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 2012
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 women. In 2011, the College caters for students in Years 8 – 12 and we have a student population of 761 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. 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.

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.
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.

Confident innovation...

Reflection and responsiveness...

Individuality and interdependence...

Service and justice...

Click the following link to see the Teaching & Learning Framework  
Information, Communication and Learning Technology (ICT) is of critical importance to schools in facilitating and supporting learning, teaching and other administrative activities for teachers, students, parents and administrators.

The pace and extent of the development of information and communication technologies is obviously having a significant impact on the future study pathways and job opportunities that are available for current students. It is important that girls have the opportunity to acquire a range of basic skills that will enable them to effectively use information and communication technology (ICT) as a tool for learning. It is also important that the girls have the opportunity to engage in more extensive study of specific ICT areas to enable them to pursue careers in this developing industry. Through engagement in a range of learning experiences, students will be challenged to assume future roles as women who are imaginative ICT creators, knowledgeable ICT users and effective ICT decision-makers.

The key principles that underpin the College’s vision for ICT include the understandings that:

- the use of ICTs must be embedded in the learning process across the curriculum; and
- the use of ICTs should be focussed on activities that enhance and expand the learning process.

To achieve the vision for ICT curriculum excellence the College will provide:

- a platform for engaging students in emerging ICT-centred approaches to teaching and learning;
- the capacity for teachers to provide access to activities that extend students’ knowledge, processes and skills in new and innovative ways; and
- highly authentic learning experiences that link with, and respond to, real world contexts.

The St Ursula’s College 1-to-1 Computer Program affords the opportunity for all our students to enter a new world of curriculum possibilities, allowing authentic engagement and involvement in their learning. Learning experiences across the school are purposefully designed to develop the attributes of a life-long learner. In this way, each student learns to develop and demonstrate the knowledge, skills, practices and attitudes necessary to be an engaged, robust 21st century citizen capable of shaping our future.

In this context, the notebook computer is seen as a learning tool; the computer is not the curriculum, merely a very useful adjunct to it. The program aims to explore the many ways that the notebook computer can be harnessed to enhance student learning in the classroom and at home.

This program was introduced in 2011 providing a notebook computer to students in Years 9, 10 and 11. This program will be further extended in 2012 to cover all year levels.
St Ursula’s College has established significant computing and communication resources to support these activities. These resources include:

- all network services, computer equipment and software, owned, leased or used under license by the College;
- computer facilities maintained by other bodies but available for use through an agreement or agreements with St Ursula’s College.

**Cyber Safety**

The College is providing on-going training and guidance to students on appropriate on-line behaviour and safety. The package provided also includes brochures on ‘Cyber Safety’ and what parents can do to work with their children and the College. The College has regularly offered students/staff/parents and the wider community opportunities to meet with and hear from Cyber Bullying expert Susan McLean.

Policies continue to be updated and further developed in the areas of Cyber education and Positive Peer Relations (Anti-bullying) Policies.

**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 statewide 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

Ursuline Education

2012 – 2013 has seen the College Leadership Team explore further what provides the essence of an Ursuline Education. Assisted by the guidance of our Australian Ursulines as well the rich documents developed by a small international committee in 2010 and 2011 (representing the Americas, Africa, Asia/Pacific and Europe) established by the General Council. These Source Documents in Ursuline Education:

- Roots of Ursuline Education
- The Trunk of the Educational Tree
- The Branches of the Educational Tree

from the document Handing on the Torch have provided much food for thought and ideas to reflect upon as a contemporary Catholic Ursuline school comes to terms with the challenges of a 21st Century world.
Student data and the use of aggregated data for enhancing student outcomes

Over the past twelve months the Assistant Principal Curriculum (in 2012 Cathy Kratzmann and in 2013 Karen Fox) have been working with the Learning Directors and Heads of Faculty to develop a clearer understanding and a greater capacity for the use of aggregated data to enhance student incomes.

As a result, a number of strategies are now in place with all School data 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. This is augmented with a number of key sources of external test data.

Whole School Literacy Program

Over the past year 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.

Improved outcomes on literacy clearly shown in the 2012 NAPLAN results.

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
New Timetable Structure with the Introduction of an Options Program

St Ursula’s College takes seriously its commitment to innovation. Over the past 12 months a review has taken place on the effectiveness of the Sports & Options program, house structures and further research on how we can extend and enhance student opportunities to participate in service activities. Out of this work has come:

- the introduction of 4 new houses. The houses have been named to closely reflect our Italian heritage by using the Italian words for hope (Speranza), charity (Carita), faith (Fiducia) and star (Stella).

- new student leadership opportunities. An offshoot of the new house structure has seen the opportunity for more students to be involved with student leadership as leadership is extended beyond the area of sport to include service and culture.

- The trial of an Options Program that encompasses many of the activities of the Sports & Option Program but in a new structure that does not depend on all students being involved in these activities only on a Thursday afternoon.

This new structure does not lessen the opportunities for sport and, in fact in the junior school, we are working towards increasing the number of hours students are involved in a Health and Physical Education Program (as per the National Curriculum requirements). House sporting activities are part of the Options Program and all the participation and opportunities that normally goes with our Swimming, Athletics, Cross Country and representative sports will continue.

However, this new structure will enable us to incorporate into the learning framework such activities as Peer Support (Years 8 & 11), individual year group ALD’s and wider opportunities to be involved with service. The new timetable structure provides for greater flexibility to enhance the opportunities for students to experience a truly holistic education.

Global Ursuline Networks

For St Ursula’s College Toowoomba links developed with Ursuline schools in Indonesia, United States, Japan and Thailand have resulted in a number of exciting opportunities for our staff and students to interact with international students in 2012.

Following the visit of students and staff in 2010 to the Ursuline School New Rochelle (New York) an invitation was extended to the Principal for a reciprocal visit to Toowoomba. In February 2012 we welcomed a group of 14 students and 2 staff (including the Principal Mrs Eileen Davidson) to the College for a 2 week visit. 15 St Ursula’s students and 3 staff members (including myself) travelled to New Rochelle in December as part of the first Ursuline Exchange Program in recent years.

In June 2012 students and staff travelled to Bangkok to participate in a student conference facilitated by the Ursuline Commission on Education, Thailand. In September of 2011, an Ursuline conference in Bangkok focused on “Human Trafficking”. The Ursuline Sisters in response to this conference have called for networking and exchanges between other Ursuline schools particularly about issues related to this topic.

Forty Ursuline students from two schools in Australia and two schools in Indonesia joined twenty students from Thai Ursuline schools in July 2012 for this conference that focused on students being informed and educated about issues of human trafficking. The students became immersed in
discovering, discussing and respecting issues around human integrity and exploring the possibility of services beyond self through the process of SEE-JUDGE-ACT in accordance with Catholic Social Justice Teachings.

St Ursula’s College has had very close ties with Japanese schools in Fujisawa as well as Ursuline schools in Sendai and Hachinohe. Sadly, this was the area of Japan that was most affected from the horrors of last years earthquake and subsequent tsunami and the College’s Language Department have been very proactive in raising funds to support our Japanese schools.

In October 2012 we welcomed to the College a group of students and staff from Hachinohe St Ursula School who will have the opportunity of attending classes and finding out more about Australian life and culture.

In 2013 a College Sports Tour will be hosted by St Angela’s Wimbledon in September and we are exploring further short stay opportunities with Ursuline schools in France, Indonesia and Thailand.

Such global interactions provide an extra dimension to our efforts to foster an important global awareness in students and staff and an appreciation of other cultures and societies.

**Building and Development Program**

*Physical Resourcing*

- Establish a financial master plan to ensure the ongoing economic viability and growth of the College
- Establish a building master plan incorporating the re-development of the resource centre precinct as an integrated learning hub
- Diversify the range of available learning spaces to incorporate a balance of communal space, flexible space, small spaces, quiet spaces et al
- Maximise utilisation of physical space
- Provide for Years 7-12 from 2015

As per the strategies outlined above in the College Strategic Plan 2011-2015 (*Connecting with Life......*), the Building and Development Committee and College staff have been busy putting in place the plans for future refurbishment and redevelopment.

Developments have included:

- Application for a substantial loan to fund such developments
- Final building plans approved and tendering completed to begin program of refurbishment and re development of main administration area, staff amenities and staffroom
- State funding to provide for increased facilities to cater for Year 7 2015
- Application for a BGA Grant for new Resource Centre/Art & Media
Staff Professional Development

Key professional development programs and strategies have focused on:
  - Whole School Literacy
  - Integrating ICT’s into classroom pedagogy
  - Opportunities for Transformative Learning

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.
- **Parents 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 eg, 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 MySchool website: [http://www.myschool.edu.au/](http://www.myschool.edu.au/)

# Tables

## NAPLAN RESULTS 2012

<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</td>
<td>601</td>
</tr>
<tr>
<td></td>
<td>Average score for Queensland</td>
<td>567</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students at or above the national minimum standard.</td>
<td>2012 98.8%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Average score for the school</td>
<td>591</td>
</tr>
<tr>
<td></td>
<td>Average score for Queensland</td>
<td>539</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students at or above the national minimum standard.</td>
<td>2012 92.3%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>Average score for the school</td>
<td>605</td>
</tr>
<tr>
<td></td>
<td>Average score for Queensland</td>
<td>571</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students at or above the national minimum standard.</td>
<td>2012 96.9%</td>
</tr>
<tr>
<td><strong>Grammar and Punctuation</strong></td>
<td>Average score for the school</td>
<td>606</td>
</tr>
<tr>
<td></td>
<td>Average score for Queensland</td>
<td>570</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students at or above the national minimum standard.</td>
<td>2012 97.4%</td>
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<tr>
<td><strong>Numeracy</strong></td>
<td>Average score for the school</td>
<td>589</td>
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<tr>
<td></td>
<td>Average score for Queensland</td>
<td>575</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students at or above the national minimum standard.</td>
<td>2012 100.0%</td>
</tr>
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</table>
## OUTCOMES FOR THE YEAR 12 COHORT OF 2012

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students awarded a Senior Statement.</td>
<td>0</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>148</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Education and Training (VET) qualifications.</td>
<td>75</td>
</tr>
<tr>
<td>Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT).</td>
<td>20</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP).</td>
<td>112</td>
</tr>
<tr>
<td>Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.</td>
<td>78.89%</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>100%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.</td>
<td>92%</td>
</tr>
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</table>

## COLLEGE SNAPSHOT 2012

<table>
<thead>
<tr>
<th>TOTAL POPULATION 2012</th>
<th>AUGUST CENSUS</th>
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<tbody>
<tr>
<td>YEAR 8</td>
<td>122</td>
</tr>
<tr>
<td>YEAR 9</td>
<td>156</td>
</tr>
<tr>
<td>YEAR 10</td>
<td>146</td>
</tr>
<tr>
<td>YEAR 11</td>
<td>152</td>
</tr>
<tr>
<td>YEAR 12</td>
<td>152</td>
</tr>
<tr>
<td>BOARDING</td>
<td>72</td>
</tr>
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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</th>
<th>Year 12</th>
<th>Apparent Retention Rate</th>
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<tbody>
<tr>
<td>Year</td>
<td>Enrol.</td>
<td>Year</td>
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<tr>
<td>2001</td>
<td>168</td>
<td>2005</td>
</tr>
<tr>
<td>2002</td>
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<td>2003</td>
<td>150</td>
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<tr>
<td>2005</td>
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<td>2009</td>
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<tr>
<td>2006</td>
<td>138</td>
<td>2010</td>
</tr>
<tr>
<td>2007</td>
<td>162</td>
<td>2011</td>
</tr>
<tr>
<td>2008</td>
<td>149</td>
<td>2012</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 65 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 95.87%.

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th></th>
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<td>Certificate</td>
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<td>Graduate Certificate</td>
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<td>Diploma</td>
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<td>Graduate Diploma</td>
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<tr>
<td>Bachelor Degree</td>
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<td>Masters Degree</td>
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<tr>
<td>Doctorate</td>
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<td>Other</td>
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Professional Development

In 2012 the College spent $64,359.17 on staff Professional Development.

<table>
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<tr>
<th>Year</th>
<th>Retention Rate</th>
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<tr>
<td>2007</td>
<td>64.1%</td>
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<tr>
<td>2008</td>
<td>88.2%</td>
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<tr>
<td>2009</td>
<td>92.0%</td>
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<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>
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