

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

2019



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Principal

Mrs Mary Leask

ABOUT THIS REPORT

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 2019 Annual school report for St Ursula's College, Kingsgrove.

Our aim is to make education at St Ursula's a holistic experience where students thrive spiritually, academically and socially, participate in all school activities including social justice initiatives with enthusiasm and actively involve themselves within the wider and global community.

More than this we aim to be a community which fosters an active partnership with our local parishes, our families and our alumni to ensure the continued growth of our Catholic, Ursuline identity.

Over its 63 year history, the College has established itself as a learning community which has achieved consistent academic success and a reputation for excellence means that our students are confident and well prepared for life beyond the College and into the future to be agents of change within society.

Parish Priest's Message

During 2019, the Evangelization team of St Ursula's College, Our Lady of Fatima Primary school and Our Lady of Fatima parish continued to grow and move forward. The three communities meet once a term to look at ways in which we can work more collaboratively, to strengthen the bonds between us as a Catholic community knowing that our focus is on spreading the Good News of Jesus. In our desire to serve the poor and sick within our community, we are always looking for new initiatives for us to expand our outreach. Praying to the Holy Spirit for discernment, the Evangelisation team is a great opportunity to bring our collective wisdom and energies together in order to develop some plans for how we can best use the gifts, talents and resources given to us for God's glory.

I look forward to continuing to work as part of this vibrant team as it reflects our motto of love and service. As we move forward, the challenge for us is to continue to find ways to communicate the Good News of Jesus in our words and in our actions.

Parent Body Message

The Parents & Friends Association (P&F) continued its focus on community building and

collaboration with the College leadership team. Major activities in 2019 included the Year 7 Welcome and our first Outdoor Movie Night in the playground. It was fantastic to see the community gather at the College in an informal setting and enjoy fun, food, drinks and the wonderful Mamma Mia movie. We also supported the Debating program by providing a quality supper to our teams and visiting teams on Friday nights during the debating season. The Mother's Day Movie Night at a local cinema was a well-attended success as the new release of Top End Wedding was a great match for a mother-daughter night. The Bunnings BBQ fundraiser in September was strongly supported by donations and many volunteers. We raised a record sum this year that allowed the P&F to provide prizes for awards to Year 12 students who have displayed considerable community spirit. We finished the year by providing a staff morning tea to show our appreciation for all the generous care, support and expertise given to our daughters by both the support and teaching staff.

Student Body Message

As we continued to build on the Ursuline tradition and live out our College motto, *Serviam*, we started 2019 with the launch of our College theme, *Light it Up*, encouraging students and staff to take every opportunity to work together towards unity. We used our gifts and talents to highlight the issues facing our world and shine our light into the wider community through our social justice outreach program. We achieved wonderful results in various sporting competitions, public speaking and debating. There was also wonderful community involvement in many College activities including our swimming and athletics carnivals and the Performing Arts Spectacular lit up the College with our own incredible rendition of VIVID in our playground. We were also very proud to launch St Ursula's very first House Cup which rewarded students for their participation in College life through a points system.

SECTION TWO: SCHOOL FEATURES

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 consistent academic excellence and its care of its students.

Many of our students are drawn from our feeder parishes of Our Lady of Fatima, Kingsgrove; Our Lady of Lourdes Earlwood; Regina Coeli Beverly Hills, St Joseph's Riverwood, Our Lady of Fatima Peakhurst and St Francis Xavier Ashbury.

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 2019 with our community now growing to include over 1,100 young women.

With the completion of the major building works in 2019, the final works of landscaping and a car park were also finished. The College now enjoys a senior garden framing the chapel area and a well-used car park for staff and visitor use. Plans are in place for the refurbishment of the two original buildings in the College - Le Grezze and Angela buildings.

SECTION THREE: STUDENT PROFILE

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 2019:

Girls	Boys	LBOTE*	Total Students
1092	0	932	1092

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2017, 96% completed Year 12 in 2019.

The College provides a number of supplementary programmes such as *ACT 10* in Year 10 which focuses on providing opportunities for extensive career counselling and rigorous subject selection advice. A number of our students choose to complete their HSC at Southern Cross College in Burwood.

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 2019 was 93.96%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	95.47%
Year 8	93.80%
Year 9	94.05%
Year 10	94.19%
Year 11	93.00%
Year 12	93.26%

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).

Senior Secondary Outcomes. Year 12 2019	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	18%
% 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.

Destination Data	University	TAFE / Other institutions	Workforce entry	Destination not reported
Year 12, 2019 Graduating Class	95%	4%	1%	0%

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2019:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
82	28	110

* This number includes 66 full-time teachers and 16 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 developments days this year with areas of focus as follows:

Term 1	Embedding our Ursuline Learning Framework : Quality Relationships
Term 2	Embedding our Ursuline Learning Framework : Collaborative Partnerships
Term 3	Embedding our Ursuline Learning Framework: Flexibility and Responsiveness
Term 4	Embedding our Ursuline Learning Framework: Creativity and Imagination

Our professional learning (PL) this year allowed a deep embedding of the principles of the Ursuline Learning Framework across every Key Learning Area and was especially useful to ensure that new staff be fully immersed in our framework. Our varied approaches to professional learning including *Teach Meets*, sharing skills and knowledge, guest speakers as well as an individual choice where appropriate ensures that our professional learning days are engaging and effective at building our collective capacity. Their quality has also ensured that they have been accredited as registered PL for NESAs.

Teacher Standards

Teachers at this School are either accredited as conditional, provisional or proficient as defined

by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 37 teachers;
- Provisional 19 teachers;
- Proficient 3033 teachers.

Additionally, there are approximately 9 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

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.

Our College community continues 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 2019 College theme "Light it Up" through the various social justice initiatives that have been presented to them. This year our community has made generous 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 Mass, Ash Wednesday and Holy Week Liturgies, Year 12 Graduation Mass, St Ursula's Day Mass, 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, 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. A group of 22 students attended the Australian Catholic Youth Festival in Perth in 2019 which was a wonderful opportunity to meet like minded students and grow in faith. Students again represented the College at the "*Walk for Christ*" march in the city this year on the Feast of Christ the King in November.

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 and a Buddhist Monastery. Students also took part in an Iftar Dinner with students from Amity College. Year 9 also participated in an incursion examining the life of St Mary of the Cross MacKillop.

Our students have performed extremely well in the Archdiocesan Religious Education tests in Years 8 and 10 where students scored above Sydney Catholic Schools and Eastern Region 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	30.81

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.

SECTION SIX: CURRICULUM

The Secondary Curriculum follows the NSW Education Standards Authority (NESA) 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.

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 a wide selection of courses including, Catholic Studies, Studies of Religion (1 and 2 Unit), English Standard and Advanced, English Studies, English Extension 1 and 2, Mathematics General 2, Mathematics 2 Unit, Mathematics Extension 1 and 2, Biology, Chemistry, Physics, Ancient History, Modern History, History Extension 1, Business Studies, Economics, Geography, Legal Studies, Society and Culture, Japanese, Design and Technology, Food Technology, Textiles, Information Processes and Technology, PDHPE, Community and Family Studies, Drama, Music 1 and 2, 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 provides students with access to external Vocational Education and Training (eVET) courses and diverse learning support intervention programs delivered by specialist teachers such as English as an Additional Language or Dialect (EAL/D), literacy, numeracy and learning support.

students' learning is enriched through a number of teaching and learning strategies including extension and acceleration.

Extracurricular 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.

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

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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar & Punctuation	36.51%	29.10%	5.29%	19.00%
	Reading	35.98%	29.30%	3.17%	15.30%
	Writing	33.33%	15.30%	10.05%	28.20%
	Spelling	46.56%	30.60%	4.23%	16.00%
	Numeracy	39.68%	34.20%	5.29%	15.20%

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar & Punctuation	28.35%	19.00%	8.76%	25.10%
	Reading	34.54%	20.90%	4.64%	20.60%
	Writing	31.44%	12.50%	9.79%	38.10%
	Spelling	44.85%	21.00%	3.61%	19.70%
	Numeracy	42.49%	24.40%	3.11%	16.20%

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.

NB: A number of new syllabuses were implemented this year which means there was a change in either subject name and/or course number. For this reason, results from previous years appear as 0%. Some courses no longer run and therefore will show as 0%.

Higher School Certificate	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2017		2018		2019	
	School	State	School	State	School	State
Ancient History	40%	36%	71%	36%	70%	36%
Biology	40%	40%	35%	37%	32%	32%
Business Services Exam	57%	39%	33%	35%	78%	38%
Business Studies	51%	37%	60%	37%	55%	33%
Chemistry	46%	43%	39%	42%	92%	46%
Community & Family Studie	44%	30%	50%	29%	51%	37%
Dance	100%	54%	100%	55%	100%	54%
Design and Technology	18%	43%	100%	47%	100%	47%
Drama	58%	42%	55%	42%	33%	44%
Economics	36%	49%	34%	47%	44%	52%
English (Advanced)	98%	64%	95%	63%	0%	0%
English (Standard)	47%	16%	70%	15%	0%	0%
English Advanced	0%	0%	0%	0%	91%	62%
English Extension 1	100%	94%	100%	38%	100%	94%
English Extension 2	100%	78%	100%	17%	100%	80%
English Standard	0%	0%	0%	0%	55%	12%
Entertainment Ind Exam	82%	39%	71%	39%	100%	42%
Food Technology	38%	30%	50%	33%	93%	34%
Geography	38%	42%	58%	44%	42%	44%
History Extension	100%	80%	100%	24%	80%	77%
Info Process & Technology	86%	30%	73%	38%	100%	35%
Legal Studies	52%	44%	72%	45%	60%	42%
Mathematics	44%	54%	65%	52%	67%	49%
Mathematics Extension 1	100%	82%	100%	33%	94%	80%
Mathematics Extension 2	100%	84%	100%	33%	100%	86%
Mathematics Standard 2	0%	0%	0%	0%	54%	24%
Modern Greek Beginners	0%	0%	100%	67%	100%	75%
Modern Greek Continuers	0%	0%	100%	70%	100%	79%
Modern History	48%	39%	52%	42%	50%	40%
Music 1	100%	66%	100%	65%	100%	66%
Personal Dev,Health & PE	57%	31%	63%	33%	87%	32%
Physics	50%	34%	40%	34%	64%	37%

Society and Culture	69%	48%	36%	47%	46%	45%
Spanish Beginners	0%	0%	100%	45%	100%	36%
Spanish Continuers	0%	44%	100%	47%	75%	47%
Spanish Extension	0%	0%	100%	26%	100%	94%
Studies of Religion I	82%	50%	57%	37%	76%	46%
Studies of Religion II	94%	47%	88%	41%	90%	45%
Textiles and Design	100%	51%	50%	46%	100%	54%
Visual Arts	91%	55%	53%	53%	86%	63%

In 2019, St Ursula's College continued to build on its academic strength supported by our unique *Ursuline Learning Framework* and our results are testament to the commitment to teaching and learning excellence of our staff and students. Our 2019 Year 12 class has produced outstanding results in the Higher School Certificate:

Over 97% of our HSC course results were above the NSW State average; 1 in 4 students attained an ATAR of 90 or above and 10 of our students were named in the State All Rounder's Merit list, having scored a Band 6 or equivalent in 10 or more of their subject units.

In 2019 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 Student Wellbeing Policy which is founded on Gospel values and the vision of St Angela Merici, who encouraged knowledge and love of each student and 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 Student Behaviour Rights and Responsibilities Guidelines. The Pastoral Leadership Team is primarily responsible for overseeing these. The 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 emphasis on affirming the good qualities of each student. The students are clearly informed, via the diary, about their rights and responsibilities, which are built around the Ursuline values of *Accept, Respect, Unite, Act, Empower and Serve*.

The Student Management Guidelines, are arranged into six levels of increasing severity, which clearly outline for students and parents the consequences of inappropriate behaviour. Bullying in any form is treated very seriously and immediately. Parents are informed in a timely manner.

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

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 complements the Social Justice program that involves the College community working together to support those in need in our wider community

The big sister - little sister program, peer mentoring program, the homework club and a vertical student leadership committee structure provides opportunities for students to support each other and gain a greater respect for their peers.

Students are provided with a range of opportunities at a class, year group 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.

In 2019, the Senior Student Leadership Team initiated a community awareness campaign that integrated strategies and examples on how to live out the 2019 College theme of "Light It Up". They launched their theme at a student-led College Assembly on the first day of the school year. This was followed up with a range of initiatives designed by student leaders to encourage the College community to "Light It Up" in 2019.

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 2019

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

- Developed a five-year strategic plan in response to School Inquiry and Review
- Reviewed the College's mission plan to include an Indigenous Immersion experience
- Developed a quality Studies in Catholic Thought program to be implemented in 2020
- Increased staff professional learning of the Ursuline Learning Framework to develop more effective assessments and teaching and learning opportunities for students
- Developed better classroom practice through *Personal Growth in Action* (PGiA) goals and *Pivot* teacher survey data
- Reviewed Supplementary programs for better alignment, and created Rock8t (a numeracy programme) for implementation in Year 8 in 2020
- Appointed a *STEM* facilitator and developed collaborative learning projects between St Ursula's College and Our Lady of Fatima Primary School.

Priority Key Improvements for 2020

The following key improvement priorities were identified for next year. In 2020 the College will

- Build the capacity of middle leaders through a structured and targeted leadership program
- Formalise the mentoring process aligned with the Ursuline Learning Framework, PGiA, and Teacher Accreditation by providing professional learning opportunities such as

observation.

- Use the Ursuline Framework to work towards 'whole school' embedded pedagogical practices
- Create a more effective staff induction program
- Investigate an integrated STEM program across KLAs to develop transferable skills
- Reform assessment at the College by minimising the number of summative tasks, reducing tests, and focusing more on assessment 'for' and 'as' learning.
- Take a positive psychology approach to wellbeing and learning to build academic resilience and self-efficacy
- Explore a vertical house structure at the College to build community
- Develop global connections to Ursuline schools.

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

The Learning Bar Survey: Tell Them From Me (TTFM) was utilised as a part of our Inquiry and Review Process.

There were 303 responses which represent 33% of parents at the College. 188 parents also made comments in the survey.

The level of parent satisfaction remains high in the following areas:

- Parents feel welcome - Mean 7.1
- Parents feel informed. - Mean 6.3
- Parents support learning at home - Mean 6.7
- School Supports Learning - Mean 7.1
- School Supports positive behaviour - Mean. 7.2
- Safety at school - Mean 7.3
- Inclusive school - Mean 6.1

While parents are generally satisfied. with the education offered at the College and some 92% said that they were treated fairly, there is always room for improvement.

In particular, the TTFM data highlighted the following areas for further development and growth:

- being more fully informed about my child's social and emotional development
- greater differentiation of pedagogy to take into account individual needs, abilities and interests.

Student Satisfaction

Student satisfaction was measured using the Tell Them From Me (TTFM) survey along with informal student forums and discussions. 1,007 students completed the survey in 2019 the student data rated significantly above the TTFM norm for most areas::

Things that had improved since 2017 included:

- Student participation in extracurricular activities
- Students have a strong sense of belonging
- Students have positive relationships with their peers- they have friends they can trust
- There is less bullying
- Students feel safer at school

The student data also suggested areas for improvement particularly in:

- looking at ways to decrease student anxiety
- the need to refurbish the two older style buildings in the College with air-conditioning being the most sought after kind of refurbishment need.

Teacher Satisfaction

Teacher satisfaction was also measured through the Tell Them From Me (TTFM) Survey.

Staff were also interviewed as part of the Inquiry and Review process.

All areas were above the mean of 5. In particular, we saw significant increases from 2017 in three areas:

- Inclusivity - Mean 8.1
- Learning culture - Mean 8.0
- Teaching strategies - Mean 7.9

Sixty-eight (68) members of staff made additional comments which offered suggestions for improvement which can be accommodated under the following headings:

- Mentoring/coaching of less experienced staff and giving them time to become familiar with the rigours of quality teaching.
- Introducing a lesson observation /feedback process that was a voluntary opt-in system.
- Providing more opportunities for greater collaboration with peers both within and

across learning disciplines and the time to do this effectively.

- Developing lessons that are more student-centred and relevant to their lives.
- Providing opportunities to give students a greater voice in their learning.
- Showcasing exemplar student work so that others can see it and learn from it.
- Building collective capacity by sharing more best practice with each other as professionals.

SECTION ELEVEN: FINANCIAL STATEMENT

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 2019 year is detailed below:

RECURRENT and CAPITAL INCOME		RECURRENT and CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants ¹	\$10,361,777	Capital Expenditure ⁶	\$760,748
Government Capital Grants ²	\$0	Salaries and Related Expenses ⁷	\$12,171,100
State Recurrent Grants ³	\$2,974,669	Non-Salary Expenses ⁸	\$6,123,389
Fees and Private Income ⁴	\$4,416,748	Total Expenditure	\$19,055,237
Other Capital Income ⁵	\$467,417		
Total Income	\$18,225,882		

For the 2019 year the St Ursula's College received \$5,271 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.