



Sydney Catholic Schools

2020

ANNUAL SCHOOL REPORT



St Ursula's College

69 Caroline Street, KINGSGROVE 2208

Principal: Mrs Mary Leask

Web: <https://www.stursulakingsgrove.org/>

About this report

St Ursula's College (the '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 School'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 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.

Message from key groups in our community

Principal's Message

It is with great pride that I present the 2020 Annual school report for St Ursula's College, Kingsgrove.

An Ursuline education is a holistic experience where students are known individually and encouraged to take up the many opportunities that are on offer. Our aim is to make education at St Ursula's an 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 that fosters an active partnership with our local parishes, our families, and our alumni to ensure the continued growth of our Catholic, Ursuline identity. Despite the challenges of COVID-19, we maintained excellent communication with our families to support the wellbeing of each girl.

The College has established itself as a learning community that has achieved consistent academic success and a reputation for excellence. This ensures that our students are confident and well prepared for life beyond College and into the future to be agents of change within society.

Parent Body Message

2020 was a difficult year. Although we were very fortunate to hold our "Movie Under the Stars" this year featuring Aladdin, most of our other planned events went into COVID-19 recession.

We were particularly grateful for the level of regular communication from the College during the COVID-19 lockdown period.

The introduction of Zoom parent-teacher-student conferences ensured that we were still able to be an active part of our daughter's learning journey.

We were able to support the wellbeing of our teachers by providing individually bagged gifts at Easter and a whole staff COVID-19 style morning tea at the end of the year.

Student Body Message

The 2020 theme, "Together Take A Chance", marked the beginning of the new decade at St Ursula's College. Unknowingly, the theme's essence to unite together as a "company of

women" who actively empower and work in service of their community, would be more relevant than ever in a year like no other.

The Senior Student Leadership Team resiliently served the College community and took a chance through new initiatives and events to drive students, teachers, and families to participate together in the spirit of the College. The inaugural "Girls' Night In" was a huge success and raised over \$3,000 to support the work of the Cancer Council.

Our community's generosity continued with Project Compassion, the Winter Sleep Out, St Vincent De Paul appeals which packed 1,100 snack packs, and the COVID safe College Walkathon which raised over \$31,000 for our Ursuline sisters in Cambodia. Serviam advocacy also flourished within the St Ursula's Environment Action Club through the Return and Earn initiative, Voices of Tomorrow, and the Aboriginal and Torres Strait Islander group through NAIDOC Week, and the #TogetherWeStand campaign.

School Features

St Ursula's College is a catholic systemic girls' College located in Kingsgrove.

St Angela Merici founded the "company of women" which became known as the Ursuline Order in 1535. For her, Jesus' own life and teachings were the foundation of her "company of women". Based on respect and humble service, her order grew to reach across 160 countries. Over time, the Ursulines became a highly regarded teaching order in Europe and arrived in Armidale, Australia in 1882.

Established in 1957 in the Ursuline tradition, our College enjoys a strong reputation within our community for its consistent academic excellence and for the way in which each girl is known and cared for and challenged to be her best.

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

Inspired by the life and example of St Angela Merici, our charism permeates all that we say and do, and strive to achieve.

In particular, we emphasise the importance of respectful relationships between families, school, parish, and students.

By embracing our core values: Accept, Respect, Unite, Act, Empower and Serve, each member of the community is able to live out our College motto: SERVIAM - I will Serve.

Enrolments continue to be highly sought after and in 2020 our student population was 1100.

In 2019, the major construction of outstanding learning facilities was completed.

In 2020 plans were submitted for the refurbishment of both Le Grezze and Angela blocks to bring them up to the same exceptional quality. Unfortunately, as a result of COVID-19, our plans were delayed and our expectation is that this work should be completed by the end of 2021. As well as this an outdoor gym was built, partially funded through a local council grant. This became very widely used by staff and students both before, during, and after school.

Student Profile

Student Enrolment

The College caters for students in Years 7 – 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020:

Girls	Boys	LBOTE*	Total Students
1103	0	803	1103

* Language Background Other than English

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 2020 was 95.28%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
96.22	95.15	94.17	94.00	96.26	95.87

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 College 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 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.

Student Retention Rate

Of the students who completed Year 10 in 2018, 94% completed Year 12 in 2020.

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 2020	
% of students undertaking vocational training or training in a trade during the senior years of schooling	15 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	99 %

Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort.

The following percentages of student post-school destinations for 2020 is:

- 95% of students with destination: University
- 4% of students with destination: TAFE/Other Institutions
- 1% of students with destination: Workforce Entry

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	112
Number of full time teaching staff	68
Number of part time teaching staff	18
Number of non-teaching staff	26

Total number of teaching staff by NESA category

Teachers at this College 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 is 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 College.

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 the Sydney Catholic Schools (SCS). 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.

Summary of professional learning at this school

Our professional learning (PL) this year focused on the nexus between Wellbeing and Learning. 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.

Catholic Identity and Mission

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.

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.

Students in Years 6, 8 and 10 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.

COVID-19 had a tremendous impact on Religious Education at St Ursula's College in 2020. While we were very quickly thrown into lockdown and religious gatherings were banned and then restricted, learning in Religious Education not only survived but thrived at the College.

We are so proud of our students and the way in which they responded to 2020 with positivity and hope. Our student leaders led the way with a video message to our students to "hang in there". Our staff rose to the occasion with remote learning plans for each year group, innovation and creativity in learning and assessment, and most importantly a continued emphasis on caring for our students and their spiritual needs.

In terms of evangelisation it was a quiet year. Many of the events like the Australian Catholic Youth Festival, Ignite and Activate that kept us busy last year were all cancelled as were the many Sydney Catholic Schools Evangelisation events for students. However, that did not stop us from ensuring students were connected to prayer and worship opportunities. Students were offered opportunities to connect online and via Zoom to online rosary, faith formation opportunities such as Life Week and Caritas lectures, and while whole school masses could not be held at the College we held meaningful liturgies and services. Stations of the Cross in 2020 was a video reflection and Father's Day and Mother's Day liturgies were replaced with video reflections.

Each year our students develop their understanding of the Ursuline values through reflection days. These reflection days had to be postponed in term 1 due to COVID-19 restrictions but as restrictions eased, and we became more creative, we were able to offer reflection days in

a modified format. Sam Clear spoke to Year 9 via Zoom, our Year 11 reflection day involved Kahoots and online word cloud creations, and our Year 7 presenter Chris Hopkins revamped his whole presentation just to meet our needs. Our Year 12 students learnt about "Serviam" post-school and received beautiful prayer packs from our feeder primary schools. We are very proud to say that all the Reflection days based on the Ursuline values of Accept, Respect, Unite, Act, Empower and Serve were delivered in 2020, albeit in a modified format.

In the past our Year 11 Studies of Religion students have had an excursion to the Sydney Jewish Museum and The Great Synagogue in Elizabeth Street in Term 2 and optional Shabbat excursion to Emanuel Synagogue in Woollahra as part of their study of Judaism. Unfortunately, these were cancelled due to restrictions but fortunately, we have moved the Shabbat excursion to 2021 and the students were fortunate to all participate in an online Zoom meeting with the educators at the Sydney Jewish Museum to learn about the origins and principal beliefs of Judaism.

We are incredibly grateful to our parish priests who answered our call and came back to the College in June to start celebrating Friday morning masses again. While mass in masks may seem a little unusual, we adjusted and our priests were happy to be back. We are so grateful that our classes have these opportunities to come together at the Lord's Table and celebrate their faith each week.

In February this year, Pope Francis said "In a world that is unfortunately afflicted by the virus of indifference, works of mercy are the best antidote". Our College community in 2020 began an amazing initiative of bringing the One Meal service that we have been a part of for two years at Riverwood to our local Kingsgrove area. This initiative sees staff from Our Lady of Fatima, Kingsgrove and St Ursula's working to bring a hot meal to local residents once a month. In 2021 our service will grow to a weekly service and parents and students, as well as ex-students and parishioners will be able to take part in this amazing service opportunity. The parish is kindly letting the service use the Clune centre for this weekly service, and while during COVID-19 this is a takeaway service, we look forward to a time when we can sit with residents and share in conversation.

In a time of need, our local community and our students came together in a show of strength and solidarity. Whether it was fundraising for St Vincent de Paul, Caritas, our sister school in Cambodia or our local Vinnies chapter, it is due to the generosity and willingness of our staff, students and their families to go above and beyond that we were able to deliver real outcomes for people in need and empower them to overcome the new challenges they faced.

Academically our students shone in the area of Religious education. We continue to perform well above average in the Archdiocesan Catholic Schools exams in Years 8 and 10 and in 2020 our Year 10 cohort was over 5% above the Archdiocesan average. In Studies of Religion in the 2020 HSC, our students were also well above the State average, by over 3%

in Studies of Religion I and over 11% in Studies of Religion II. More importantly, we reduced the number of lower bands and increased our comparative learning gain in both subjects.

Curriculum, Learning and Teaching

Secondary 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, iStem, 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 NSW School of Languages.

The College provides students with access to external Vocational Education and Training (eVET and SBAT) 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.

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.

Extracurricular programs at the College include Catholic Girls' Secondary Schools Sports Association (CGSSSA) representative sports, Debating, Public Speaking, Mock Trial, music ensembles, orchestra, 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.

Student Performance in Tests and Examinations

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.

The NAPLAN assessment was cancelled for 2020.

The decision was made nationwide by the Education Ministers to assist school leaders, teachers and support staff in focusing on the wellbeing of students and the continuity of education during the COVID-19 pandemic. This means that those in Years 3, 5, 7 and 9 in 2020 will not have undertaken the assessment and hence, no results are available for the individual or the school.

Higher School Certificate (HSC) Diocese

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 may appear as 0%. Some courses no longer run and therefore will show as 0%.

In 2020, 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 2020 Year 12 class has produced outstanding results in the Higher School Certificate:

Over 96% of our HSC course results were above the NSW State average; 1 in 4 students attained an ATAR of 90 or above and 7 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.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2018		2019		2020	
	School	State	School	State	School	State
Ancient History	71 %	36 %	70 %	36 %	69 %	33 %
English (Advanced)	95 %	63 %	91 %	62 %	92 %	63 %
English (Standard)	70 %	15 %	55 %	12 %	38 %	12 %
English Extension 1	100 %	38 %	100 %	94 %	100 %	93 %
English Extension 2	100 %	17 %	100 %	80 %	100 %	82 %
Mathematics Advanced	-	-	-	-	78 %	53 %
Mathematics Extension 1	100 %	33 %	94 %	80 %	100 %	75 %
Mathematics Extension 2	100 %	33 %	100 %	86 %	100 %	84 %
Mathematics Standard 1 ex	-	-	0 %	18 %	71 %	16 %
Mathematics Standard 2	-	-	54 %	24 %	67 %	25 %
Studies of Religion I	57 %	37 %	76 %	46 %	76 %	44 %
Studies of Religion II	88 %	41 %	90 %	45 %	89 %	44 %
Textiles and Design	50 %	46 %	100 %	54 %	78 %	57 %
Visual Arts	53 %	53 %	86 %	63 %	90 %	65 %

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2020, the number of students issued with a RoSA was 192.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#). This policy is underpinned by the guiding principles from The Australian Student Wellbeing Framework (ASWF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings.

The Australian Student Wellbeing Framework (ASWF) provides a vision and guiding principles that assist school communities to develop positive school cultures that promote student wellbeing and develop respectful relationships. It assists schools to identify priority areas and measure progress in the development of safe school communities. The Australian Student Wellbeing Framework (ASWF) assists schools in:

- planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety, pastoral care and wellbeing.
- creating teaching and learning communities where all members of the College community are safe from harassment, aggression, violence and bullying. It also responds to new and emerging challenges for school communities such as ensuring cyber safety.

There were no changes made to this policy this year.

Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned to the [Student Management: Suspension, Transfer and Exclusion Policy](#). Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. 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. Further information about this and other related policies may be obtained from the College's website.

There were no changes made to this policy this year.

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

SCS is currently undertaking a review of all system wide policies, including the Anti Bullying Policy.

Complaints Handling 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 College's website, the administration office or at the SCS website at this [link](#).

In addition to this policy, there is also a [policy and procedures for Responding to complaints and allegations related to child protection](#). Catholic systemic schools in the Archdiocese of Sydney are guided by a fundamental mission to provide a safe and supportive environment for each and every student entrusted to our care. These procedures reflect the legislative responsibilities of Sydney Catholic Schools (SCS) and demonstrate our commitment to protect the safety and wellbeing of students while supporting our employees and volunteers working with children and young people in our educational context.

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 provide opportunities for students to support each other and gain a greater respect for their peers.

Given the complexities of COVID-19 our College Counsellor engaged with at-risk students using technology in order to provide them with the necessary support. The Pastoral Care Team also used a variety of platforms to engage with students (eg zoom, google classroom) to foster connectivity and a sense of belonging to a community.

In 2020, the Senior Student Leadership Team initiated a community awareness campaign that integrated strategies and examples on how to live out the 2020 College theme of "Together take a chance". 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 "Together take a chance" in 2020.

School Improvement

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 College'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. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the College administrative office.

Key Improvements Achieved

Our Annual Improvement Plan was modified in 2020 due to new needs that emerged as a result of COVID-19. The following key improvements, outlined in the Annual Improvement Plan, were achieved this year.

The College:

- Built the capacity of middle leaders through a structured and targeted leadership program;
- Created a more effective staff induction program;
- Took a positive psychology approach to wellbeing and learning to build academic resilience and self-efficacy;
- Developed staff technological skills in the areas of Zoom, Google Meets, Google Classroom and the use of interactive products such as Edrolo and Atomi.

Priority Key Improvements for Next Year

The following key improvement priorities were identified for next year. In 2021 the College will:

- Live our K -12 Kingsgrove Evangelisation action plan involving OLF parish; OLF primary and St Ursula's;
- Support SCS initiatives related to celebrating 200 years of Catholic Schools including ways to celebrate in our context with the contribution of the Ursulines in Australian Education

- Embed Studies in Catholic Thought syllabus in Year 11 & 12 by building staff capacity to teach this subject
- Develop a profile of the Ursuline leader, teacher and leaver by reflecting on the writings of Angela Merici.
- Review existing structures and align them to foster greater student agency, advocacy and sense of belonging;
- Create a Learning plan to further enhance the professional practice of teachers to improve the learning outcomes for our students;
- Strengthen our KLA Peer to Peer Review of current classroom practices in assessment and feedback;
- Review and strengthen our professional learning to support quality assessment practices;
- Special projects - to investigate the International Baccalaureate and introduction of Mandarin.

Community Satisfaction

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 College utilised the Learning Bar Survey: Tell them from me (TTFM) for parent feedback. We received 175 responses, a large percentage of these also made comments in the survey.

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

- Parents feel welcome Mean 7.3;
- Parents support learning at home Mean 6.7;
- School supports learning Mean 7.4;
- The school supports positive behaviour Mean 7.6;
- Safety at school Mean 7.6.

Each one of these is an increase on the 2019 data.

While parents are generally satisfied with the education offered at the College the TTFM data highlighted the following areas for improvement:

- Being more fully informed about a child's social and emotional development Mean 6.1;
- Greater differentiation of pedagogy to take into account learners working at a slower pace Mean 6.1.

In a COVID-19 and remote learning year, parents responded positively to the new teaching technologies and 86% agreed or strongly agreed with the equity of access with support and resources available. In particular, parents commented on the fact that written information from the College was clear and the Parent Teacher Interviews via Zoom had a significant increase in attendance.

Student satisfaction

Student satisfaction was measured using the TTFM survey along with informal student forums and discussions. 998 students completed the TTFM survey in 2020. The student data rated significantly above the TTFM norm for most areas.

Survey items with high responses in 2020 included:

- Students with positive relationships;
- Students with positive behaviour at school;
- Student expectation of success;
- Student effort;
- There is less bullying and students feel safer at school;
- Participation in extra-curricular activities;
- Social justice activities.

The student data also suggested room for improvement particularly in:

- Looking at ways to decrease student anxiety;
- Participation in school sport;
- More external links and communication to networks beyond school.

In a year affected by COVID-19 students felt less belonging and struggled at times with motivation. However, student responses to new technologies and methods of learning during this time were positive. 85% had easy access to materials for learning and 51% reacted positively to remote learning methods continuing in the future.

Teacher satisfaction

Teacher satisfaction was measured through the TTFM survey.

74 teachers responded to the survey. Areas of strength included:

- Learning culture Mean 8.0;
- Increase in use of data to drive outcomes Mean 8.1;
- Improvement of teaching strategies, especially in the area of technology Mean 8.0 and 7.8;
- Inclusive school Mean 8.2;
- Higher parent involvement Mean 6.2 (up from 5.3);
- More effective student goal setting and feedback Mean 7.6;
- Overcoming obstacles to learning Mean 7.6.

The staff made additional comments in the survey which offered suggestions for improvement.

The main suggestions for further improvement include:

- Teacher collaboration and observation to share best practices;
- Reviewing formative assessment and investigating blended learning for improved student outcomes;
- Promotion of student self-reflection and feedback from 7-12.

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 2020 year is detailed below:

Recurrent and Capital Income [ASR_Income.yearid]	
Commonwealth Recurrent Grants ¹	\$ [ASR_Income.commonwealthrecurrent]
Government Capital Grants ²	\$[ASR_Income.govtcapital]
State Recurrent Grants ³	\$[ASR_Income.staterecurrent]
Fees and Private Income ⁴	\$[ASR_Income.feesandprivate]
Interest Subsidy Grants	\$[ASR_Income.interestsubsidy]
Other Capital Income ⁵	\$[ASR_Income.othercapital]
Total Income	\$[ASR_Income.totalincome]

Recurrent and Capital Expenditure [ASR_Expenditure.yearid]	
Capital Expenditure ⁶	\$[ASR_Expenditure.capital]
Salaries and Related Expenses ⁷	\$[ASR_Expenditure.salary]
Non-Salary Expenses ⁸	\$[ASR_Expenditure.nonsalary]
Total Expenditure	\$ [ASR_Expenditure.totalexpenditure]

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.

END OF 2020 REPORT