St Ursula's College
Toowoomba
ABN 27 122 661 858
an incorporated Company
owned by the Community of Ursuline Nuns
CRICOS NO 03033M

St Ursula’s College Annual College Report 2013
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
College Profile

St Ursula’s College is a contemporary Ursuline Catholic School and residential community dedicated to the education and care of young woman. In 2013, the College caters for students in Years 8 – 12 and we have a student population of 717 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.

All learning experiences are designed for a girl’s education within a community that is Connecting with Life through a focus on:

- confident innovation
- reflection and responsiveness
- individuality and interdependence
- service and justice

*(Connecting with Life........ College Strategic Plan 2010-2015)*

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.

St Ursula’s College Toowoomba is the only Australian school still owned and administered by the Ursulines, however, 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. 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). 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 the heart of the College.

Confident Innovation

The College has the following key challenges for the next 5 years:

- To continue to implement key strategies from the College’s Strategic Plan (Connecting with Life………)
- The implementation of the Australian Curriculum while retaining the broad curriculum that St Ursula’s College is renowned for in our community and beyond Toowoomba.
- The introduction of Year 7 in 2015 and ensure the curriculum and pastoral structures provide an ease of transition for these students.
- To maintain strong enrolment (in both the day and boarding schools) and sustainable financial base.
- To successfully complete an extensive building program that will include provisions of classrooms and extra flexible learning spaces for Year 7 students as well as refurbishment and re development of the College administrative and staff areas.
- Continued development of a framework of curriculum and College timetabling structures that actively foster a love of learning for a lifetime of purposeful engagement in the world of the twenty-first century.
- Support staff in a continued process of professional development and learning to equip them for the changes ahead.
Curriculum

St Ursula’s College offers an exciting and innovative curriculum characterized by quality teaching and learning. Each student is challenged to give of her very best in an environment where her talents are recognized 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 rigor
- extension, remediation and consolidation opportunities
- tutorials and learning assistant
- 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.

The junior curriculum provides for a supportive and encouraging environment that assists each girl, in consultation with her parents and teachers, to make choices and decisions about her learning and to be responsible for those decisions.

The Senior Curriculum is multi faceted and is organized 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.

St Ursula’s College, “curriculum” embodies all of the learning experiences of our students, both inside and outside of the classroom. All learning experiences are designed for a girl’s education within a community that is connecting with life in the twenty-first century.

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.

ICT

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.
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, equestrian, 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, Breakfast Program at Toowoomba North State School, Interact, Clean Up Australia and assistance with Zonta Club activities.

St Ursula’s College has developed an immersion program to the Tiwi Islands. Students and staff have visited communities in these areas providing opportunities for cross cultural understandings.

Utilising our growing global connections with international Ursuline schools, students and staff are offered opportunities to participate in exchange programs and leadership forums aimed to help foster an important global awareness and an appreciation of other cultures and societies.

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.

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.

**Sport**

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

2013........beginning of building project

What a year for St Ursula’s College as, after many years of planning, refurbishment and building is well and truly on its way to a successful completion for the start of 2015. Following the completion of stage 1 of our building plan – administration area, staff workrooms, interview spaces and offices, 2014 saw the beginning of building developments to cater for the arrival of Year 7 in 2015.
This stage includes the refurbishment of the Science area (laboratories and preparation areas), a new lift and covered walkway connecting A Block to the Science area of M Block to improve access and movement between buildings. Students and staff are now getting used to navigating their way around the building sites and the builders are familiarising themselves with working in a school where on occasions work has to stop due to exams, orals, meetings and so on. We are all developing further skills in collaboration.

However, physical changes are only of value if they are matched with clear thinking on how this change of facilities can enhance teaching and learning at the College. The administrative offices have been planned to support and improve our service to students, parents and visitors. To improve access and increase our capacity to link students and parents to the information they need, service they are looking for and staff they need to see.

The new meeting rooms and offices will provide students with one area that will give them access to Pastoral Care Co-ordinators, Learning Directors and Careers/Vocational Education advice and support.

Meeting areas have always been in short supply at the College and as all areas come into service, additional meeting spaces will provide more adequately for teacher/parent interactions, teacher/student(s) meetings, tutorials and a more formal space for special presentations, guest speakers and community gatherings.

As we all know, St Ursula’s College is blessed with a committed, talented, experienced staff that work each day to provide our students with the best learning environment to encourage and nurture growth and development of the many talents and gifts our students possess.

Teachers need to be supported in their work by facilities that compliment and enhance the fine work they do at the College.

Science developments, the addition of flexible learning spaces and new classrooms that cater for a more collaborative way of learning and teaching may provide us with further ways to ensure our students are prepared for a future 21st Century life that still is largely unknown.
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.

Actively utilising the College’s rich and extensive Ursuline connections in the Asia Pacific, United States and Britain; over the past few years students have been offered opportunities to:

- participate in an Ursuline Exchange Program with the Ursuline School New Rochelle (New York) and the Ursuline High School Wimbledon (England)
- biannual Asia Pacific Student Leadership Conference hosted by Mater Dei School Bangkok
- longer term study program for graduating students with a special interest in continuing their Japanese studies with Sei Urusura Junior High Hachinohe Japan
- proposed visit to Sei Urusura in 2015

While we have offered Short Stay Education Programs to:

- Sei Urusura Junior High Hachinohe
- Mater Dei School Bangkok

Student data and the use of aggregated data for enhancing student outcomes

Over the past 12 months the College has been working with Queensland University of Technology (QUT) Faculty of Education lecturer, Dr Judy Smeed. Dr Smeed, whose research area is curriculum change and school performance improvement, has assisted the College curriculum team (Learning Directors and Heads of Department) to develop a clearer understanding and a greater capacity for the use of aggregated data to enhance student outcomes.
Dr Smeed takes a whole school approach to improvement, working first with school management. She describes her work as: “…………….a change process…..we use data to inform what we are going to change…………… we look at the data, what it is saying, what you identify as problems and what you do to fix the problems”.

Dr Smeed believes improvement in student performance requires "smarter teaching and smarter school management".

As a result of work in this area over the past 12 months:

- All School data is kept and tracked using SAS and Reporter Pro.
- All key personnel now have access to and monitor this data when providing advice to students and families and in identifying need.

**Whole School Literacy Program**
The Curriculum Team and Heads of Faculty have been working on the enrichment of whole school literacy and comprehension across all subjects as well as specific literacy and comprehension needs of each subject area. These have included College and departmental writing and style guides and in service opportunities for teaching staff as well as dedicated use of staff meeting time for all staff. This work has also included a wide reading program and a focus on spelling.

**Whole School Numeracy Program**

Key factors identified:

*Girls are not transferring mathematical learning to other learning areas.*

**ACTION?** Implementation of the following strategies across all curriculum areas:
- all teachers encouraged to develop their numeracy vocabulary by using proper terminology in work across all subjects which involves numeracy.
- encouraged to be explicit in drawing students’ attention to where numeracy is being used in your teaching area.
- where the scope exists, add more explicit teaching/assessing of skills requiring numeracy e.g. in Science: rearrangement of equations, substitution of values, solving the equation.
- departments have set up structures to facilitate discussions about how numeracy has been embedded in their teaching practices
- staff Professional Development using on whole school numeracy
- implementation of strategies across all curriculum areas

**Development of a QCS Team as well as improved preparation strategies**
Professional Development and Support Program

The introduction of 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
- Integrating ICT’s into classroom pedagogy
- Opportunities for Transformative Learning
- 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 8 students join us at 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.
✓ Parent & Friends (P & F) meet once per term, supporting the school and our girls and building community within the school.
✓ Parent induction for Tablet PCs.
✓ 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.
✓ Year Level Dinners - an initiative of the P&F that provides for three parent dinners each year.

Funding

Detailed information on the School’s income by funding source is available from the My School website: http://www.myschool.edu.au/
## Tables

### NAPLAN RESULTS 2013

<table>
<thead>
<tr>
<th>Domain</th>
<th>Measures</th>
<th>Yr 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>Average score for the school 596</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average score for Queensland 572</td>
<td></td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students at or above the national minimum standard. 2013 97.6%</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Average score for the school 596</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average score for Queensland 548</td>
<td></td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students at or above the national minimum standard. 2013 95.9%</td>
<td></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>Average score for the school 693</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average score for Queensland 578</td>
<td></td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students at or above the national minimum standard. 2013 96.7%</td>
<td></td>
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<tr>
<td><strong>Grammar and Punctuation</strong></td>
<td>Average score for the school 607</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average score for Queensland 568</td>
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</tr>
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<td></td>
<td>For the school the percentage of students at or above the national minimum standard. 2013 95.9%</td>
<td></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>Average score for the school 582</td>
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</tr>
<tr>
<td></td>
<td>Average score for Queensland 573</td>
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</tr>
<tr>
<td></td>
<td>For the school the percentage of students at or above the national minimum standard. 2013 93.5%</td>
<td></td>
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### Outcomes for the Year 12 Cohort of 2013

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students awarded a Senior Statement.</td>
<td>3</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement (QCIA).</td>
<td>0</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.</td>
<td>137</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Education and Training (VET) qualifications.</td>
<td>60</td>
</tr>
<tr>
<td>Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT).</td>
<td>15</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP).</td>
<td>99</td>
</tr>
<tr>
<td>Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.</td>
<td>88.89%</td>
</tr>
<tr>
<td>Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.</td>
<td>98%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.</td>
<td>98%</td>
</tr>
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</table>

### College Snapshot 2013

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Population 2012</th>
<th>August Census</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 8</td>
<td>157</td>
<td></td>
</tr>
<tr>
<td>YEAR 9</td>
<td>122</td>
<td></td>
</tr>
<tr>
<td>YEAR 10</td>
<td>159</td>
<td></td>
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<tr>
<td>YEAR 11</td>
<td>138</td>
<td></td>
</tr>
<tr>
<td>YEAR 12</td>
<td>141</td>
<td></td>
</tr>
<tr>
<td>BOARDING</td>
<td>73</td>
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</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 8 Enrol.</th>
<th>Year 12 Enrol.</th>
<th>Apparent Retention Rate</th>
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</thead>
<tbody>
<tr>
<td>2001 168</td>
<td>2005 157</td>
<td>93.5%</td>
</tr>
<tr>
<td>2002 142</td>
<td>2006 130</td>
<td>91.5%</td>
</tr>
<tr>
<td>2003 150</td>
<td>2007 149</td>
<td>99.3%</td>
</tr>
<tr>
<td>2004 145</td>
<td>2008 148</td>
<td>102%</td>
</tr>
<tr>
<td>2005 151</td>
<td>2009 156</td>
<td>103.3%</td>
</tr>
<tr>
<td>2006 138</td>
<td>2010 132</td>
<td>95.6%</td>
</tr>
<tr>
<td>2007 162</td>
<td>2011 153</td>
<td>94.4%</td>
</tr>
<tr>
<td>2008 149</td>
<td>2012 153</td>
<td>102.7%</td>
</tr>
<tr>
<td>2009 160</td>
<td>2013 151</td>
<td>94.4%</td>
</tr>
</tbody>
</table>

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 96.76%.

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>19</td>
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<tr>
<td>Graduate Certificate</td>
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<tr>
<td>Diploma</td>
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<td>Graduate Diploma</td>
<td>21</td>
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<tr>
<td>Bachelor Degree</td>
<td>80</td>
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<tr>
<td>Masters Degree</td>
<td>10</td>
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<tr>
<td>Doctorate</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
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</table>
Professional Development
In 2013 the College spent $79,224.11 on staff Professional Development.

<table>
<thead>
<tr>
<th>Year</th>
<th>Staff Retention Rate</th>
</tr>
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<tbody>
<tr>
<td>2007</td>
<td>64.1%</td>
</tr>
<tr>
<td>2008</td>
<td>88.2%</td>
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<tr>
<td>2009</td>
<td>92.0%</td>
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<td>2010</td>
<td>94.0%</td>
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<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>
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