 10 Reflection Days.
- Eucharistic Ministers are trained. 27 students trained in 2007.
- Music and Drama departments support school liturgies.
- Year 12 Drama class – gospel dramatisation at Opening Mass.
- Year 9/10 Drama class perform Make Poverty History at Millennium Development Goals Assembly.
- Year 9/10 Drama perform Stations of the Cross at Easter Liturgy.
- Visual Arts department contribute to the development of sacred spaces.
- Textiles class make banners and altar decorations.
- Weekly reflections on Sunday liturgy provided to the staff.

### 2. Relevant Outcomes from the Annual Development Plan

- Increase professional development of the staff in the new stage 6 SOR and Catholic Studies Syllabii.
- Refinement of RE programmes, Year 7-12, after completion of register evaluations.
- Professional development of staff to increase expertise of staff in liturgy and spirituality.
- Provide opportunities for staff to improve ICT skills.

### 3. Involvement in the broader life of the Church/World Youth Day

- WYD Co-ordinator appointed
- Formation of WYD committee to plan and implement WYD activities.
- Incorporation of WYD curriculum support documents in RE program.
- Registration of ePILGRIMS for WYD.
- Distribution of WYD handbook for use in classes across KLA areas.
- WYD Assembly to commission St Ursula's WYD cross and icon.
- School Assembly to promote WYD.
- Students attend Darling Harbour for the arrival of WYD cross.
- Liaison with St George Deanery to promote WYD activities.
- Pilgrim partnership support programmes with Indonesia explored.
- Ricki-Lee fundraiser concert for this programme.
- Pre WYD initiatives set in place.

### 4. Peace and Social Justice Initiative

- Years 7 to 12, Young Vinnies and Mini Vinnies initiatives and activities.
- Years 7 to 12 Project Compassion appeal.
- Caritas "Make Poverty History". Armband selling and wearing.
- Millennium Development Goals Assembly.
- Easter and Christmas hampers for St Vincent de Paul.
- Winter appeal for the homeless.
- August food collection for the homeless.
- Staff and students do night patrol.
- Staff and students street retreats at Matthew Talbot Hostel.
- Nano Nagle Outreach – students run camps for disadvantaged students July, October and December.
- Students visit Rosemore Nursing Home.
- Students financed and conducted "Buddies Days" for disadvantaged children to Sydney Aquarium, Sydney Wildlife Park and Enfield Bowling.
- "Communities for Communities" – fundraising to provide building resources in the Phillipines.
- Support doctor and nurse working in Addis Ababa.

### 5. Celebrate Jubilee

- Publication of Jubilee booklet

- Celebrate the philosophy values and charism of St Angela Merici as part of the College 50 year Jubilee.
- Provide staff, students and parents with a range of opportunities in which they can encounter God, deepen their faith, through participation in prayer, liturgy, sacraments.
- Continue to highlight the relevance of faith to life and contemporary culture with a special focus on environmental stewardship.

## **SCHOOL CURRICULUM**

St Ursula's College 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 at the school are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

The school offers eleven Board of Studies mandated and approved School Certificate Courses and thirty two Higher School Certificate Courses. 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, D & T, Drama, Food technology, Japanese, Music, Textiles, Visual Arts. The number of students in each of these electives varies according to resources and interest. The school offers HSC extension courses in 1. English Extension 1 and 2, History Extension, Mathematics Extension 1 and 2. Particular features of the school's curriculum include:

- Learning Support Programs
- VET Programs – Certificate II in Business (AQF), Hospitality Operations, Retail Operations
- Whole school approach to Literacy and Numeracy.

Particular features of the school's co-curricular program include: Debating, Public Speaking, Mock Trials, Tournament of the Minds.

The school has a strong sporting programme.

## **Students and their Learning**

### 1. Educational Potential

- Develop effective structures, programmes and practices to support student learning.
- Celebrate curricular and co-curricular student achievement.

- Systematically address learning needs of students.
- Differentiated learning and targeted intervention strategies evidenced across the school.
- Involve students in aspects of their learning.
- Parents' feedback on student involvement.

## 2. Pedagogy

Provision for the diverse needs of learners:

- Extend G&T training for staff
- Create teams of reflective practice for mutual support and professional sharing
- Differentiated curriculum development to continue in KLA areas.
- ICT committee established.
- Three year plan for curriculum integration of ICT.
- E Learning/Parent involvement extension.
- Alignment of assessment for learning.

## 3. Assessment

- Continue to develop understanding of the fundamental principles and practices of assessment of and for learning.
- Provide meaningful feedback to students on assessment.
- Data used to inform teaching and learning.
- Quality assessment tasks reflects syllabus and programmes and linked to teaching and learning.

## 4. Professional Learning

- Continued commitment to staff professional development.
- Membership of educational and professional organisation facilitated.
- Staff to take individual and collective responsibility for professional development.
- Effective learning culture is characterised by team learning and dialogue.

## **STUDENT PERFORMANCE IN STATEWIDE TESTS**

### **ELLA and SNAP**

Students in NSW sat the English Language and Literacy Assessment (ELLA) in March and the Secondary Numeracy Assessment Program (SNAP) in May this year. The test results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs. Additionally, the results can be used by schools to monitor literacy and numeracy development through time. ELLA and SNAP will be replaced by the National Assessment Program Literacy and Numeracy (NAPLAN) from 2008.

The following table details the school's performance in ELLA and SNAP over time as compared to all students in the state.

	ELLA: Literacy		SNAP: Numeracy	
	School mean	State mean	School mean	State mean
2007	93.8	89.0	89.3	85.1
2006	93.1	88.8	87.9	84.7
2005	93.2	88.7	86.8	85.0

Students performed well in 2007. This is largely due to the School's targeted intervention programme in both English and Mathematics, for year 7 students during Term 1. We also have close communication with primary feeder schools and interviews with incoming Year 7 parents to determine the needs of students as they enter secondary school.

### National Benchmarks

The Commonwealth Government sets minimum acceptable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks. The performance of the students in our school in the Year 7 English Language and Literacy Assessment (ELLA) and in the Year 7 Secondary Numeracy Assessment Program (SNAP) is compared to these benchmarks. The percentages of students in this school achieving the national benchmarks as compared to previous years are reported below.

	ELLA		SNAP
	Reading	Writing	Numeracy
2007	100%	100%	99%
2006	98%	99%	87.9%
2005	95%	98%	86.8%

Students have performed well over the last three years. This is largely due to the effectiveness of the school's targeted intervention programme in both English and Maths – for a full report on this programme see section School Determined Improvement Targets.

## School Certificate results

The percentage of students achieving bands 4, 5 and 6 is reported against state-wide performance in each of the subjects shown over time.

	% of students in bands 4, 5, 6									
	English Literacy		Mathematics		Science		Australian History		Australian Geography	
	School	State	School	State	School	State	School	State	School	State
2007	95.6%	72.1%	59%	44.8%	88.6%	65.5%	87.9%	60.3%	91.2%	71%
2006	94.6%	71.7%	57.7%	40.9%	90.4%	62.8%	81.5%	53%	91%	66.6%
2005	92.5%	67%	57.4%	51%	89.8%	68%	83%	63%	75.6%	60%

The trend in the School Certificate results in the period 2005-2007 has benefited from the following initiatives:

1. Targeted intervention strategies
2. Gifted and talented teacher training/special needs teacher training
3. Continuous development and refinement of differentiated curriculum
4. Entry of state/national competitions – English, Maths, History, Geography, Science.
5. Departmental processes in place to make relevant data available to improve learning outcomes for students.
6. Ongoing commitment of teachers to professional skill development.

The following targets have been set for 2008 by the school indicating the percentage of students attaining performance bands 4, 5 and 6 for selected subjects.

2008 Targets				
English Literacy	Mathematics	Science	Australian History	Australian Geography
95%	65%	90%	85%	90%

## Higher School Certificate results

The percentage of students achieving bands 4, 5 and 6 is reported against statewide performance for particular subjects in the table below. Comparative performance with the 2005 and 2006 cohorts is shown.

	% of students in bands 4, 5, 6					
	2005		2006		2007	
	School	State	School	State	School	State
Studies of Religion 1	91.7%	84%	97.5%	77%	90.4%	76.7%
English Standard	84%	34%	98.8%	33.6%	83.3%	38.5%
English Advanced	99.9%	90%	98.3%	82.3%	100%	89.3%
General Mathematics	84.2%	58%	73.6%	49.5%	83.9%	59.1%
Mathematics	65.1%	64%	87.8%	64.8%	72%	69.7%

The following systematic processes are designed to monitor and improve HSC results:

1. Staff inservice/HSC marking encouraged.
2. Continued gifted and talented and special needs teacher training.
3. Data is used to inform teaching and learning from Ella, SNAP, School Certificate, Higher School Certificate and De Courcy.
4. Subject selection interview process for senior school.
5. BOSLO and departmental meetings to discuss and deepen shared understandings of the fundamental principles and practices of assessment of and for learning.
6. Involvement of Librarian in teaching students improved research methods.

The following targets have been set for 2008 by the school indicating the percentage of students attaining performance bands 4, 5 and 6 for selected subjects.

2008 Targets				
Studies of Religion 1	English Standard	English Advanced	General Mathematics	Mathematics
95%	90%	90%	85%	75%

## 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 2007. The content of these days was as follows: asthma (term 1), curriculum development (term 2), first-aid (term 3), ICT (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. These sources included the Catholic Education Office - \$932.00. This figure has been calculated by CEO and reflects expenditure on casual release days and professional development activities in particular categories.

St Ursula's College expenditure per teacher on staff development - \$212.00.

In 2007, 113 teachers used the opportunity for individual professional development.

The areas covered were:

- Professional development specifically for KLA areas – 87 staff.
- Professional development/pastoral care – 12 staff.
- BSSS Agenda – 14 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:

<b>Teacher Qualifications</b>	<b>Number of Teachers</b>
1. Those having formal qualifications from a recognised higher education institution or equivalent.	62.9
2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	Nil
3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	Nil

## **TEACHER ATTENDANCE AND RETENTION**

The average teacher attendance rate during 2007 was [CEO to provide]. This figure does not include teachers on planned leave. The teacher retention rate from 2006 to 2007 was [CEO to provide].

## **STUDENT ATTENDANCE AND RETENTION**

### **Attendance Rates**

The average student attendance rate during 2007 was 97%. Pastoral care teachers regularly check on student absences and there is a strong family staff connection with the school which is behind this strong attendance rate. Three aboriginal students are part of the year 7 to 10 cohort in the period for calculation. In this period one student missed one day. The other students had perfect attendance.

### **Retention Rates**

89% of the 2005 Year 10 cohort continued onto Year 12 (2007).

## **POST SCHOOL DESTINATIONS**

In 2007, 11% of the Year 10 cohort left the school. These 17 students went to the following destinations: Georges River/Oatley Campus – 8, St George School High School – 2, Kingsgrove High School – 1, TAFE Colleges 6.

125 students completed Year 12 in 2007.

Of these students:

- 73 students received offers to university
- 1 attending private hotel school.
- 1 St Patrick's Business College
- 4 TAFE colleges
- 3 private colleges.

Letters have been sent to students to determine post school destinations – many of these letters still are not returned.

## **ENROLMENT POLICY AND SCHOOL PROFILE**

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 school has the following feeder schools: Our Lady of Fatima Kingsgrove, Our Lady of Lourdes Earlwood, Regina Coeli Beverly Hills, St Joseph's Riverwood. Enrolments trends are strong. The school has 920 students, approximately 150 per form. In enrolment applications, parents consistently register strong satisfaction with the academic reputation of the school combined with the religious and pastoral programmes.

The full text of enrolment policies may be accessed via:

- [Archdiocesan Enrolment Policy](#)
- Archdiocesan Policy on the Enrolment of Students with Special Needs
- School Administration Office

The CEO enrolment policy was revised in 2007 to accommodate legislative requirements relating to the enrolment of students with special needs.

## **SCHOOL POLICIES**

### **Student Welfare**

The student welfare policy is based on the Archdiocesan Pastoral Care document: *Pastoral Care Guidelines for Catholic Schools (2003)*. 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*.

The school'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 pastoral care policies may be accessed via:

- [Archdiocesan Pastoral Care Policy for Catholic Schools \(2003\)](#)
- School Administration Office

## **Discipline Policy**

The school's discipline policy is based on the Archdiocesan Pastoral care document: Pastoral Care Guidelines for Catholic Schools (2003). The behaviour management policy is regularly communicated to all members of the School community. The policy is based on procedural fairness and ensures that the school'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 Student Discipline Policies may be accessed via:

- [Archdiocesan Pastoral Care Policy for Catholic Schools \(2003\)](#)
- School Administration Office
- Student diary

## **Complaints and Grievances Resolution Policy**

The school adopts the Archdiocesan guidelines for resolving concerns and complaints from parents and care-givers. The 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. The scope of the guidelines encompass children's learning, behaviour and welfare, school organisation and management, and student health and safety issues.

Any parent or caregiver has the right to raise a concern and have it responded to promptly, fairly and without repercussions. Most concerns will be resolved informally and confidentiality is always maintained. Any person raising a concern may have a support person present as an observer or by mutual agreement may take a more active role. The Principal is to be advised of the attendance of the support person prior to the meeting. Similarly the Principal will advise of any person he/she may invite to attend. The Principal has delegated authority to manage concerns and complaints at school. Where the matter involves child protection or other areas covered by specific legislation, the Principal is required to refer the matter to the Regional or Head Office.

The full text of Complaints and Grievances Resolution Policies may be accessed via:

- [CEO public website](#)
- School Administration Office

## **SCHOOL DETERMINED IMPROVEMENT TARGETS**

### **Targeted Intervention Programme 2007**

Acting on advice from Primary feeder schools, students were identified at the beginning of the year, for assistance in literacy and study skills, or alternatively, assistance in higher order thinking tasks. These contacts with the main Primary feeder schools have been maintained through networking at COGE lectures, during holiday breaks, in-services and the regional Evidence Based Learning Team.

### **LBOTE/Literacy Assistance**

In 2007 LBOTE and Literacy Assistance aimed to assist students within the classroom and the English curriculum. It has included generic skills such as home time management, completing an assessment task within a time frame, sentence structure, writing an extended response and engaging in literacy tasks.

My Classes and Learning Federation Objects have been utilized for this assistance, in addition to some in-class support, by the Targeted Intervention Teacher. Students received separate semester reports and parent teacher interviews.

### **Gifted and Talented Intervention**

The withdrawal program continued in 2007 in English, HSIE and Maths. Nominated students completed a number of higher order thinking tasks, including the annual Investigating Mathematics Competition and the National History/Geography Trust Competition. In the Investigating Maths competition a Year 8 group project was awarded first place, a Year 7 group project was awarded second place and a Year 8 individual entry was awarded second place. In the National Trust competition, two students were selected for entry in the national finals.

Students received separate semester reports and parent teacher interviews.

Two teams of Tournament of the Minds performed this year and Creative Writing at lunch-time, continued to be a 7-11 activity that assisted gifted, mainstream and struggling students. Creative Writing is a joint project with the school librarian.

This year the Targeted Intervention teacher was involved in a cross curricular team project, managed by the Hearing Impairment teacher. This involved a small group of students producing a video to raise awareness on hearing loss.

A unit of work designed to assist an underachieving student in Year 9 was completed, as part of the regional Evidence Based Learning Team.

Participation in the annual Science Expo was also offered to the top ten percent of students in year 8 and 9 Science.

This year also focused on differentiation within the classroom and offering support to teachers with mixed ability classrooms. This strategy has been informed by the study completed in COGE (Certificate of Gifted Education) and the Master-class in Differentiation at GERRIC during the July

holiday period. It included a guest speaker, from the Federal police. In term one, the speaker related his experiences in East Timor as a peacekeeper, within the context of the class novel.

## **HUMAN RESOURCE LEADERSHIP AND MANAGEMENT**

### **Overall Compliance With Legislation/Other Requirements**

- Clearly articulated processes and structures in place to monitor and maintain compliance with legislation/registration requirements.
- Publish documents on website (my classes):
  - Religious education
  - Curriculum
  - Pastoral Care
  - Employment Relations
  - OH&S

## **RESOURCES, FINANCE, FACILITIES**

### **Environmental Stewardship**

- To develop in staff and students, knowledge, skills, attitudes, values and a commitment to initiate individual and collective responses, that are environmentally responsive and reflective of our ecological vocation.
- KLA mapping to trace environmental stewardship in English, Maths, Science, HSIE, Art, Music, Drama, D&T, KLAs.
- Raise awareness of environmental issues through KLAs, Prayer, Creation Theology, Church Teachings, Scientific and Geographic websites.
- Distribution of environmental stewardship articles on Climate Change, Our Land is Crying, Wisdom of the Elders.
- Use Serviam to heighten environmental awareness.
- Develop an Ecological Vision for Environmental Stewardship.
- Successful submission of Community Water Grant application.

## **PARENTS, PARTNERSHIP, CONSULTATION AND COMMUNICATION**

### **Parent Involvement**

- In 2007, Families Matter programme to be implemented and aligned with the School's Pastoral Care programme.

### **Reporting to the Community**

- Parent Information evenings to include reports on RE, Curriculum, Pastoral Care.
- Serviam Newsletter to contain PC and regular reports on students activities.
- Pastoral Care/Home communication through student diary.

## **INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY**

The Pastoral Care programme continually develops initiatives to promote respect and responsibility. Throughout 2007, these included:

- Training staff in Mind Matters programme.
- Using Mind Matters as part of the PC programme.
- Involving the Police Liaison Officer in the Pastoral Care programme by promoting student awareness of the predatory nature of cyber crimes.

The Pastoral Care programme attempts to recognise and value the need to understand the psycho social needs of young women in order to educate for character development and resilience.

In addition to the above, the following areas were also targeted within the Pastoral Care program for students in 2007:

- Support and involvement in preparation for World Youth Day 2008  
This was achieved through regular update at weekly Year assemblies and by the circulation of a replica World Youth Day Cross and Icon through the Pastoral Care rooms.
- Preparation and involvement of celebration of the school's 50<sup>th</sup> Jubilee  
Each Form was invited to take one aspect of the Ursuline story in Australia and present/ display their findings to the rest of the school at assemblies, liturgies and in their classroom and corridors.
- Study skills (Years 7-12)  
Involved lessons and activities that were age specific and that catered for different learning styles and commitments outside of school.
- Alcohol education for students and their parents.  
This was achieved by running a parent and daughter forum, where parents and students were provided with information from a guest speaker and then invited to share their experiences.
- Improved communication with parents via school newsletter and phone  
The Year Co-ordinators compiled regular updates for the school newsletter to raise parent's awareness of the issues covered in Pastoral Care lessons. They have also made a more direct phone contact so as to involve parents, every step of the way.
- Improved transition for Year 6 into Year 7  
As part of their orientation, the Year 6 students were invited to participate in 'taster' lessons in a variety of faculties within the College during Term 4 of the previous year
- Increased involvement with Retreat and Reflection days  
The Pastoral Care teachers were invited to take a more active role in the days, as a way of consolidating the vital connections between the Spiritual and Pastoral dimensions of the College.
- Careers Education Years (8-12)

This part of the program was specifically tailored to meet the needs of each Year group. It included accessing up- to- date information from interactive Government internet sites.

- Connecting to the outside world through the use of guest speakers, representatives from the community agencies and theatre groups.

#### *Junior School*

- Brainstorm Productions
- Stride - Mpower Girls
- Reflection Day
- Krystal Keller - blind performer- very inspirational
- Joffa's Toon School- Jeff Taylor
- Etiquette - Mrs Lee Willis
- Skin Care/Makeup - Mrs Meryll Falkiner/Mrs Tsepetzis
- Organisational & Study Skills – Prue Salter
- Cyber bullying – Constable Peter Northey( Schools Liaison Police Officer)
- Bullying- Brainstorm Productions
- Risk Taking & Consequences – Youth Safe
- Music Appreciation – Terry Murray
- Motivational Speaker- Dream to Achieve – Melina Marchetta.

#### *Middle School*

- Shiloh – Kerry & Helen Ryan
- Cyber bullying – Constable Peter Northey
- Monty Pryor (Aboriginal story teller)
- Motivational Speaker- Dream to Achieve – Melina Marchetta.
- Krystal Keller - blind performer- very inspirational
- Cyber bullying - Peter Northey (School's Liaison Police Officer)

#### *Senior School*

- Motivational Media: Motivational Media Assemblies Australia Limited
- Youth Safe - Explore Everyday Risks: Dianne Naylor
- Cultural Infusion Ltd Capoeira Filos Da Bahia Dancers:
- Crow Tae Kwon Do: John Mooney
- Enhanced Learning Educational Services : Prue Salter
- Cyber bullying – Constable Peter Northey ( School's Liaison Police Officer)
- 7 Steps to Senior Success – Human Connections
- Smart Savings Program – Commonwealth Bank Foundation.

- Mind Matters Training
- Development of closer links with the Families Matter parent group
- External Assessor Training workshop for NSW Institute of Teachers
- Induction of New Year Co-ordinators
- Mini Certificate in Behaviour
- Children, Grief & Self Esteem
- Tricky Kids a day with Andrew Fuller
- Board of Studies Curriculum & Year Advisers Workshop for Yrs 10,11,&12 , 2008

The Pastoral Care program operating in the College is due to the commitment and skill of the Year Co-ordinators, the dedication of teams of Pastoral Care Teachers and the support and encouragement of the School Executive.

## **PARENT, TEACHER AND STUDENT SATISFACTION**

### **Teacher Satisfaction**

Teacher satisfaction at St Ursula's College is high and this satisfaction stems from a positive atmosphere where staff and executive work together for common goals.

Staff know that personal and family problems will be handled with discretion and compassion. There is always time to discuss and work on problems and issues are resolved mutually rather than through directives. Trust is an essential feature of the College – be it in trying new methods of teaching, in developing ideas or relying on others.

The pastoral team and form team structures help foster a spirit of co-operation and unity. Celebrations of special events like births, birthdays and anniversaries add to the depth of unity.

The satisfaction in the College comes from the knowledge that each individual is loved and valued and that in working together we consolidate the position and esteem of all staff.

Mrs Christine Dryden  
English Co-Ordinator

## FINANCIAL STATEMENT (2007)

[DO NOT COMPLETE - This information will be inserted at regional level]

Catholic Schools are accountable for all monies received. Each year, the Sydney Catholic Education Office submits to the Commonwealth 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 accounts for each school and for the Catholic Education Office are audited annually.

A summary of the income and expenditure reported to the Commonwealth Government for 2007 is as follows:

INCOME	\$million	EXPENDITURE	\$million
Parents' Contributions 1	[\$CEO to provide]	Education & School Support	[\$CEO to provide]
Commonwealth Government 2	[\$CEO to provide]	Total Salary Costs	[\$CEO to provide]
State Government 2	[\$CEO to provide]	CEO Administration & Support 3	[\$CEO to provide]
Government Targeted Grants	[\$CEO to provide]	Surplus	[\$CEO to provide]
Interest and Other	[\$CEO to provide]		
Total Income	[\$CEO to provide]	Total Expenditure	[\$CEO to provide]

### Notes

1. Parents' Contributions include Archdiocesan tuition fees of [CEO to provide]. School Charges & Building Levy & P&F contributions of [CEO to provide].
2. Income from Commonwealth 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 our school as reported in the school's annual Financial Questionnaire for 2007 was:

Archdiocesan Tuition Fees received	[\$CEO to provide]
School Based Fees	[\$CEO to provide]
Other Income (eg. Parents & Friends, Trading & Building Levy)	[\$CEO to provide]
Total	[\$CEO to provide]