St Ursula’s College Annual College Report 2015
Culture Statement

St Ursula’s College, a Catholic educational and residential community in the Ursuline tradition, is dedicated to the education and care of young women.

We strive to create learning opportunities that will encourage students to take responsibility for their own thinking and learning, so that they may become more resourceful and empathetic young women who seek:

- the development of a personal faith and spirituality
- participation and leadership in all facets of today’s and tomorrow’s world.

The challenge for all is to model relationships within and beyond our community based on:

- mutual respect
- tolerance and acceptance
- care for the individual and the environment
- interdependence and collaboration
- service

so that our students, growing in wisdom, justice and integrity will contribute responsibly to their own transformation and that of society.
Vision Statement

St Ursula’s is a community that is Connecting with Life.

We strive to be a transformative learning community and a hopeful, faith filled community.

This is underpinned by its core Ursuline tradition based on:

- Confident innovation
- Reflection and responsiveness
- Individuality and interdependence
- Service and justice

(Connecting with Life........ College Strategic Plan 2010-2015)
St Ursula's College is a contemporary Ursuline Catholic School and residential community dedicated to the education and care of young woman. In 2015, the College caters for students in Years 7 – 12 and we have a student population of 728 students.

The College is a dynamic and challenging place, with a focus on holistic education which nurtures the growth of the whole person. St Ursula’s College endeavours to equip young women for the future where decision-making and problem-solving, healthy relationships, confidence and openness to ongoing learning are vital to a fulfilling life.

St Ursula’s College is a community of learning. Education of the mind and heart is the focus of teaching.

Although St Ursula's College began life in Toowoomba in 1931, the College draws its spirit and tradition from the lived experiences of many people in many continents and across many cultures over four hundred years of history.

The Australian Ursulines form one Province of a much wider international group known as the Ursulines of the Roman Union. In recent years there has been a growing awareness among many Ursuline schools that this network can provide a means of mutual support and development amongst our schools through the sharing of spiritual and intellectual resources. It has also been considered that the international nature of the Ursuline schools also helps foster an important global awareness in students and staff and an appreciation of other cultures and societies. Opportunities are available for students to participate in Ursuline Exchange Programs, as well as international student leadership conferences.
Life as a Residential College

St Ursula’s College boarding community seeks to provide an environment in which each girl is nurtured and offered opportunities for growth and development across a range of areas: academic, spiritual, social, cultural and sporting.

The College endeavours to make life as “home like” as possible in the residential community where the girls can feel comfortable and grow in an atmosphere of respect for themselves and others.

Each student is viewed as a unique individual whose journey through St Ursula's College will foster strong academic and thinking skills, self-discovery and personal integrity. There is an emphasis on developing and fostering healthy, life-giving relationships for personal and communal resilience.

There is an age appropriate focus for each year level group but always with an emphasis on community building activities and opportunities for our senior students to develop leadership skills as they are encouraged to be strong role models for our younger students.
Pastoral Care

Pastoral Care is a valued and important aspect of life at St Ursula’s College. It underpins all we do both within the classroom and outside. Pastoral Care is about quality relationships, nurturing the hopes of our students and sharing our stories (past and present) and being challenged to be the best person we can be. We invite the girls to live creatively and justly and we encourage them to realise ‘a future more wondrous than we dream of…’ (from the annals of the first Ursulines). Pastoral Care is at the heart of the College and allows for the integration of the academic, social and spiritual dimensions of College life.

Leadership opportunities, together with the College’s co-curricular program and values of service, ensure that our girls are encouraged and prepared as they move out into the wider community.

Our Pastoral Care program consists of:

- small, vertical (students from Year 7 – 12) groups that allow the older students, the ‘big sisters’, to mentor and care for the younger students.
- a Peer Support Program where trained Year 12 Peer Support Leaders work with small groups of younger students.
- a truly integrated Pastoral Care and Curriculum Program, whereby each operates in consultation with the other to ensure a student focus that is well-informed and catered to the individual at all times.
- a resource-based program on mindfulness in order to care for students’ emotional health and wellbeing.

The Pastoral Care teacher is a very important part of the Pastoral Care structure; this person is the link between home and school. This person meets with the students on a daily basis to work on helping them become responsible, autonomous individuals who are able to achieve and maintain quality relationships.
Curriculum

St Ursula’s College offers an exciting and innovative curriculum characterised by quality teaching and learning. Each student is challenged to give of her very best in an environment where her talents are recognised and affirmed. The curriculum offers a rich offering of subjects which allows each girl significant choice and flexibility as she plans a course of study appropriate to her needs. Key features of curriculum innovation at the College include:

- extensive subject selection
- emphasis on academic rigour
- extension, remediation and consolidation opportunities
- tutorials and learning assistance
- career guidance and
- vocational education offering another pathway to success.

Co-curricular offerings exist to further support the development of the whole person, with personal development being supported by extended camps and alternative learning activities, and academic development being supported by a variety of excursions encompassing all subject areas to bring to life classroom learning.

St Ursula’s College prides itself in offering a diverse curriculum with emphasis on design, creativity and collaboration.

Creative thinking, reflection, problem solving and expressive dynamic production in Film, Television and New Media, and Visual Arts, have become an integral part of the learning process. We, as a College, encourage meaningful exploration of visual modes and media in order to foster creativity, innovation and positive transformation of ourselves, our community and our world.
The Senior Curriculum is multi-faceted and, at present, is organised around Queensland Study Authority (QSA) syllabus documents and the eight key learning areas. The balance of academically oriented subjects and skill based or vocationally oriented subjects once more provides multiple opportunities for students of all ability levels to succeed.

The Senior Years at St Ursula's College groups students from Year 10 through to Year 12 and has a clear focus on transition to pathways and possibilities that enable each student access to lifelong learning. With our ethos based on the values of Ursuline founder St Angela Merici, students in the Senior Years will be challenged and empowered to make informed decisions to equip them for the world of work and further study options at TAFE or University once they leave St Ursula's College.

The Academic Care team is proactive in designing relevant co-curricular programs and offering individual academic and pastoral support for each student in the Senior Years. The Heads of Year are responsible for the academic care of each student in their year level, guiding and challenging them spiritually, pastorally and academically.

The Year 10 program strives to prepare each student for the personal and academic choices when looking towards future pathways. Resilience, healthy living and self-awareness are key hallmarks of the Year 10 program. Our formal Year 10 curriculum gives students a wide variety of choice and helps to build skills and knowledge bases for new subject offerings as students prepare to enter Year 11.

The Year 11 program places emphasis on leadership and growing independence. Students in Year 11 are provided with many new opportunities to lead and serve. Our Peer Support Program is one initiative whereby Year 11 students are trained to mentor younger students. Academically, our Year 11 students are challenged with two year courses either in tertiary preparation or vocational education pathways. Acknowledging that every student is different and the multi-faceted pathways available, each student has access to specialist staff to support them in their choices.

The Year 12 program acknowledges students as independent learners and prepares them for transition into life beyond St Ursula's College. As the senior leaders of the College community, every student has opportunities to lead and grow as young women of service. Students are individually mentored to assist them in their academic success and future decision making.

Every student in the Senior Years has access to our Vocational Education Coordinator and our Careers Advisor. Through these key personnel, students and their parents are guided with relevant career planning. Embedded in the senior years journey is Career Avenue Testing, Study Skills information sessions and preparation for tertiary study.
These curriculum offerings are complemented by a range of associated learning opportunities (extension activities for Years 9 & 10, alternative learning days, study programs, links to workplace) which enhance the possibilities for choice and multiple pathways for students.

Key Characteristics of Teaching and Learning

- A vibrant Professional Learning Community that seeks learner-focused pedagogical excellence.
- An integrated holistic approach with a focus on academic rigour and deep disciplinary learning.
- A diverse curriculum with emphasis on design, creativity and collaboration.
- Learning that foregrounds the importance of caring for the individual and relationships based on mutual respect, tolerance and acceptance.
- An integrated service and justice approach including a particular emphasis on women, the environment and future sustainability.
- Innovative, sustainable approaches to enhancing the human, physical and technological resources that will support twenty-first century thinking and learning.
TECHNOLOGY

A major focus has been on aligning the professional learning of staff in the sphere of transformative learning with the embedding of technology into their teaching practices. As technology has become so entrenched in teaching and learning, and is also a General Capability, often staff are unsure how to redefine and modify their use of technology within their current teaching practices. To address this concern, there has been a change to a research and training process to model how staff can transform their teaching and learning for the 21st century, rather than specifically engaging in technology.

Recognising and responding to the fact that technologies are increasingly shaping our student’s lives and defining 21st Century learning environments and following on from the foundation skills developed with STEM (Science, Technology, Engineering and Mathematics) in Year 7; a program we call ExITE provides students with the opportunity to engage with technology as a powerful learning tool. Students will be introduced to a range of engineering and digital technology concepts including coding, programming, robotics, bridge building and games using interactive software to design, create and problem solve.
Co-Curricula Offerings

To complement the innovative curriculum offered to our students, St Ursula's also has a rich and extensive co-curricular program that extends and complements classroom activities throughout the year. Whilst the setting may be debating, volleyball, cheerleading, choir, what we are really building is camaraderie, fair play and participation.

Co-curricular offerings exist to further support the development of the whole person, with personal development being supported by extended camps and alternative learning activities, and academic development being supported by a variety of excursions encompassing all subject areas to bring to life classroom learning.

All activities are offered on a voluntary basis. A wide range of sports, creative and fine arts, service activities and debating and public speaking opportunities allow students to demonstrate their skills beyond the controlled learning environment into the realm of performance and competition.

At St Ursula's College our motto is “Serviam” – I will serve – and we encourage all girls to live this out in their everyday lives. There are nearly 20 cultural and service groups to which the girls can belong. Service Options encourage students to develop an appreciation in supporting service organizations in the community. Activities include: Meals on Wheels, St Vincent de Paul, Mentoring Program, World Vision, Interact, Clean up Australia and assistance with Zonta Club activities.

We also have year level camps and retreat programs where the girls learn to co-operate, challenge themselves, explore and form lifelong friendships.
Cultural Program

St Ursula’s College embraces an exciting and diverse cultural inter-curricular program where students are offered a range of opportunities to immerse themselves creatively in Arts Performance and Arts Production. The College has a strong reputation in the creative arts with many fine achievements and accolades over a number of years.

Creative thinking, reflection, problem solving and expressive dynamic production in Film, Television and New Media, and Visual Arts, have become an integral part of the learning process. We, as a College, encourage meaningful exploration of visual modes and media in order to foster creativity, innovation and positive transformation of ourselves, our community and our world.

Opportunities – Drama

In the area of Arts Performance, St Ursula’s College offers excellent opportunities in Drama, Dance and Music. We have a dynamic, vibrant Drama department where students are able to engage in a comprehensive curricular and extra-curricular program which allows significant development of skills in performance and encourages confident communication in a variety of contexts.
Dance is a vital part of life at St Ursula’s College. As such, many opportunities are offered to students to perform in productions, workshops, liturgies, assemblies and as part of a rich, diverse academic program.

Likewise, the Music department offers wonderful prospects for performance within the College and the wider community with professional musicians in productions, at festivals, interstate tours and at music camps. The provision of individual music tutors, choral groups, concert, stage and smaller groups including jazz, woodwind, string and flute ensembles encourages participation and engagement on many levels of creativity.

In 2014 we introduced a new, innovative and multifaceted vocal and instrumental program that, together with the classroom music program, will support the students in its care to achieve musical success and to nurture them through their musical journey at the College.
Months of hard work paid off for St Ursula’s College Senior Dance Troupe when they placed second at the prestigious Sydney Eisteddfod, 2015.

The dance troupe led by teacher Mrs Emily Whiting and choreographed by artistic director of Lucid Dance Company, Louise Smith, created a performance about the efforts of nurses during World War I, in particular their heroism, wisdom and support of our troops.

Mrs Whiting said, “The Sydney Eisteddfod is one of the most important and prestigious competitions in Australia and St. Ursula’s College was immensely honoured to send our students to compete amongst the best in the nation.”

“The opportunity to perform at the eisteddfod was a unique opportunity to perform publicly and receive valuable feedback on their skill development.”
St Ursula’s College provides an extensive sporting program for the students. Students have access to a multitude of team and individual sporting activities that allow the students to explore their capabilities not previously experienced in the primary setting.

Sports including AFL, athletics, basketball, cricket, cross country, cheerleading, equestrian events, football, futsal, hockey, orienteering, netball, swimming, softball, tennis, touch and volleyball are all available to the girls through College Teams and Developmental Programs. Teams play in a variety of local club fixtures including Toowoomba Netball Association and Football Toowoomba competitions, and participate in state wide school based competitions including the All Schools Touch, Golden Glove Softball, Vicki Wilson Netball, Schools Cup Volleyball and Schools Cup Hockey and the State Teams Tennis Knockout competitions.

All girls are encouraged to participate in social sport at the college as well as the numerous College championships including swimming, athletics, cross country and tennis along with the Desenzano Cup for Interhouse sports.

The College facilities including the indoor multi-court Salo Centre, our four multi-purpose outdoor courts for tennis, basketball and netball, and our College oval provide a variety of surfaces for physical activity. The College 25 metre outdoor pool is heated and offers an alternative training venue for not only swimming but many other aquatic activities.

Our sporting program has been designed to offer an expansive yet flexible and responsive program of physical activity that meets the needs and interests of our students in a professional and encouraging manner.
Value Added

**Future Strategic Direction of the College**

The future strategic direction of the College has come into focus this year as the College Leadership team and staff develop goals, targets and key strategies for school improvement for 2016 and beyond. Utilising feedback from surveys completed in the previous year, this endeavour provided opportunities for involving the whole College community in setting the school’s directions.

Strategic priorities identified for 2015 included:

- Middle Years Assessment Review
- Year 7 Curriculum development into Years 8 & 9
- Continue the work on collection and use of evidence of student learning outcomes in all Year levels
- Ensure that this evidence translates into refining teaching and learning practice i.e. is used to enhance teaching & learning for all students in all subjects and at all levels of achievement – targeting strengths and weaknesses
- Establish processes for whole school numeracy work
- Sustain and further develop processes that are already working e.g. literacy.

We will also be continuing our investigations into the proposed changes to the Queensland Review of Senior Assessment & Tertiary Entrance Processes as we move into 2016.

**College Leadership**

2015 introduced a new College Leadership structure after consultation with the College Board. A position of Deputy Principal was established and changes to the Assistant Principal roles.

The new team now consists of:
- College Principal
- Deputy Principal
- Assistant Principal Identity & Culture
- Assistant Principal Pastoral Relationships
- and Business & Finance Manager
A "Vision for the Middle Years at St Ursula’s College is a response to the introduction of Year 7 in 2015 and their transition into Year 8 and 9 at the College. The need for a learning environment that is uniquely geared for girls in the middle years of schooling is well supported by recent research (Carr-Grieg, 2002, Nagel, 2007, Schollum, 2007, Gibbs and Poskitt, 2010, Gluckman, 2011).

At St Ursula's College, a Middle Years Framework has been developed for students Years 7-9, where fostering a love of learning and developing lifelong learners is our primary aim. This middle schooling philosophy is based on particular pedagogy and curriculum rather than organisational structures. Our Middle Years Learners are given opportunities to develop these attributes of life-long learners through our diverse curriculum where students experience education of the mind and heart. These skills and attributes allow our students to become effective participants in modern knowledge economies and societies. The potential of each student is nurtured, challenged and guided to enable full and transformative participation in the twenty-first century world in which we live.

The Middle Years are a time of immense change for young adolescents when they experience major physiological changes that impact not only their ability to learn, but their behaviour. Our Academic Care program incorporates many experiences that focus on the spiritual, emotional, social and physical needs of the Middle Years Learner. Relationships are integral to the Academic Care program and each student is part of the vertical Pastoral Care system at the College. Pastoral Care and academic progress are inextricably linked; therefore our Academic Care structures and processes are sympathetic to adolescent needs. A Head of Year for each of the middle years facilitates these areas.

Subjects at St Ursula’s College incorporate Literacy, Numeracy and ICTs with authentic links to Cross-Curricular Perspectives and the General Capabilities from the Australian Curriculum. We provide learning experiences that aim to engage and motivate our students whilst fostering organisational and problem solving skills within real life experiences.

The Year 7 curriculum is a set program where students experience their transition into high school with core teachers, core and specialist subjects. Year 8 students make decisions about some subjects according to their own needs, talents and gifts. The Year 9 students are encouraged to explore our diverse curriculum through a greater selection of specialist subjects.
Preparations for the introduction of Year 7 to the College brought with it many opportunities to review our present structures of care and support for our students as well as further research and work into the needs of adolescent learners.

As a result of this work by staff over the last two years, a new structure of Academic Care for students was introduced this year to cater more effectively for the specific learning and welfare needs of students as they transition through the junior years to their final years of schooling. The College is now structured as the Middle Years (Years 7-9) and the Senior Years (Years 10-12).

At St Ursula’s College education is focused on both the heart and mind and therefore we believe girls learn best when they feel safe, nurtured and valued. One of the important ways we address this is by the value we place on the role of Academic Care in the College. It underpins all we do both within the classroom and outside. It is the College’s response to the understanding that each student and her development are the focus of all activities which take place in the College.

To ensure our students are supported and encouraged in all aspects of her development, pastoral care and academic progress are inextricably linked through the Academic Care structures that are in place.

The Pastoral Care teacher is a very important part of this structure – this person is the link between home and the College. This person meets with students on a daily basis to work on helping them to become responsible, autonomous people who are able to achieve and maintain quality relationships.

**KEY CHARACTERISTICS OF MIDDLE SCHOOLING AT ST URSULA’S COLLEGE:**

- Academic Care program focusing on meaningful concepts for each year level.
- Seamless and purposefully designed orientation and transition program
- Core classes with core teaching teams
- Year 7 terms based around a Big Idea and Inquiry Question
- Integrated units of study
- Resource-based program on mindfulness in order to care for students’ emotional health and wellbeing
- Project Based Learning
- Explicit teaching of executive functioning skills
- Diverse range of subjects studied with subject choice increasing each year
- Integrated Literacy, Numeracy and ICT program
- Critical and creative thinking
This year we were given the opportunity to participate in a program developed with the Harvard Graduate School of Education (Cambridge MA) called The Making Caring Common Project (MCC) that supports schools in promoting safety, caring, and respect. MCC seeks to help educators, parents, and communities raise children who are caring, respectful, and responsible toward others and their communities. Recent developments have seen the selection of Year 10 student, Chloe Mills to the Youth Advisory Board (one of only 2 Australian students appointed) and Year 11 students Maggie Ryan, Ella Cooper and Molly Wagner who have been invited to be part of the Youth Consultative Committee.

Building and Refurbishment Program

2015 saw the completion of the first stage College building program that has been many years in the planning and has taken 3 years to complete. We now have a highly functional administrative, office and staff areas. We are enjoying using our new studio area, Bradazzo (B Block) classroom areas and 21st Century Science laboratories. But this program was more than about bricks and mortar. It is the enhancement to teaching and learning at St Ursula’s College that is the most important aspect of this building project. Supporting the wonderful work of our staff and providing further opportunities for our students to learn and grow in a school that prides itself on its Catholic/Ursuline foundations and the creative and innovative approach to all we do.

We have also seen the launch of our Master Plan – Space + Place : Future Vision which reflects the longer term vision and aspirations of the St Ursula’s community for the physical landscape of our College. It is a dynamic document that provides a framework for planning rather than a building and development plan. It helps to set priorities, provides context to decision making and allows financial plans to be established to achieve visionary aspirations over time and within the capacity of the College.


Il Cielo | Sky Gallery

In Semester 2, 2015 the Visual Art Department was excited to open their new gallery space, Il Cielo | Sky Gallery. Cielo is translated in Italian to mean either heaven or sky, and our gallery was aptly named this due to our heavenly connection with Angela Merici and our beautiful crucifix skylight that shines on the entrance to the space. The Gallery is a much appreciated and welcome
resource for the Visual Art Department and the fulfilment of a dream for our Visual Art teacher, Mrs Linda Hutton.

Il Cielo will be used at the end of each semester to house both grade 11 and 12 Visual Art and Visual Art Studies’ body of work and will culminate in an opening exhibition. Students who exhibit in the space will participate in curatorial studies that included, writing of didactics, installing their artwork and critical thinking, which are skills highly valued in creative arts employment. We are incredibly delighted to exhibit the high calibre of artwork from our St Ursula's students in Il Cielo | Sky Gallery throughout 2016.

The gallery will also be used as a valuable learning resource as teachers are invited to take their classes up to view the space during school hours or to book it for an interactive lesson.

**Future Development**

**Building Development - Chapel**

**Building Development - Languages**
4. Ursuline Global Connections Program

To further enhance our commitment to ensure that the young woman in our care are offered a nurturing, challenging and hopeful educational environment so that they can learn, grow and develop skills and confidence to positively transform their world, St Ursula’s College in 2012 launched an Ursuline Global Connections Program.

The aims of the program are to:

- offer our students the unique experience of living and studying in another Ursuline school
- provide students with the opportunity to develop their skills and awareness that will enhance their future potential
- enable students to participate and contribute to international learning networks and assist in building community among Ursuline schools worldwide
- foster an important global awareness in students and an appreciation for other cultures and societies
- embed diversity and cultural intelligence into our school culture and learning
St Ursula’s continues to further develop **relationships with other Ursuline Schools around the world.** In the last 12 months:

- We hosted what is now an annual short stay program with Mater Dei School Bangkok Thailand.
- Staff from the Ursuline Academy St Louis (USA) visited the College in June.
- We welcomed students and staff of Hachinohe St Ursula (Japan) in August and participated in a reciprocal visit to Japan in September.

and in 2016

- We will welcome staff and students of Brescia House South Africa for their first visit to St Ursula’s.
- Possible prospects of an exchange to France and the USA.

**Professional Development and Support Program**

We have introduced a formal and structured process of staff formation, development and review in line with the Catholic Ursuline ethos, the College Culture Statement and its code of conduct. The process reflects the desire of the College to encourage and support the highest quality professional and work practices. It focuses on on-going improvement through professional development activities and gives cohesion to both individual staff and whole-school approaches to professional development.

The aim is to build a climate in the College that will enhance the professional growth of all staff and promote:

- a capacity for constant self-reflection by staff;
- an openness to feedback, ideas and suggestions of colleagues;
- a preparedness to take opportunities to learn and grow in their professional role;
- a constant striving to achieve improved outcomes for all; and
- a clear direction for future development in line with the College Strategic Plan.

Key professional development programs and strategies have focused on:

- Whole School Literacy and Numeracy
- Integrating ICT’s into classroom pedagogy
- Opportunities for Transformative Learning
- Middle Years
- Assessment
- Strategy to use rich data to increase achievement for all students, close gaps between highest and lowest performing groups, identify implications for practice and set meaningful targets for teacher and/or school improvement.
- Development of a clearer understanding and a greater capacity for the use of aggregated data to enhance student outcomes.
- Understanding the OP System
- Introduction to Theology and Mission as it applies to St Ursula’s College as a Catholic school in the Ursuline tradition
Parent Partnerships

We encourage parents to participate in all aspects of College life and acknowledge the contribution of parents, friends and past students to the culture of the College. The Parents & Friends Association is primarily a support body dedicated to providing assistance to the College to realise its objectives in the education of the students.

Communication between the school and parents is supported through access to newsletters, assessment schedules, regular parent–teacher interviews, parent information evenings and ongoing correspondence between parents and year level co-coordinators, class teachers, PC Teachers and Learning Directors.

Our aim is to keep parents and interested members of the community in contact with the school even after their direct involvement has ceased. The following are some of the activities that allow this to happen:

- **Two Parent/Teacher Interview** days per year.
- **Subject and Academic Information Evenings.**
- **Orientation Day** where incoming Year 7 students join us for a “taste” of high school life in Terms 2 and 4 of the year prior to starting high school. Parents are welcomed with a morning tea and family BBQ – providing an opportunity for new parents to meet staff and other new parents.
- **Parent support** for whole community events.
- **Parents & Friends (P & F)** meet once per term, supporting the school and our girls and building community within the school.
- **Parent induction for MacAir laptops.**
- **Parent Support Groups** in music and various sports.
- **Parent volunteer workers:** canteen, retail shop, sport coaching/support and Care and Concern Group.
- **All parents** are welcome to attend term masses and community activities.
- **Parent Forums** for all Year Levels offered several times a year with guest speakers and topics of interest e.g., Cyberbullying expert Susan McLean.
- **Parent Information Evenings.**
- **Strategic Direction of the College** - parents are given many opportunities throughout the year to input on decisions related to College Policy or future directions. Parents participate on College Committees as well as the Board.
- **Parent Dinners** - an initiative of the P&F that provides for a New Parent Welcome Dinner at the beginning of the year and an all parent celebratory dinner in August.

**Funding**

Detailed information on the School’s income by funding source is available from the My School website: [http://www.myschool.edu.au/](http://www.myschool.edu.au/)
# NAPLAN RESULTS 2015

<table>
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<th>Domain</th>
<th>Measures</th>
<th>Yr 9</th>
<th>Yr 7</th>
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<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>Average score for the school</td>
<td>602</td>
<td>554</td>
</tr>
<tr>
<td></td>
<td>Average score for Queensland</td>
<td>572</td>
<td>543</td>
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<td></td>
<td>For the school the percentage of students at or above the national minimum standard.</td>
<td>2015</td>
<td>99.2%</td>
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<td><strong>Writing</strong></td>
<td>Average score for the school</td>
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<td>527</td>
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<td></td>
<td>Average score for Queensland</td>
<td>537</td>
<td>505</td>
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<td></td>
<td>For the school the percentage of students at or above the national minimum standard.</td>
<td>2015</td>
<td>94.1%</td>
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<td><strong>Spelling</strong></td>
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<td></td>
<td>Average score for Queensland</td>
<td>580</td>
<td>544</td>
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<td></td>
<td>For the school the percentage of students at or above the national minimum standard.</td>
<td>2015</td>
<td>96.7%</td>
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<td><strong>Grammar and Punctuation</strong></td>
<td>Average score for the school</td>
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<tr>
<td></td>
<td>Average score for Queensland</td>
<td>566</td>
<td>538</td>
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<td></td>
<td>For the school the percentage of students at or above the national minimum standard.</td>
<td>2015</td>
<td>95.8%</td>
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<td><strong>Numeracy</strong></td>
<td>Average score for the school</td>
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<td></td>
<td>Average score for Queensland</td>
<td>585</td>
<td>539</td>
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<tr>
<td></td>
<td>For the school the percentage of students at or above the national minimum standard.</td>
<td>2015</td>
<td>100%</td>
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### OUTCOMES FOR THE YEAR 12 COHORT OF 2015

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Number</th>
</tr>
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<tbody>
<tr>
<td>Number of students awarded a Senior Statement.</td>
<td>3</td>
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<tr>
<td>Number of students awarded a Queensland Certificate Individual</td>
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<tr>
<td>Achievement (QCIA).</td>
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<tr>
<td>Number of students awarded a Queensland Certificate of Education</td>
<td>139</td>
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<tr>
<td>(QCE) at the end of Year 12.</td>
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<tr>
<td>Number of students awarded one or more Vocational Education and</td>
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<td>Training (VET) qualifications.</td>
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<td>Number of students who are completing or completed a School-based</td>
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<tr>
<td>Apprenticeship or Traineeship (SAT).</td>
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<tr>
<td>Number of students receiving an Overall Position (OP).</td>
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<tr>
<td>Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.</td>
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</tr>
<tr>
<td>Percentage of Year 12 students who are completing or completed a SAT</td>
<td>98%</td>
</tr>
<tr>
<td>or were awarded one or more of the following: QCE, IBD, VET qualification.</td>
<td></td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants</td>
<td>96%</td>
</tr>
<tr>
<td>receiving a tertiary offer.</td>
<td></td>
</tr>
</tbody>
</table>

### COLLEGE SNAPSHOT 2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Population 2015</th>
<th>August Census</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 7</td>
<td>101</td>
<td></td>
</tr>
<tr>
<td>YEAR 8</td>
<td>89</td>
<td></td>
</tr>
<tr>
<td>YEAR 9</td>
<td>121</td>
<td></td>
</tr>
<tr>
<td>YEAR 10</td>
<td>160</td>
<td></td>
</tr>
<tr>
<td>YEAR 11</td>
<td>113</td>
<td></td>
</tr>
<tr>
<td>YEAR 12</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>BOARDING</td>
<td>69</td>
<td></td>
</tr>
</tbody>
</table>
Apparent Retention Rate from Year 8-12

The calculations are based on enrolment data collected from the College by the Commonwealth Department of Education Science and Training (DEST) as part of the annual National School Statistics Collection.

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 8 Enrol.</th>
<th>Year</th>
<th>Year 12 Enrol.</th>
<th>Apparent Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>142</td>
<td>2006</td>
<td>130</td>
<td>91.5%</td>
</tr>
<tr>
<td>2003</td>
<td>150</td>
<td>2007</td>
<td>149</td>
<td>99.3%</td>
</tr>
<tr>
<td>2004</td>
<td>145</td>
<td>2008</td>
<td>148</td>
<td>102%</td>
</tr>
<tr>
<td>2005</td>
<td>151</td>
<td>2009</td>
<td>156</td>
<td>103.3%</td>
</tr>
<tr>
<td>2006</td>
<td>138</td>
<td>2010</td>
<td>132</td>
<td>95.6%</td>
</tr>
<tr>
<td>2007</td>
<td>162</td>
<td>2011</td>
<td>153</td>
<td>94.4%</td>
</tr>
<tr>
<td>2008</td>
<td>149</td>
<td>2012</td>
<td>153</td>
<td>102.7%</td>
</tr>
<tr>
<td>2009</td>
<td>160</td>
<td>2013</td>
<td>151</td>
<td>94.4%</td>
</tr>
</tbody>
</table>

For 2010 there were reviewed guidelines – Year 10 to Year 12 not Year 8 to Year 12 in previous year.

Comparative information on Apparent Retention Rates for Year 8 to Year 12 at national and at state level is available through the Australian Bureau of Statistics publications: Schools Australia Cat 4221.0.

DISTINCTIVE SKILLS OF STAFF

St Ursula’s is fortunate to have a highly skilled, committed and experienced staff of 62 teachers.

All teachers have tertiary teaching qualifications and a number of staff hold post-graduate tertiary qualifications including many staff working towards or holding Masters Degrees. Our teachers are supported in their work by a strong network of administrative, residential, teacher’s aides, cleaning, maintenance and kitchen staff.

Each year a number of staff take up the opportunity to complete the Catholic Studies Foundations Course.

The average annual attendance rate for teachers was calculated at 96.06%.

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>23</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>2</td>
</tr>
<tr>
<td>Diploma</td>
<td>25</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>26</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>81</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>15</td>
</tr>
<tr>
<td>Doctorate</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
</tbody>
</table>
Professional Development
In 2015 the College spent $138,974.77 on staff Professional Development.

STAFF RETENTION RATE

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>92.0%</td>
</tr>
<tr>
<td>2010</td>
<td>94.0%</td>
</tr>
<tr>
<td>2011</td>
<td>92.0%</td>
</tr>
<tr>
<td>2012</td>
<td>88.89%</td>
</tr>
<tr>
<td>2013</td>
<td>90.10%</td>
</tr>
<tr>
<td>2014</td>
<td>88.62%</td>
</tr>
<tr>
<td>2015</td>
<td>92.19%</td>
</tr>
</tbody>
</table>