

St Ursula's College, Kingsgrove  
Annual School Report to the Community

2018



**School Contact Details**

69 Caroline Street, Kingsgrove 2208

[info@stursulakingsgrove.catholic.edu.au](mailto:info@stursulakingsgrove.catholic.edu.au)

<http://stursulakingsgrove.catholic.edu.au>

9502 3300

9502 4600

**Principal**

Mrs Mary Leask

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## ABOUT THIS REPORT

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St Ursula's College is registered by the NSW Education Standards Authority (NESA), and managed by Sydney Catholic Schools Ltd (SCS) as trustee for the Sydney Catholic Schools Trust, the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider College 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 during the year and the achievements arising from the implementation of the College's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the College community and Sydney Catholic Schools. This *Report* has been approved by Sydney Catholic Schools in consultation with the Regional Consultant who monitors that the College has appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for Registration and Accreditation.

This *Report* complements and is supplementary to College newsletters and other regular communications. Further information about the College may be obtained by contacting the College or by visiting the College's website.

### **Principal's Message**

It is with great pride that I present the 2018 Annual School Report for St Ursula's College, Kingsgrove.

St Ursula's College continues to enjoy an outstanding academic reputation. Elsewhere in this report, you will discover that our 2018 HSC results were a testimony to high expectations, high aspirations and home and school working together. One in four girls in Year 12 achieved an Australian Tertiary Admission Rank (ATAR) of over 90 and over 80% achieved an ATAR of over 80.

2018 saw the completion and occupation of the long-awaited and much needed professional learning and working spaces for the staff. The Brudazzo Building, named after the place where St Angela Merici, foundress of the Ursuline Sisters, had her vision, now houses all the staff in modern, collegial workspaces. This was the final stage of a seven-year building project that began as a dream and emerged as a vision, enfolded in a masterplan, that always had as its core Excellence in Learning.

We are very grateful and wish to acknowledge not only the financial support of both state and federal government but also the commitment and support of Sydney Catholic Schools to bring this project to completion.

### **Parish Priest's Message**

Change is positive. It opens the door for creativity, vitality and opportunities for growth. Think of a stagnant river, it is dead, smelly and muddy, no action and no life. A flowing river, however, is bouncing with action, there are currents and movement, it is life-giving. So change is positive and important for any organisation including schools and churches.

The three Catholic communities of Our Lady of Fatima Church, Our Lady of Fatima Primary School and St Ursula's College have embraced change to make our communities more interactive and supportive of each other especially in the area of evangelisation. This is realising the shared mission and the goal of strengthening the faith of the people entrusted to our care and putting into practice our service to God, the Church and to others. It is our hope to grow together in unity amidst our diversity because we all belong to God, one family of God.

### **Parent Body Message**

The Parents and Friends' Association (P & F) have been actively involved and supported many significant events during 2018 including the welcome evening for new Year 7 students and their families, supplying food and drink for the inter-school debating competition and hosting a very successful inaugural speaker series titled "An Evening with Steve Biddulph". The P & F also held a very successful Bunnings BBQ fundraiser and supported the school's capital works program which included air-conditioning rooms and the resurfacing of the multipurpose sports courts. The P & F finished the year by hosting a support staff morning tea and funding several awards for the 2018 graduating Year 12.

### **Student Body Message**

While last year marked the 60th Anniversary of the establishment of St Ursula's College in Kingsgrove, the 2018 College theme, 'It's Time to Make Your Move', emphasised the importance of using the time we have to build the foundations for the next sixty years. The theme encouraged the College community to live out the College Motto 'Serviam - I will Serve', following closely in St Angela Merici's footsteps, recognising the importance of making valuable use of time through our actions and empowering other young women to make a difference. As a College community we 'made our move' and achieved enormous success in social justice initiatives, an amazing school spectacular night, outstanding results in Catholic Girls Schools Secondary Sports Association (CGSSSA) competitions, debating nights, public speaking and successful swimming carnival, athletics carnival and cheer-offs.

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## SECTION TWO: SCHOOL FEATURES

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St Ursula's College is a Catholic systemic Girls College located in Kingsgrove.

Established in 1957, in the Ursuline tradition, the College enjoys a strong reputation within the community for its academic success and pastoral care of students.

Based on Gospel values, and inspired by the life and teachings of St Angela Merici, our charism permeates all that we do, say and are. In particular, we emphasise the importance of quality relationships between parents, school, parish and student. We articulate our core values of *Accept, Respect, Unite, Act, Empower* and *Serve* in order to live out our College motto *Serviam* - I will serve.

Enrolments continue to be very strong in 2018 with our community now growing to include over 1,100 young women.

The College building program continues with staff moving into the new Brudazzo administration block. This building is named after the place where Angela Merici had her vision for her company of women. This new state-of-the-art facility allows staff the professional space to be able to collaborate effectively with their peers, to meet parents and to interact with students in relation to administrative matters. The landscaping works around the chapel and temporary car park are due for completion early in 2019.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

The College caters for students in Year 7 to Year 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018:

Girls	Boys	LBOTE*	Total Students
1105	0	940	1105

\* Language Background Other than English

### Student Retention

Of the students who completed Year 10 in 2016, 100% completed Year 12 in 2018.

The College provides foundational courses in Years 7–10, particularly in the areas of subject selection advice and career counselling. These support a realistic view of pathways into the senior school and/or into other pathways to complete the HSC credential.

### Enrolment Policy

The Archdiocese of Sydney has established an [Enrolment Policy for Systemic Catholic Schools](#). Sydney Catholic Schools monitor the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total 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.

Information about enrolling in a systemic school in the Archdiocese of Sydney may be accessed at the [Sydney Catholic Schools](#) website.

### Student Attendance Rates

The average student attendance rate for 2018 was 94.20%. Attendance rates disaggregated by Year group are shown in the following table.

<b>Attendance rates by Year group</b>	
Year 7	94.79%
Year 8	94.03%
Year 9	93.41%
Year 10	92.41%
Year 11	94.27%
Year 12	96.27%

### **Managing Student Non-attendance**

Regular attendance at school is essential if students are to maximise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, College staff, as part of their duty of care, monitor part or whole day absences.

College staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the College community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Sydney Catholic Schools or designated Sydney Catholic Schools officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College strategies have failed to restore regular attendance.

### **Senior Secondary Outcomes**

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

<b>Senior Secondary Outcomes. Year 12 2018</b>	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	21%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

### **Student Post School 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.

<b>Destination Data</b>	<b>University</b>	<b>TAFE / Other institutions</b>	<b>Workforce entry</b>	<b>Destination not reported</b>
<b>Year 12, 2018 Graduating Class</b>	96%	3%	1%	0%



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## SECTION FOUR: STAFFING PROFILE

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The following information describes the staffing profile for 2018:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
82	27	109

\* This number includes 64 full-time teachers and 18 part-time teachers.

Percentage of staff who are Indigenous	0%
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### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by Sydney Catholic Schools. The College takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The College held the equivalent of five staff development days this year with areas of focus as follows:

<b>Term 1</b>	Curriculum: Assessment of, for and as Learning
<b>Term 2</b>	Pastoral Care: The implementation of Compass including the use of the Attendance and Chronicle Modules
<b>Term 3</b>	Staff Spirituality: An Ursuline Response to Laudato Si
<b>Term 4</b>	First Aid: Cardiopulmonary Resuscitation and Emergency Care

Ongoing professional learning is seen as a priority and the College takes responsibility for planning, implementing, evaluating and tracking the professional learning of all staff. This can take many forms including subject specific in-services, meetings, conferences, staff development days, action research programs and a range of programs offered by Sydney Catholic Schools.

### Teacher Standards

The following table sets out the number of teachers who fall into each of the four Australian Teaching Standards categories as accredited by the NSW Education Standards Authority (NESA):

Australian Teaching Standards		Number of Teachers
1	Provisional or conditionally classified teacher	8
2	Proficient teacher	82
3	Highly Accomplished teacher	0
4	Lead teacher	0

Catholic Schools have a unique role in the evangelising and educating mission of the Church.

The *Archbishop's Charter for Catholic Schools* sets out the purpose and mission of Catholic schools in the Archdiocese of Sydney. In responding to the Charter, the College engages in processes to reflect on and revitalise its mission and strengthen the religious life of members of the College community.

The College follows the Archdiocesan Religious Education (RE) Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Archbishop of Sydney.

Catholic Schools have a unique role in evangelising and educating mission of the Church. *The Archbishop's Charter for Catholic Schools* sets out the purpose and mission of Catholic Schools in the Archdiocese of Sydney. In responding to the charter St Ursula's College Kingsgrove engages in processes to reflect and revitalise its mission and strengthen the religious life of members of the community.

Throughout 2018 our College community has strived to model servant leadership, a practice that enriches the lives of individuals, builds better organisations and ultimately creates a more just and caring world. Staff and students have had various opportunities to practically respond to our 2018 College theme "It's time to make your move" through the various social justice initiatives that have been presented to them. This year our community has made contributions to Catholic organisations and charities including Caritas, St Vincent de Paul Christmas Appeal and Drought Appeal, One Meal, and of course, supporting our Ursuline sisters and helping to build a school in Cambodia.

Students have participated in liturgical experiences throughout the year, including our Opening College Eucharistic celebration, Ash Wednesday and Holy Week Liturgies, Year 12 Graduation Mass, St Ursula's Day, Mother's Day, Father's Day and Grandparents and Special Friends Liturgies, and our Advent Liturgy. Staff and students have also joined each week for morning Eucharistic celebrations, weekly rosary, student led bible study, and have participated in the various retreats and reflection days which have occurred throughout the year.

Students have also participated in a variety of Youth Ministry initiatives, including the Eastern Region (ER) Evangelisation events, Parish Youth Masses and Archdiocesan events, giving them the opportunity to deepen their personal faith. Students also represented the College at the "Walk for Christ" march in the city this year on the Feast of Corpus Christi.

Students have engaged in the content of their Religious Education course, participating in a variety of activities including the Year 8 Wide Reading project, Stage 6 Studies of Religion

excursion to Emanuel Synagogue and the Jewish Museum and Catholic Studies excursion to Gallipoli Mosque.

The College follows the Archdiocesan Religious Education (RE) Curriculum that was revitalised in recent years and students use the *To Know, Worship and Love* textbooks as authorised by the Archbishop of Sydney. This year we reduced the number of assessments in years 7-10 to three per year and the quality of those tasks has been exceptional. Our students have performed extremely well in the Archdiocesan Religious Education tests in Years 8 (average 32.1) and 10 (average 34.7) where students scored above state and ER average.

Students in Years 6 and 8 in Catholic schools in the Archdiocese of Sydney undertake the Archdiocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 8	32.06

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and Evangelisation](#) site on the Sydney Catholic Schools website.

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## SECTION SIX: CURRICULUM

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The College follows the NSW Education Standards Authority (NESA) Teaching & Educational Standards (BOSTES) syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of Sydney Catholic Schools (SCS). The Sydney Catholic Schools Statement on Authentic Learning outlines our beliefs about how students learn. It provides a foundation for teachers, school leaders and system leaders as they aspire to enable learning which engages and empowers students to become lifelong learners, who contribute to society, and the wider world, as active and discerning citizens.

As a comprehensive, non-selective girls' Catholic secondary school, the College offers a broad curriculum to cater for the diverse learning needs of our students.

In Years 7 and 8, students study the mandatory core subjects of Catholic Studies, English, Mathematics, Science, Geography, History, Technology, Personal Development, Health and Physical Activity (PDHPE), Languages (Japanese) Visual Arts, and Music.

In Years 9 and 10, students study a mandatory core curriculum of Catholic Studies, English, Mathematics, Science, Geography, History and PDHPE. Students can choose to study two elective subjects including Big History, Commerce, Design and Technology, Food Technology, History Elective, Hospitality, Information and Software Technology, Japanese, Textiles Technology, Drama, Music and Visual Arts.

In Years 11 and 12 students choose from wide selection of courses including, Catholic Studies, Studies of Religion (1 and 2 Unit), English Standard, English Advanced, English Studies, English Extension 1 and 2, Mathematics General 2, Mathematics 2 Unit, Mathematics Extension 1 and 2, Biology, Chemistry, Physics, Senior Science, Ancient History, Modern History, History Extension 1, Business Studies, Economics, Geography, Legal Studies, Society and Culture, Japanese, Design and Technology, Food Technology, Textiles Technology, Information Processes and Technology, Textiles Technology, PDHPE, Community and Family Studies, Drama, Music 1 and 2, Music Extension, Photography Video and Digital Imaging, Visual Arts, Business Services, Entertainment Industry and Hospitality.

A growing number of students in Stages 5 and 6 also study languages through the Saturday School of Community Languages or the Open High School.

The College also provides students with access to external Vocational Education and Training (eVET) courses and learning support intervention programs delivered by specialist teachers as well as English as an Additional Language or Dialect (EAL/D), literacy, numeracy and learning

support programs.

The Newman Selective Gifted Education Program runs throughout Years 7 to 10 and identified students' learning is enriched through a number of teaching and learning strategies including extension and acceleration.

Extra curricular programs at the College include Catholic Girls' Secondary Sports association (CGSSA) representative sports, Debating, Public Speaking, Mock Trial, music ensembles, instrumental and vocal tuition, Tournament of the Minds, Japanese and European English and History Overseas Tours, Visual Arts intensive studio practice at the National Art School, Visual Arts enrichment programs at the Museum of Contemporary Art Sydney, Writer in Residence and Composer in Residence programs.

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**SECTION SEVEN: STUDENT PERFORMANCE IN NATIONAL AND STATE-WIDE TESTS**

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The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. 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 tables below show 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.

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar & Punctuation	37.76%	31.00%	9.69%	17.10%
	Reading	36.04%	27.80%	9.64%	17.10%
	Writing	34.69%	16.10%	13.27%	29.90%
	Spelling	52.04%	34.10%	6.12%	15.70%
	Numeracy	36.73%	31.10%	7.65%	14.60%

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar & Punctuation	36.56%	20.90%	11.29%	20.30%
	Reading	36.02%	21.70%	5.38%	17.90%
	Writing	25.27%	14.20%	8.60%	38.90%
	Spelling	44.09%	26.40%	5.38%	20.00%
	Numeracy	48.39%	28.30%	4.30%	14.50%

### 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 two bands and shows comparison with results from previous years.

Higher School Certificate	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2016		2017		2018	
	School	State	School	State	School	State
Studies of Religion I	89%	49%	82%	50%	57%	37%
English (Standard)	61%	13%	47%	16%	70%	15%
English (Advanced)	95%	61%	98%	64%	95%	63%
Mathematics General 2 BDC	77%	25%	50%	26%	54%	27%
Mathematics	44%	52%	44%	54%	65%	52%
Aboriginal Studies	0%	0%	0%	0%	100%	24%
Ancient History	40%	30%	40%	36%	71%	36%
Biology	49%	35%	40%	40%	35%	37%
Business Services Exam	50%	24%	57%	39%	33%	35%
Business Studies	58%	34%	51%	37%	60%	37%
Chemistry	50%	40%	46%	43%	39%	42%
Community & Family Studie	43%	30%	44%	30%	50%	29%
Dance	0%	0%	100%	54%	100%	55%
Design and Technology	62%	40%	18%	43%	100%	47%
Drama	54%	42%	58%	42%	55%	42%
Economics	100%	45%	36%	49%	34%	47%
English Extension 1	100%	94%	100%	94%	100%	38%
English Extension 2	100%	79%	100%	78%	100%	17%
Entertainment Ind Exam	60%	33%	82%	39%	71%	39%
Food Technology	62%	29%	38%	30%	50%	33%
Geography	66%	40%	38%	42%	58%	44%
History Extension	100%	80%	100%	80%	100%	24%
Hosp Exam Kitch Op & Cook	50%	29%	80%	34%	53%	32%
Info Process & Technology	81%	27%	86%	30%	73%	38%
Japanese Continuers	75%	56%	22%	61%	100%	61%
Legal Studies	50%	42%	52%	44%	72%	45%
Macedonian Continuers	0%	0%	0%	0%	100%	50%
Mathematics Extension 1	75%	79%	100%	82%	100%	33%
Mathematics Extension 2	100%	85%	100%	84%	100%	33%
Modern Greek Beginners	100%	65%	0%	0%	100%	67%
Modern Greek Continuers	100%	68%	0%	0%	100%	70%
Modern History	76%	40%	48%	39%	52%	42%



Music 1	100%	62%	100%	66%	100%	65%
Personal Dev,Health & PE	63%	34%	57%	31%	63%	33%
Physics	50%	29%	50%	34%	40%	34%
Senior Science	0%	0%	42%	25%	47%	22%
Society and Culture	53%	48%	69%	48%	36%	47%
Spanish Beginners	100%	43%	0%	0%	100%	45%
Spanish Continuers	0%	0%	0%	44%	100%	47%
Spanish Extension	0%	0%	0%	0%	100%	26%
Studies of Religion II	95%	47%	94%	47%	88%	41%
Textiles and Design	0%	0%	100%	51%	50%	46%
Visual Arts	77%	54%	91%	55%	53%	53%

The College has had a sustained and continual focus on the development and implementation of the Ursuline Learning Framework which has underpinned the Higher School Certificate results which continue to be strong in all subject areas. A significant number of courses (89%) were above State mean, a number which has been consistently high for consecutive of years. Over 25% of the HSC 2018 cohort achieved an ATAR over 90 with 158 Band 6 and E4 results in 31 courses. A number of students were also recognised for exemplary achievement in Visual Arts and Design and Technology.

In 2018 the number of students issued with a RoSA without finishing the HSC	0
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### **Student Welfare Policy**

Our student welfare policy is called Pastoral Care Policy which is founded on Gospel values and 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. Every staff member in the College is responsible for monitoring student wellbeing and for engendering a harmonious and supportive environment. This team approach, based on respect for the dignity of each person, builds a matrix of quality relationships between staff and students.

Students are assigned to a pastoral care teacher who is primarily responsible for their day to day wellbeing and for addressing issues of concern with parents. This provides a style of caring where every student is treated as an individual with specific pastoral needs. The pastoral teacher is part of a team managed by a Year Coordinator and supported by an Assistant Year Coordinator, College Counsellor and members of the College Leadership Team.

No changes were made to this policy this year.

The full text of the College's Pastoral Care Policy may be accessed on the College's website or at the administration office.

### **Discipline Policy**

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

Our discipline policy is covered under the Student Management Policy and the Student Behaviour - Rights and Responsibilities and Student Behaviour Plan. The Pastoral Leadership Team is primarily responsible for overseeing these. This policy is designed to enhance positive behaviour and minimise behaviours that detract from the community. It acknowledges the rights and responsibilities of every student and places an emphasis on affirming the good qualities of each student - encouraging them to grow and assume responsibility for their own personal development. The students are clearly informed, via their diary, about their rights and responsibilities, which are built around the Ursuline values of *Accept, Respect, Unite, Act, Empower and Serve*.

The Student Management Plan, which is arranged into six levels of increasing severity, clearly outlines for students and parents the consequences of inappropriate behaviour. Bullying in any

form is treated very seriously and acted upon immediately. Parents are informed in a timely manner (via note, phone call or interview) when their daughter has engaged in inappropriate behaviour.

No changes were made to this policy this year.

The full text of the College's Student Discipline Policy may be accessed on the College's website or at the administration office.

### **Anti-Bullying Policy**

The Archdiocese of Sydney has established an *Anti-Bullying Policy* which is implemented by our school and all systemic schools in the Archdiocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. Sydney Catholic Schools (SCS) monitors the implementation of this policy. The policy was reviewed in August 2016 and no changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed on the School's website, the administration office or at the SCS website at this [link](#).

### **Complaints and Grievances Resolution Policy**

The Archdiocese of Sydney has established a *Resolution of Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. Sydney Catholic Schools (SCS) monitors the implementation of this policy. The policy was updated and approved in September 2017.

The full text of the *Resolution of Complaints Policy* may be accessed on the School's website, the administration office or at the SCS website at this [link](#).

### **Initiatives Promoting Respect and Responsibility**

The Ursuline values of *Accept, Respect, Unite, Act, Empower and Serve* are embedded into everyday life at the College and provide a foundation for assemblies, liturgies, policies and programs.

The guidelines for student rights and responsibilities are based on respect for self, others, the community and the environment. These are listed in the student diary and posted in every classroom. Students are encouraged to take responsibility for their own behaviour and for developing and maintaining respectful relationships with their teachers and peers. Respect and responsibility are two of the core ideals threaded through many of the activities in the pastoral care program.

Our community service program invites all students to live out the College motto of *Serviam* by completing a minimum number of hours of service each year. This program compliments the well developed social justice program that involves all members of the College community working to support others in need in the wider community.

The big sister–little sister peer mentoring program, the homework club and a vertical student leadership committee structure provides opportunities for students to gain a greater respect for each other and to take responsibility for supporting students of different age groups.

Students are provided with a range of opportunities throughout the year at class, year and school level, where they are able to take responsibility for leading student initiatives and to demonstrate respect for the talents and gifts of others.

This year, the Senior Student Leadership Team initiated a community awareness campaign that integrated strategies and examples on how to live out the 2018 college theme of '*It's Time To Make Your Move*' in respectful ways. They launched their project at a student lead College Assembly where every member of the community received a wrist band as a more permanent reminder of their key messages. This was followed up with reminders in the daily notices and year assemblies.

The College implements the Sydney Catholic Schools' Inquiry and Review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. The School's Strategic Improvement plan and Inquiry and Review cycle is based on the Sydney Catholic Schools Strategic Plan: [New Horizons](#)

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the College's Strategic Improvement Plan and informed by the document *New Horizons: Inspiring Spirits and Minds*. The College engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the school administrative office.

### **Key Improvements Achieved in 2018**

The following key improvements, outlined in the Annual Improvement Plan, were achieved this year:

- Increased collaboration with Parishes and local Primary schools.
- Investigated and planned for an immersion opportunity for 2019.
- Developed a three year Staff Formation Plan.
- Increased staff use of student tracking data to inform practice and monitor impact.
- Developed an effective holistic transition programme from Years 6-7.
- Reviewed Professional Growth in Action (PGiA) processes and aligned them with the Teaching Standards.

### **Priority Key Improvements for 2019**

The following key improvement priorities were identified for next year:

- Continue to build collaboration with the parishes and Our Lady of Fatima Primary school.
- Conduct an immersion opportunity in 2019.
- Undertake the Inquiry and Review Process.
- Continue to improve literacy and numeracy outcomes particularly for those students who do not meet the minimum standards benchmark.

- Explore and clearly articulate the correlation between our Ursuline Learning framework and our Ursuline values.
- Review Stage 6 Curriculum and Assessment in line with new NESA requirements.
- Continue to Review Diverse Learning policies and procedures.
- Align Pastoral programmes and academic care programmes.
- Implement, with staff, the use of the Pivot Tool for professional reflection.
- Develop mentoring skills of middle leaders to act as supervisors of graduate teachers.
- Identify and plan for the professional learning needs of support staff to build their capacity to manage complex, changing work situations.

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers.

### **Parent Satisfaction**

Parent opinions and suggestions were formally obtained using the Diagnostic Inventory of School Alignment survey (DISA) which uses a 5 point scale and informally through conversations during Parent and Friends' meetings and information evenings.

From the DISA, the level of parent satisfaction remains high in the following areas:

- Promotion of school values - Mean 4.03
- Community cohesiveness- Mean 4.24
- Teacher expectations - Mean 4.12
- Use of technology - Mean 4.01
- School's image as a place of learning - Mean 4.33
- School successes and achievements Mean 3.86
- School environment - Mean 4.42.

From the DISA, the data from the parents highlighted the following areas for growth including:

- student preparation to transition from school to work and-or further study
- more open and transparent decision making processes
- more collaborative planning processes.

Parents are generally satisfied with the education offered for their daughters and commend the school on the positive community atmosphere and the quality relationships that exist between the staff, parents and students.

### **Student Satisfaction**

Student satisfaction was also formally measured using the Diagnostic Inventory of School Alignment survey (DISA) which uses a 5 point scale and informally through student forums and committee meetings.

From the DISA, the level of student satisfaction is high in the following areas:

- School vision where school values are well defined - Mean 4.34
- Community cohesiveness- Mean 4.21
- School successes and achievements are promoted - Mean 4.01

- Use of technology - Mean 4.13
- School has a good image for learning - Mean 4.33
- School has good resources - Mean 4.11
- School has an aesthetically pleasing environment - Mean 4.23
- Teachers have high expectations in learning - Mean 4.30

From the DISA data, the student surveys identified the following as areas for growth including:

- improvement in respectful relationships
- greater emphasis on student pride in their school
- enhanced self-esteem
- greater student voice in the way learning is conducted .

### **Teacher Satisfaction**

Teacher satisfaction was also formally measured using the Diagnostic Inventory of School Alignment survey (DISA) which uses a 5 point scale and informally through collegial discussions at staff and subject meetings.

From the DISA data, staff indicate high levels of satisfaction in:

- An inspirational vision where school values are well defined – Mean 4.44
- School successes and achievements – Mean 4.15
- Community cohesiveness – Mean 4.28
- Schoolwide pedagogy development and deepening – Mean 4.06
- Holistic professional learning – Mean 3.83
- Use of technology – Mean 4.12
- Aesthetics of the school environment – Mean 4.24

The following areas were identified as challenges including the:

- need for greater engagement in educational decision-making
- provision of time for adequate reflection and sharing.



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## SECTION ELEVEN: FINANCIAL STATEMENT

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This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2018 year is detailed below:

RECURRENT and CAPITAL INCOME		RECURRENT and CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants <sup>1</sup>	\$9,309,700	Capital Expenditure <sup>6</sup>	\$399,399
Government Capital Grants <sup>2</sup>	\$222,987	Salaries and Related Expenses <sup>7</sup>	\$11,990,408
State Recurrent Grants <sup>3</sup>	\$2,749,024	Non-Salary Expenses <sup>8</sup>	\$4,673,152
Fees and Private Income <sup>4</sup>	\$5,006,891	<b>Total Expenditure</b>	<b>\$17,062,959</b>
Other Capital Income <sup>5</sup>	\$16,103		
<b>Total Income</b>	<b>\$17,304,705</b>		

For the 2018 year the St Ursula's College received \$16,312 as Interest Subsidy.

Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.