



# St Ursula's College

K I N G S G R O V E

## Annual School Report to the Community

2010



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## **ACRONYMS AND ABBREVIATIONS USED IN THIS REPORT**

AIP: Annual Improvement Plan

BOS: Board of Studies

CCC: Combined Catholic Colleges

CEO: Catholic Education Office

CGSSSA: Catholic Girls Secondary Sports Association

ESL: English Second Language

HSC: Higher School Certificate

HSIE: Human Society and its Environment

ICT: Information and Communication Technologies

iLe@rn: Learning framework with an emphasis on critical skills for the twenty first century

KLA: Key Learning Area

LBOTE: Language Background other than English

MCEECDYA: Ministerial Council for Education, Early Childhood Development and Youth Affairs

NAPLAN: National Assessment Program – Literacy and Numeracy

NING: Online platform where people can create a social network

P & F: Parents and Friends Association

SC: School Certificate

SRC: Student Representative Council

SMART: School Measurement Assessment and Reporting Toolkit

SUPIA: St Ursula's Parents in Action

TAFE: Technical and Further Education

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 School Report to the Community* for this year provides the community with fair, reliable and objective information about college 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 community during the year and the achievements arising from the implementation of the college's Annual Improvement Plan (AIP).

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 2011 following its submission to the Board of Studies (BOS).

The contents of this *Report* will be discussed at the first Parents and Friends' Association (P & F) 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](http://www.stursulakingsgrove.catholic.edu.au).

PRINCIPAL: Anne Anderson

DATE: March 2011

## **MESSAGE FROM KEY SCHOOL BODIES**

### **Principal's Message**

The St Ursula's College community has again celebrated another successful year. The college motto *Serviam* – *I will serve*, has been lived out in numerous ways through the celebration of our faith, social justice activities and academic excellence. Students valued their opportunity to learn and set high standards in their achievements in the Higher School Certificate and School Certificate and their commitment to supporting social justice initiatives. Staff generously gave of their time, skills and expertise and through building strong, caring relationships supported students and their families. Our pastors, parents and volunteers shared their gift of service and supported our community in many ways. This 2010 Annual Report highlights our many achievements and these significant experiences and celebrations.

### **Parents and Friends Association Message (Con Liaros, President)**

It was another eventful year for the college and the Parents and Friends Association (P & F) was honoured to contribute once again. Highlights for the year included the traditional year 7 welcome drinks and a terrific bingo night that was enjoyed by parents, friends and students. As usual, the P & F proudly sponsored some students who represented the college, as well as providing awards and scholarships to some deserving students in year 12. St Ursula's Parents in Action (SUPIA) continued to provide interesting topics for discussion and support for parents and carers. We finished another successful year with a significant donation to the college to purchase new notebook-friendly lockers for the incoming year 11 classes. On behalf of the parent representative group, it is always 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. Finally, I would like to thank all those who have helped and supported the college through the P & F over the last year.

### **College Captain's Message**

During 2010, the student leadership team continued the legacy of past student leaders through their work in the various portfolios. Within these roles, each member contributed significantly to different aspects of college life through a series of innovative initiatives including the planting of a native plant and herb garden in conjunction with environment week. Additionally, the diverse talents of many St Ursula's College students were demonstrated during the performing arts showcase, and the competition between houses was enthusiastically exhibited in the cheer-offs. The students of St Ursula's College also actively demonstrated their generosity and our college motto *Serviam* through their participation in the many social justice initiatives held throughout the year including raising money for Caritas Australia and Hearts for Haiti, as well as through offering their time to activities such as Blood Donations and St Vincent de Paul (Vinnies)

Night Patrol. The Catholic faith embodied through these actions was further expressed in the liturgical life of the college through the Ash Wednesday, St Ursula's Day and Christmas liturgies. Through their engagement in these activities, students were able to apply a wide array of skills and qualities, in order to benefit the community, aided by the guidance and support of a strong network of staff and teachers.

## **COLLEGE FEATURES**

St Ursula's College was established in 1957 by the Ursuline sisters and is located in Kingsgrove, Sydney. It educates girls from year 7 to 12 in the Catholic tradition and has a current enrolment of nine hundred and thirty students. The college draws most of its students from five feeder schools: Our Lady of Fatima, Kingsgrove; Regina Coeli, Beverly Hills; Our Lady of Lourdes, Earlwood; St Joseph's, Riverwood and St Francis Xavier's, Ashbury. Enrolments continue to be strong with waiting lists in all year groups.

Our Ursuline tradition is based on Gospel values and inspired by the teachings of St Angela Merici, founder of the Ursuline Sisters. Our students, who come from a variety of backgrounds and nationalities, are encouraged to live the college motto, *Serviam*, through the Ursuline values of acceptance, respect, unity, action, empowerment and service.

The college employs eighty-seven staff comprising of sixty-five teaching and twenty-two non-teaching staff, the latter being employed in a variety of capacities including student services and administration, teacher aides, student enrolment, library and technical support.

St Ursula's College has a strong culture of learning that aims to provide for the individual needs of all students. The curriculum offerings ensure students have variety, choice and a range of dynamic and innovative learning opportunities. Experienced staff engage students in their learning through a range of activities and technologies which support a diverse learning environment. Classroom experiences ensure students are equipped with skills to connect with and live in the twenty-first century.

## **CATHOLIC LIFE AND RELIGIOUS EDUCATION**

The teaching of Religious Education in the college has continued to reflect best practice and the embracing of eLearning strategies to enhance student learning. The extension of the laptop rollout saw both Years 9 and 10 undertaking learning in a digital environment. To that end, the iLe@rn project, *Blessed are the clay makers*, was reviewed and renewed in 2010, enhancing the learning outcomes for students by refining pedagogy and including a weekly component where students track and evaluate their progress. The revamped project was presented at the iLe@rn showcase and received positive feedback as a model for review and improvement. Year 10 students also used laptops extensively in their learning, developing skills

in text referencing and annotated bibliographies advanced features of Microsoft Word. CEO Sydney's eLearning and Religion Education Advisers supported year 10 staff in creating an assessment that incorporated podcasting. Some classes also collaborated in an online learning project on the Eucharist hosted on a NING. In stage 4, year 8 students participated in the first archdiocesan Religious Education test. Their results indicate a sound mastery of the core concepts of the stage 4 course. Students at St Ursula's College achieved nineteen high distinctions, sixty-eight distinctions, sixty-one credits and twelve participation awards in the 2010 test.

In the senior school, the students have the option of studying the Board of Studies course, Studies of Religion. In 2010, thirty-nine students chose Studies of Religion II, seventy-four chose Studies of Religion I and nineteen students chose Catholic Studies. Students were well prepared for the potential changes to the Higher School Certificate (HSC) in Studies of Religion and they felt confident attempting the integrated essay question in the HSC examination. Students achieved outstanding results in the Studies of Religion courses, with over ninety percent of Studies of Religion II candidates scoring a band 5 or 6 result, while over eighty-three percent of Studies of Religion I candidates achieved a band 5 or 6.

Throughout the year, the classroom Religious Education program has been supported by a weekly Mass celebrated in the chapel and led by a Religious Education class. Significant events in the year were celebrated as a whole college, gathering in Our Lady of Fatima church to celebrate Eucharist at the commencement of the college year, for St Ursula's Day and in thanksgiving at the end of the year as well as prayer in preparation for the canonisation of Mary MacKillop. Other key feasts and events such as Ash Wednesday, Holy Week, and Reconciliation Week were ritualised in prayer in the Merici Centre. Many of the liturgical events of 2010 have raised student consciousness of the Ursuline values of acceptance, respect, unity, action, empowerment and service and how these can be activated in the service of the gospel.

Practical enactment of the college motto has been seen in the review and initial implementation of the Ursuline ministry plan. Each term the college undertook a different focus for justice activities. During Term 1, Caritas and Project Compassion were the focus. Term 2 saw each year group undertake fundraising and education to support local justice initiatives. In Term 3 an Ursuline focus saw education and fundraising to support Ursuline communities in Botswana in a week of events called *Ursafest*. Finally, in Term 4 each pastoral class focused on Christmas hampers for the needy in supporting the local St Vincent de Paul conference. In addition to this, each month, staff and senior students volunteered to participate in night patrol, taking the Vinnies truck out to feed Sydney's homeless. The students and staff were regular donors at the Red Cross blood bank, earning the college the Vampire Shield.

## **COLLEGE CURRICULUM**

The 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 members at the college are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

The college offers sixteen School Certificate (SC) courses mandated and approved by the Board of Studies. School Certificate electives include Commerce, Design and Technology, Textiles Technology, Food Technology, Information and Software Technology, Music, Drama, Visual Arts and Japanese. The number of students in each of these electives varies according to resources and student interest.

In 2010 the college offered thirty-six board endorsed courses in the HSC including English Extension 1 and 2, Mathematics Extension 1 and 2 and History Extension.

Particular features of the college curriculum include:

- learning support programs
- vocational education and training (VET) courses – Certificate II in Hospitality and Retail Operations
- gifted and talented program
- eLearning focus that is a result of the new Federal Government's computers in schools program. Laptop computers are providing new and exciting opportunities for greater interactive learning as well as integration and development of information and communication technology (ICT) and visual learning.

Particular features of the college's extracurricular program include:

- debating and public speaking
- mock trial
- music ensembles and instrumental/vocal program
- theatresports
- Catholic Girls Secondary Schools Sports Association (CGSSSA)
- history tour
- Japanese sister school visit.

This year the college was again represented in a variety of speaking competitions. In the Lions *Youth of the Year* quest, two year 12 students entertained the audience and the judges with their speeches and their responses to the impromptu questions, revealing their wide general knowledge and disciplined preparation. A year 11 student was the college entrant in November for the Lions Quest. The Catholic Schools debating competition was also another avenue for expression for our public speakers.

The debating season was facilitated by the debating captain and an able debating committee from across the college, as well as numerous volunteer students, staff and parent helpers who made our hosting nights run smoothly. The students acquitted themselves admirably in the Catholic Schools' debating competition with the girls gaining invaluable experience in organising ideas and supporting their arguments convincingly.

The very dedicated mock trial team was most successful, winning all four cases against other schools in the preliminary rounds. They combined their court appearances with visits to the city to the district court and to a barrister's chambers to obtain some of the finer points of legal representation.

The extracurricular music program has continued to grow in both size and number, offering further enrichment and extension opportunities for students. These ensembles include; concert band, stage band, string orchestra, string quartet, Ursula Voices (show choir), junior choir and year 7 to 9 rock band. A weekly composition workshop presented by a working composer/arranger was also offered as part of the program. This year the concert band, stage band and string orchestra were all successful in winning gold or silver medals at the instrumental music festival, *Bandfest*. The private vocal and instrumental program continues to attract strong numbers with over one hundred girls taking lessons with one of our ten peripatetic music tutors. As part of the program a series of tutor concerts was staged, where students from the program performed for their parents and friends during week seven of Term 4.

The college entered two teams (junior and senior) into the theatresports competition organised by Impro Australia. The senior team qualified for the semi-finals this year.

In sport, one hundred and seventy five students represented the college in twenty eight teams across thirteen sports in Catholic Girls Secondary Schools Sports Association (CGSSSA). St Ursula's College was again very successful in a vast number of CGSSSA sports with the junior volleyball team finishing second; tap dance troupe placing third; junior football and cricket placing first and gymnastics winning the level five division. There were also several outstanding individual performances in swimming, athletics and cross-country, with four students chosen to be NSW Combined Catholic Colleges (CCC) representatives.

In the April school holidays twenty-two students went on a European History Study Tour. The first part of the tour was devoted to Ancient History with visits to the ancient sites of Pompeii, Herculaneum and Rome. Following that the group visited Belgium and France, touring the World War One battlefields of Somme and Ypres. The main focus was to visit sites in which Australian soldiers had fought, including Villers-Bretonneux, Le Hamel and Pozieres in France and Polygon Wood in Belgium. The final stop of the tour was Paris, which provided an opportunity to visit many historical and culturally significant sites such as Versailles, Notre Dame Cathedral, the Louvre, the Musée d'Orsay and the Pompidou Centre, the burial site of Napoleon at the Hôtel des Invalides, the Pere Lachaise cemetery, and the beautiful medieval town of Chartres.

In 2010 the college hosted two schools from Japan. As in the past, thirteen students and a teacher from our sister school, Utsunomiya Kaisei Girls' High school made their annual trip to Sydney. They attended lessons at the college during the sixteen days home stay period, being hosted by thirteen college families. The Rockdale City sister school, Yamatsuri Junior High School also visited the college for one day. Students studying Japanese at the college were involved in both language and cultural activities during both these visits.

## **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) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists college planning and is used to support teaching and learning programs.

The table provided shows the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The college results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

Further information regarding college performance in NAPLAN against State and National trends has been provided in the college newsletter dated 23 September 2010 and is available from the college administration office. Additional information can also be accessed from the MySchool website ([www.myschool.edu.au](http://www.myschool.edu.au)).

NAPLAN results 2010 Year 7	% of students in the top 2 bands		% of students in the bottom 2 bands	
	School <sup>1</sup>	All schools <sup>2</sup>	School <sup>1</sup>	All schools <sup>2</sup>
Reading	49%	29%	3%	16%
Writing	43%	23%	1%	20%
Spelling	63%	31%	1%	17%
Grammar & Punctuation	38%	26%	7%	21%
Numeracy	32%	30%	4%	16%

<sup>1</sup> School Measurement Assessment and Reporting Toolkit (SMART)  
<sup>2</sup> MCEECDYA National report [www.naplan.edu.au](http://www.naplan.edu.au)

NAPLAN results 2010 Year 9	% of students in the top 2 bands		% of students in the bottom 2 bands	
	School <sup>1</sup>	All schools <sup>2</sup>	School <sup>1</sup>	All schools <sup>2</sup>
Reading	30%	18%	7%	26%
Writing	36%	19%	9%	30%
Spelling	37%	22%	5%	25%
Grammar & Punctuation	40%	22%	5%	24%
Numeracy	31%	23%	8%	21%

<sup>1</sup> School Measurement Assessment and Reporting Toolkit (SMART)  
<sup>2</sup> MCEECDYA National report [www.naplan.edu.au](http://www.naplan.edu.au)

Students at St Ursula's College performed very strongly overall with a significant proportion of students achieving results in the top two bands in all aspects of literacy and numeracy. The overall percentage of students in the top two bands all tests in year 7 and year 9 was significantly higher than the national percentages. It was also very pleasing to see the low number of students achieving in the bottom two bands, compared to the national figure. These outstanding results are directly linked to a number of initiatives that have been implemented by the college over the last few years. These include the targeted intervention specialist programs for gifted and talented students, literacy support for identified students through in-class support and withdrawal programs and the college focus on differentiating the curriculum in all Key Learning Areas.

### School Certificate

Students in Year 10 sat for the School Certificate (SC) 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					
	2008		2009		2010	
	School	State	School	State	School	State
English Literacy	96%	77%	98%	83%	99%	81%
Mathematics	71%	50%	72%	50%	79%	53%
Science	92%	66%	86%	71%	90%	73%
Australian History	90%	51%	87%	59%	88%	52%
Australian Geography	94%	67%	87%	60%	86%	59%

Students at St Ursula's College once again performed very strongly in the School Certificate tests in 2010. Our results in all courses were significantly above state average. All five courses listed above have seventeen and thirty-six percent more students in the top three bands when compared to the state figures. This is an outstanding effort by our students and teachers. Seventeen (10%) of our students achieved a band 6 (the highest band) in English–literacy, fifteen (9%) in mathematics, twenty (12%) in science, thirty-eight (23%) in Australian History Civics and Citizenship, twelve (7%) in Australian Geography Civics and Citizenship and fifty (31%) in Computing Skills. Three students achieved a Band 6 in all six external tests.

### Higher School Certificate

The results of the college's Higher School Certificate (HSC) 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					
	2008		2009		2010	
	School	State	School	State	School	State
Studies of Religion I	92%	77%	99%	83%	99%	79%
Studies of Religion II	100%	80%	100%	83%	97%	77%
English Standard	79%	38%	88%	36%	85%	35%
English Advanced	95%	89%	98%	89%	100%	93%
General Mathematics	75%	56%	84%	54%	84%	57%
Mathematics	88%	72%	84%	71%	98%	75%
Legal Studies	97%	72%	96%	67%	96%	64%
PD, Health & Physical Education	77%	64%	94%	60%	96%	71%

The strong academic tradition of the college was once again reflected through the outstanding Higher School Certificate results. St Ursula's College had 88% of courses above State average placing the college sixth on the CEO list of best performing systemic schools. Four students achieved places on the All Rounders List gaining a band 6 or equivalent in ten or more units. Two students were also placed among the top twenty in the State – fifth place in Studies of Religion II and ninth place in Design and Technology.

Twenty-eight courses produced above state average results. The best performing courses were Food Technology (15% above), Information Processes and Technology (IPT) (14% above), English Standard (12% above), Legal Studies (12% above) and Music 1 (11% above). Courses where a large number of students gained Band 6 results were Music 1 (70%), Design and Technology (50%), Food Technology (50%), IPT (50%), History Extension (50%) and Studies of Religion II (39%). One hundred and forty-eight Distinguished Achievers Awards (Band 6) placed the college seventy-third on the list of one hundred top schools in the state.

## **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 college staff days, subject specific inservices, meetings and conferences.

The college held five whole staff days in 2010. The content of these days was as follows: Strategic Improvement Planning/Curriculum Assessment (Term 2 and 3); and eLearning - Web 2.0 and First Aid (Term 4). Studies and Pastoral Care Coordinator's meetings are regularly held twice per term and Key Learning Area meetings are held on two 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 as well. The college expended \$298 per teacher above that expended by the CEO.

The areas covered in Professional Development were:

- Key Learning Area (KLA) specific training involving ninety-nine staff
- Catholic Schools Leadership Program Stages 2/3 involving four staff
- Pastoral Care and Special Needs involving nineteen staff.

## 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 2010 was 96%. This figure does not include teachers on planned leave. The teacher retention rate from 2009 to 2010 was 94%.

## STUDENT ATTENDANCE AND RETENTION

### Attendance Rates

The average student attendance rate for the college during 2010 was 95%. College attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	96%
Year 8	95%
Year 9	94%
Year 10	93%
Year 11	95%
Year 12	92%

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

## Retention Rates

Of the 2008 Year 10 cohort, 84% continued onto Year 12 (2010). There were nineteen students from this cohort that left at the end of Year 10. Twelve to State schools, three to Technical and Further Education (TAFE) colleges, three went to other Catholic schools and one went into the workforce.

## 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, 2010	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	15%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

## POST COLLEGE DESTINATIONS

Each year the college collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories shown as compared to State figures.

Destination Data Year 12, 2010 Graduating Class	University	TAFE / Other institutions	Workforce entry	Destination not reported
School	83%	2%	1%	14%
State*	30%	30%	30%	10%

\*State figures reported on: <http://www.boardofstudies.nsw.edu.au/hsc-results/employers.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.

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

Information about enrolling in a school within the Archdiocese of Sydney can be accessed via the link: [CEO public website](#).

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

- the college website: [www.stursulakingsgrove.catholic.edu.au](http://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 reflects the Gospel teachings, especially in relations to faith, hope, love, forgiveness, justice and freedom. It is based on the vision of St Angela Merici who encouraged *a knowledge and love of each student* and *a deep respect for the dignity of every person*. All staff are asked to develop relationships and an approach to student management that is built on respect and communication. The structure enables each student to be cared for as an individual, and places an emphasis on affirming the good and encouraging students to grow and assume responsibility for their own learning.

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

- college website: [www.stursulakingsgrove.catholic.edu.au](http://www.stursulakingsgrove.catholic.edu.au)
- college administration office.

## **Student Management Policy**

The major aim of this policy is to develop a community built on an appreciation of basic Gospel values of respect, faith, hope, love, acceptance, justice and forgiveness. This is achieved by fostering an environment where individual rights, responsibilities and talents can be acknowledged and the dignity of each student respected. The policy contains guidelines and procedures to create a supportive environment that is conducive to effective teaching and learning and to correct student behaviours where breaches of college expectations occur. Discipline procedures are based on Restorative Justice Practices. Corporal punishment is expressly prohibited in the college. The college does not sanction administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the college. The use of sanctions such as detentions, are balanced with positive reinforcements such as college awards.

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](http://www.stursulakingsgrove.catholic.edu.au)
- college administration office.

The following changes were made to the college policy during 2010:

- The Student Behaviour Plan was altered to reflect procedural changes for truancy, forgery, theft and misuse of student diary.
- The Behaviour Code of Rights and Responsibilities in the student diary was revised to reflect the Ursuline values.

## **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 college policy. The scope of the guidelines encompass children's learning, behaviour and welfare, college 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 [www.stursulakingsgrove.catholic.edu.au](http://www.stursulakingsgrove.catholic.edu.au).

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

- college website [www.stursulakingsgrove.catholic.edu.au](http://www.stursulakingsgrove.catholic.edu.au)
- college administration office.

## **SCHOOL DETERMINED IMPROVEMENT TARGETS**

Each year, the school develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the school's Strategic Improvement Plan and informed by the indicators of effectiveness for Sydney Catholic Schools as specified in the key CEO document *How Effective is Our Catholic School?*. The school engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the school's Regional Consultant. Priority areas addressed this year as part of School Review and Improvement include the integration of ICT into the learning, curriculum provision for the diverse needs of learners, assessment, succession planning and parental involvement in college activities.

Some of the significant targeted intervention programs in 2010 included:

### **Gifted and Talented Program**

The Gifted and Talented Program at St Ursula's College in 2010 was coordinated and taught by a trained Gifted and Talented teacher who also taught four mainstream, differentiated English classes and a number of junior Extension English classes. Nomination 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 part of the program. In 2010 the Extension withdrawal program continued to be offered to nominated English students in Years 7 and 8.

The initiative in targeting key reference teachers in English, HSIE, Science and Mathematics, trained in Gifted Education also continued in 2010. These teachers wrote new units of work and coordinated a variety of challenging opportunities for Gifted and Talented students within their KLA. A draft Gifted and Talented policy document was also written. This initiative is in keeping with the CEO document Gifted Education Standards Framework. In 2010 the Gifted and Talented reference teacher continued to attend Gifted and Talented CEO network meetings, to coordinate Tournament of the Minds, to analyse and generate relevant Gifted Education data and to attend regular college studies coordinator meetings.

### **Literacy Assistance – Language Background Other Than English (LBOTE)**

Literacy assistance was given to students with a LBOTE background. The program was coordinated and taught by a trained English as a Second Language (ESL) teacher. The program aims to assist students within the classroom and in response to NAPLAN data. Specific intervention programs were offered to identify students in reading and grammar. Referral into the program continued to be sought from primary feeder schools, class teachers and parents, using identification data from assessments and external tests.

### **INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY**

At the college, we encourage all of our students to develop a sense of respect for themselves and other members of the community through a diversified program that offers social education, support and care. All of the students were involved in a variety of assemblies where they were encouraged to display respect for student and teacher presenters and guest speakers. In addition to this, they were provided with opportunities to think about those who are less fortunate and given strategies on how to live out the college motto of *Serviam* by respecting those who are less fortunate.

In 2010, the Year 8 students were assigned the Ursuline value of respect. Throughout the year the students reflected on the importance of respect for self and others as a strategy to use in avoiding conflict and in building friendships. The Year 8 pastoral program involved a series of activities designed to deepen their own sense of dignity and self respect, by nurturing themselves and offering support to others. To facilitate their learning the students participated in a range of lessons that included role plays, song writing, drama and art work which assisted them in experiencing and practicing how to become effective communicators.

The Year 7 and Year 9 students took part in annual overnight camps. In preparation for the camps, the students learned about and discussed the importance that respect for others plays in negotiating room allocation, dining as part of a large community and in participating in games and activities. In addition to this, the students were also encouraged to respect the environment in and around the camp sites.

The senior students in specific leadership positions and those involved in the big sister/ little sister program took a greater role in mentoring the younger students. As part of this leadership, they were encouraged to respect and value the thoughts and opinions of the younger students.

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

During 2010, information was gathered from parents, students and teachers in a number of different ways. The Year 12 students were asked to complete an electronic exit survey and the Year 7 students were asked to evaluate their orientation process via electronic survey. An information night was held for each parent

group in Term 1 where parents were involved in informal discussions and in Term 4 there was an open invitation for students to participate in student forums. All staff members were involved in strategic planning forums and regular staff meetings where they were given quality time to express their personal opinions about a whole range of issues related to the future of the college. Throughout the year, the class Councillors, Student Representative Council (SRC) and student committee members were involved in regular discussion groups.

On the whole, the parent and student discussions revealed that both parties were very happy with the level of education that was taking place in the college. Many were particularly pleased with the changes to the student leadership structure and the introduction of the student portfolios and committees. The staff forums revealed a high level of satisfaction in curriculum development and academic success.

## FINANCIAL STATEMENT

Catholic schools are accountable for all monies received. Each year, the CEO, Sydney submits to the Federal Government a financial statement on behalf of the one hundred and forty seven 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 CEO, Sydney are audited annually.

A summary of the income and expenditure reported to the Federal Government for 2010 is as follows:

<b>INCOME</b>	<b>\$million</b>	<b>EXPENDITURE</b>	<b>\$million</b>
Parents' Contributions 1	\$119.4	Education and School Support	\$130.3
Federal Government 2	\$555.0	Total Salary Costs	\$500.4
State Government 2	\$132.4	Capital Expenditure	\$189.7
Government Targeted Grants	\$27.9	Surplus	\$29.6
Interest and Other	\$15.3		
<b>Total Income</b>	<b>\$850.0</b>	<b>Total Expenditure</b>	<b>\$850.0</b>

### Notes

1. Parents' contributions include Archdiocesan tuition fees of \$54.6 million, School Charges and Building Levy and P&F contributions of \$64.8 million.
2. Income from Federal and State recurrent government grants is received by the Catholic Education Office on behalf of the schools. Staff Salaries are paid from this income.

Parents' contributions to our school as reported in the school's annual Financial Questionnaire for 2010 was:

Archdiocesan Tuition Fees received	\$ 1,162,467
School Based Fees	\$ 1,095,680
Other Income (eg. Parents & Friends, Trading & Building Levy)	\$ 435,477
<b>Total</b>	<b>\$ 2,693,624</b>