



St Ursula's College

TOOWOOMBA

YEAR 7

SUBJECT HANDBOOK

2019

CRICOS No. 03033M

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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.

ACADEMIC CARE

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 that your daughter is 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.

Each year group has a Head of Year who aims to develop quality learning environments where students enjoy learning, are motivated, self-directed and feel empowered to take risks as learners. The Head of Year provide learning experiences and activities that develop relationships that allow all students to feel valued, safe and supported and encourage and promote opportunities for students to develop leadership skills, and support student involvement in other aspects of College life, e.g. Service groups.

Our Director of Studies and Operations, Head of Year and Deputy Principal monitor overall academic progress of students, ensuring that appropriate support, intervention and extension strategies are devised and implemented as required.

The Head of Year is ably assisted by our College Counsellors, Learning Support staff (including EALD), Careers Adviser and Vocational Education Co-ordinator.

Our goal for your daughter is that she feels valued and safe at the College and in the greater community. We aim to achieve this by providing her with a skill set that includes resilience, confidence, interdependence, respect for others and herself. We hope she will become more resourceful and empathetic as she navigates her way through high school life.

THE CURRICULUM

... COLLEGE STATEMENT FOR CURRICULUM AND LEARNING

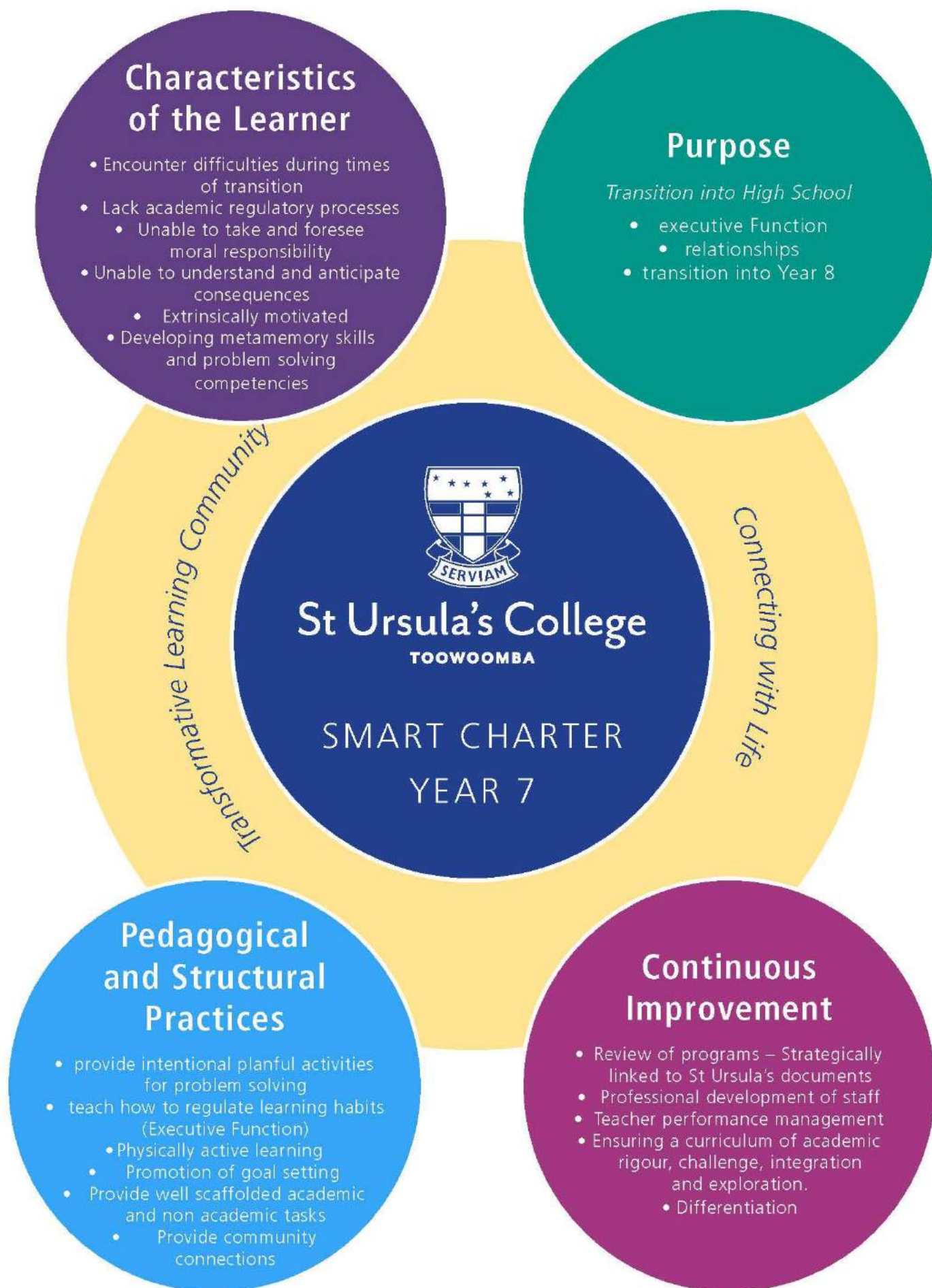
At St Ursula's College, 'curriculum' embodies all of the learning experiences of our students, both inside and outside of the classroom. All learning experiences are designed for a girl's education within a community that is *connecting with life* in the twenty-first century.

Transformative Learning for Young Women

Learning at St Ursula's College is framed as 'transformative learning' for contemporary young women within the context of a hopeful and faith-filled community. At St Ursula's College *we actively foster a love of learning for a lifetime of purposeful engagement in the world of the twenty-first century. Teaching is learner-centered. The potential of each learner is nurtured and challenged to enable full and transformative participation in the world.* Students and teachers seek learning opportunities that embrace positive change (transformation); emphasise our connection with the sacred, with others and with our world; and challenge us to service, reflection and action.

... KEY CHARACTERISTICS OF TEACHING AND LEARNING AT ST URSULA'S COLLEGE:

- 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



... TRANSFORMATIVE LEARNING AT ST URSULA'S COLLEGE

Key objectives:

- Transforming self: From girl to young woman – connecting spiritually, intellectually, socially

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.

We will nurture, guide and challenge her to:

- Learn with the heart as well as the mind
- Develop her personal faith and spirituality
- Understand that learning can be both rigorous and enjoyable; that it is lifelong and lifewide
- Take personal responsibility for her own learning so that she may reach her highest potential
- Discover and develop her individual interests, gifts and talents – creative, vocational, intellectual, physical and social
- Focus on the attitudes and perceptions and habits of mind that enable positive and productive thinking and learning
- Learn collaboratively with respect for others' background, ideas and perceptions
- Think deeply and critically, respond reflectively and innovate confidently
- Extend and refine her knowledge and skills so that she may become a well-informed, highly skilled and confident contributor to her world
- Use her knowledge and skills meaningfully in the service of others, her community and her world

- Transforming her community: Young women – connecting and contributing

Each student at St Ursula's College is an integral member of the College and wider community – a hopeful and faith-filled community that is connecting with life.

We will nurture, guide and challenge her to:

- Develop and foster healthy, life-giving relationships for personal and communal resilience
- Be responsive to, and affirming of, the stories, skills and talents of others
- Respect and celebrate diversity – one's own individuality, the individuality of others and the value of interdependence
- Integrate and extend her knowledge, understanding and skills through meaningful relationships with others and within her community
- Seek, initiate and engage with service learning opportunities
- Confidently seek innovative solutions to community issues – particularly with respect to issues of justice, sustainability, the environment and women
- Become a resourceful and empathetic young woman who seeks participation and leadership in her community
- Know, tell and celebrate the core stories of our community ... the stories of Jesus, St Ursula, Angela Merici, the College and the Ursuline story
- Understand her place, responsibility and potential as a member of the global community of Ursuline educated young women
- Seek authentic links and partnerships within the College community, the community of

Ursuline schools and her wider community

- Transforming her world: Young women making a difference – connecting with life

Learning at St Ursula's College is designed to equip each young woman with the desire, confidence, knowledge and skills for purposeful engagement in her world – initially as a student but primarily for life beyond school.

We will nurture, guide and challenge her to be:

- A resourceful and empathetic young woman who seeks participation and leadership in the world beyond school
- A capable and confident young woman who continually seeks opportunities for lifelong and lifewide learning and service
- A young woman, who discovers, sustains and celebrates positive life-giving relationships
- A woman whose life work incorporates service, justice, sustainability, care for others and the environment
- A woman who seeks to empower and enable others to transform themselves, their community and their world
- A woman of wisdom, justice and integrity who is purposefully connecting with others and with life – in all its diversity, richness and most sacred forms.

The St Ursula's College Curriculum and Learning Statement underpins all curriculum decision-making and planning processes. As we seek to fulfil these objectives, we build upon the legacy and example of St Angela Merici. As Angela faced new challenges by looking for new and transformative possibilities, so too is the St Ursula's College community called to ensure that the young women in our care are offered a nurturing, challenging and hopeful educational environment so that they can learn, grow and develop the skills and confidence to positively transform their world.

YEAR 7 CURRICULUM

The Melbourne Declaration (2008) highlights the need for equity and excellence to be at the centre of educational goals for young Australians. These qualities are essential as schools work to develop successful learners who are both confident and creative individuals and active and informed citizens.

St Ursula's College is a community of learning where education of the heart and mind is the focus of teaching and learning. We embrace the intent of the Melbourne Declaration by providing a diverse curriculum with emphasis on design, creativity and collaboration. Our Year 7 Curriculum identifies essential skills for 21st century learners - in literacy, numeracy, information and communication technology (ICT), thinking, creativity, teamwork and communication.

General capabilities, a key dimension of the Australian Curriculum, encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area, will assist students to develop a love of learning and live a lifetime of purposeful engagement.

These rich learning experiences are underpinned by our philosophy of 'transformative learning'. Within the context of our hopeful, faith-filled community at St Ursula's College, students have their potential nurtured and challenged. This student-centred approach to teaching and learning enables full and transformative participation in the world.

... STRUCTURE OF YEAR 7

In order to promote transformative learning, each term is focused around a big idea and inquiry question, and provides opportunities for integration between curriculum areas wherever possible. These big ideas are linked to the general capabilities and the St Ursula's College Framework for Curriculum and Learning.

As part of the Year 7 Curriculum, all students will be required to study a number of learning areas for the whole year (two semesters), in addition to studying some learning areas for one semester or one term.

- English – 2 semesters
- STEM - (Science, Technology, Engineering, Mathematics) – 2 semesters
- Religious Education – 2 semesters
- Humanities (History, Geography, Civics and Citizenship, Business and Economics) - 2 semesters
- Performing Arts (Music, Dance, Drama)
- Languages – (French and Japanese)
- VAME (Visual Art and Media Arts)
- Technologies - (Technologies – Food, Textiles)

In order to cater for the diverse learning needs and developmental stage of our Year 7 students, each class has a core teaching team of two teachers teaching across several learning areas. This gives students the opportunity to develop quality relationships with teachers and allows teachers to work collaboratively.

R4M: READING FOR MEANING

The Reading for Meaning program provides explicit and targeted support for students in the areas of literacy and numeracy. The individual needs of specific students are identified through thorough testing in the initial stages of the program. After this testing, weekly lessons are catered towards addressing the literacy and

numeracy priorities of each student, through interactive and differentiated learning experiences.

... YEAR 7 UNITS

TERM	BIG IDEA	INQUIRY QUESTION
1	iCommunity	How can I use my heart and mind to explore my place in my community?
2	Pushing Boundaries	How can we responsibly navigate the transformation of existing boundaries?
3	All People, All Places	Why is it important to appreciate and respect all people and all cultures?
4	Possibilities	What is possible when we confidently seek solutions to critical and complex 21 st Century issues?

THE ARTS

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. At St Ursula's College we teach all five Arts subjects under the following headings: Performing Arts (Music, Dance, Drama) and VAME (Visual Art, Media Arts). Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.

PERFORMING ARTS

APA701 (Dance, Drama, Music)

Performing Arts is a year long unit. Our course operates with the whole cohort engaged in the performing arts at the same time to allow for collaboration and integration. Students rotate through the specialist areas of Dance, Drama and Music. In each subject students complete a 20 lesson intensive course where they are introduced to the core concepts and skills of each discipline based on the Australian National Curriculum Arts syllabus.

In Music, students learn to play the ukulele and bass guitar as well as an 8 beat rock pattern on the drums. In Drama, students participate in activities that build their understanding of how to shape stories into dramatic action. In Dance, students develop their knowledge of how ideas and intentions are communicated through dance. In all subjects students are assessed in the Making – performance strand.

VISUAL ARTS AND MEDIA ARTS

VAM701 – (Visual Arts and Media Arts)

Students are encouraged to develop critical and creative thinking in their own art making and in response to other artwork by using Visual Arts and Media Arts knowledge, understanding and skills to represent meaning. Students create a ceramic Matryoshka doll and/or a Film Trailer relating to the big idea and an inquiry question of the term in which the unit is taken, with a view to realising their ideas through imagination, planning, design and representation using relevant technologies.

ENGLISH

English is a core subject and all students complete two semesters in Year 7. At all times our English curriculum is underpinned by the expectations of ACARA, whilst allowing for the flexibility and the individual needs of our students. Each English unit integrates the development of the fundamental literacy skills: spelling, grammar, punctuation, reading and comprehension. This is achieved through comprehensive literacy initiatives, including an intensive spelling program and a wide reading program.

Our English program focuses on the development of organic, transformative and independent lifelong learners. Students are challenged to become confident communicators, imaginative and critical thinkers, as well as informed and active citizens of our society. Furthermore, we wish for our students to continue to develop a passion for learning, as a curious mind creates a world of opportunities.

Through the modes of listening, speaking, reading, viewing, writing, and creating, the integration of literacy skills and knowledge across the year, enables students to become proficient in areas that will influence their success in all areas of learning at the College. The development of these fundamental skills is achieved through comprehensive literacy initiatives, including an intensive spelling program, wide reading program, and the explicit teaching of grammatical elements.

ENG701

A Sense of Belonging – How can I use my heart and mind to explore my place in my community?

Instead of articulating what they hope to do in their futures, students will use an historical lens to analyse their families. Students interview family members to glean information about their own hopes, dreams, accomplishments, and stories about growing up. Students interview family members, conduct additional research on the context of the time period during the time of their family member's story, and construct a non-fiction narrative with creative embellishments to detail the family member's story. They explore what shaped their family member's lives and how they can capture those moments using research techniques and creative writing to tell their stories. This gives students an opportunity to explore their identity and how they can effect change in their community by better understanding themselves and their core values. Through applying this understanding to their own worlds, students consider how they can be agents of service and change in their new community.

Pushing Boundaries – How can we responsibly navigate the transformation of existing boundaries?

This unit focuses on the way poetry is used to represent Pushing Boundaries. Students come to appreciate the way poets represent their subjective attitudes to people and places by shaping meaning in increasingly complex ways. Students are encouraged to respond to poetry using visual, spoken, collaborative, imaginative and humorous processes. Poetry, in its brevity and depth of meaning, is a vehicle through which students engage meaningfully with their widening world. The ability to annotate heightens a student's engagement with texts, stimulating critical analysis of meaning. Central to this unit is explicit

instruction and modelling of a variety of annotation processes. Students are encouraged to become increasingly independent in their annotations as they deepen their knowledge of a range of different poetry forms and features. An equally important focus is on students building confidence in their personal interpretations of poems and being able to justify their perspectives with evidence from texts. The unit culminates in a persuasive speech, convincing curriculum developers to include the study of students' choices of poems in all Year 7 classrooms across the state.

ENG702

All People, All Places - Why is it important to appreciate and respect all people and all cultures?

Students further develop their growing cultural awareness from Semester 1, and are encouraged to consider the importance of appreciating and respecting all people and all places. Through studying characteristics of grit, culture and identity, and symbolic representations, students engage in a close study of either, *Rabbit Proof Fence* or *Whale Rider*, to which they respond by writing an analytical essay outlining why all people and all places should be respected and cared for.

Possibilities – What is possible when we confidently seek solutions to critical and complex 21st century issues?

Students engage in Project Based Learning (PBL) to raise awareness of, and find solutions to, critical and complex 21st century issues such as sustainability. This is based on a study of Lois Lowry's *'The Giver'*. The project challenges students to become transformative and authentic contributors to modern society.

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education is a core subject and, as such, all students study Health and Physical education in Year 7.

The benefits of studying Health and Physical education include:

- students learn how to live healthy, active lives.
- positive associations have been found between increased levels of physical activity, good nutrition and physical fitness, healthy body weight, psychological physical education, musculoskeletal health, cognition and readiness to learn.
- a healthy, active population enhances productivity, pro-social behaviours and personal satisfaction and has the potential to reduce the burden of chronic disease.
- it allows students to begin to acquire and establish patterns of healthy behaviours for lifelong benefits.
- opportunities to analyse and evaluate personal levels of physical performance and use to improve outcomes.

The course engages students in a combination of enjoyable recreational, outdoor and competitive activities, through which students develop the knowledge, processes and skills to become physically educated and informed about health issues in our world.

Literacy and Numeracy skills will be taught to students in each unit and they will be encouraged to use ICTs in their classwork and in their assessment tasks.

Health and Physical Education is compulsory for all students and provides opportunities for students to:

- enhance their physical development while “learning and doing”
- solve problems in a supportive environment
- promote the health of themselves, others and their community
- develop positive attitudes towards participation in regular physical activity
- appreciate the benefits of physical activity

- enhance their own and others' self-concept and self-esteem

COURSE ORGANISATION

All Students in Years 7 will study HPE801/802 for one year.

HUMANITIES

Humanities in Year 7 covers units on History and Geography

HUM701 - HISTORY

History teaches life-long skills to address the personal capabilities of the Year 7 program. Through group work and hands-on exploration of artefacts, students learn to understand themselves and others. Students are taught skills that allow them to become successful learners. History explicitly teaches students how to effectively summarise and notetake, research, construct a bibliography and use timelines. Students are explicitly taught to recognise the importance of primary source material in a historical study and are shown how to effectively analyse primary and secondary source material.

The Year 7 History focus is on the Ancient World focusing on the Mediterranean World (Ancient Egypt) and the Asian World (Indus Valley). The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD. Students answer the following key questions:

1. How do we know about the ancient past?
2. Why and where did the earliest societies develop?
3. What emerged as the defining characteristics of ancient societies?
4. What have been the legacies of ancient societies?

HUM702 – GEOGRAPHY

Geography in Year 7 covers two units of work. One focus is 'Water in The World'. Students examine how water accessibility and sanitation can be improved for all people.

- How does the flow of water connect places as it moves through the environment?
- What are ways to overcome water scarcity in an Australian and Asian context?
- Why is it important to consider the quality of water when travelling?

The second focus unit is 'Place and Liveability'. Students examine Toowoomba's liveability. Students make valued judgements about what makes their community liveable. Students examine rural and urban contrasts. The wider community of Australia is also examined.

- Where do teenagers fit in our population statistics?
- Where do Australia's young people live?

Students complete project-based tasks where they design and report on new developments that will improve liveability and water safety. They navigate a world of competing values, rights, interest and norms when making a decision. They seek innovative solutions to community issues.

LANGUAGES

The study of another language benefits students in a number of ways. It gives them a skill for use either when travelling overseas or in the workplace – for example in the fields of commerce, banking or tourism. The development of such a skill not only provides enjoyment and a sense of achievement but also heightens awareness and understanding of other cultures and of language in general. Communication skills are enhanced and the command of English often improves as a result of studying another language.

LFR701

French is a language spoken in over 40 countries around the world, including some of Australia's closest neighbours. In this introduction to the French language, students will learn first-hand many of the reasons why it is useful to study a foreign language, with a particular focus on challenging linguistic and geographical boundaries and developing connections with all people in all places. Year 7 students learn to greet one another in French, present self-introductions and discuss nationalities and self-descriptions. They will be amazed by what they can say after just a short time! In addition to language learning, students will learn more about French speaking countries, as well as the daily routines of those living in France. This unit does not assume any prior experience of the language and will offer an exciting snapshot of francophone cultures.

LJA701

Japan and Australia have enjoyed close ties for decades. Here at St Ursula's College we have Japanese student groups visiting annually and we are very fortunate to have a Japanese Assistant Teacher in our classes. Students therefore have regular opportunities to converse in Japanese. In this introductory course, students will learn how to communicate basic information about themselves, such as name, age, birthday, nationality, place of residence, likes and dislikes. Furthermore, they will learn a lot about Japan and its people. Class activities will include dressing in kimono, learning how to use chopsticks and trying Japanese food.

RELIGIOUS EDUCATION

Religious Education classes help students to understand themselves, to reflect on the type of person they are becoming and to make informed choices. They do not presume anything about the personal faith or belief of students, but aim to assist them towards a mature and considered spirituality. The honouring of the Catholic tradition is central to the Religious Education programme, and we also encourage students from other faith traditions to develop a deeper appreciation of their own heritage. There is formal assessment of knowledge and skills, not faith or belief. The course aims to improve the religious literacy of all students, recognising that knowledge about Religion helps make sense of the world and Religious Education is a social science with its own set of skills.

REL701 Sharing Our Story

We invite students to explore their place in this community by considering how their personal story is part of the bigger story of our Catholic Ursuline heritage and ethos. Students learn about the ancient texts of the Hebrew Scriptures and consider how pre-existing boundaries around tribal loyalty to place, custom and deity were transformed. This allows connection with English, when students look at the biographies of people who helped transform the world. Special emphasis will be given to the role of the Decalogue (10 commandments) as an enduring ethical framework.

We will also connect with HPE objectives to consider self-image and body-image, the physical changes of puberty, friendships and family relationships. All aspects of this personal development are enveloped in the Christian teachings of dignity, worth, respect and love. Staff work within the Toowoomba Diocesan Guidelines for Sexuality Education in Secondary Schools.

REL702: All People, All Places/Possibilities

We study the Jesus of history: the life and times of Jesus as a 1st century Jew. This unit emphasises that knowledge of cultural context assists in understanding the significance of people's actions. Students also learn about the beliefs which grew up around the post-resurrection Jesus, expressed in the creeds of the ancient Church. We use Ignation meditation to invite students to insert themselves into the story – to see ancient texts can still be for all people, in all cultures. This unit connects with History to give students an understanding of the ancient Roman culture into which the early Christian church was born. We examine initiation and organisational structures in the early church and in churches today. The unit poses the question – what are the critical and complex issues for the 21st Century, and what organisational structures would help churches respond to them?

STEM:

SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS

With an estimated 75% of jobs in the future requiring STEM Skills, our focus on teaching Science, Technology, Engineering and Maths has never been more important. We focus on teaching the expectations of the National Curriculum in Maths and Science and then integrate this knowledge with the use of Technology to explore real world problems and engineer solutions. Assessment in this subject is regularly interdisciplinary to demonstrate the place that Maths and Science have in our lives every day.

STEM 701a: What a Mixture

In this unit students combine their mathematical understandings of indices, and prime factors with fractions, decimals and percentages to calculate the amounts of substances they are able to effectively separate from a mixture. In Science, their knowledge of soluble and insoluble compounds is put to the test as they learn about laboratory safety and a variety of separation techniques.

STEM 701b: Speeding Up/Pushing Boundaries

Algebra is introduced in this unit by demonstrating how it can be used to solve problems in a variety of forms. In Science, the students learn about forces and how they effect motion. They design a vehicle and then modify it to either increase or decrease acceleration. The students then apply their mathematical knowledge to calculate the effectiveness of their designs. Their report is presented in the form of a documentary.

STEM 702a: The Pale Blue Dot

All people are connected to our planet. We explore our place in the Solar System and the impact that celestial bodies have on our world; understanding that the relationships between the Earth, moon and sun govern our lives. Astronomical data continues to be explored in Maths as students use this to generate statistical data relating to mean, median and mode which they use to generate graphical displays, employing a variety of technologies.

STEM 702b: Waste Not, Want Not

This unit explores the cycling of water, energy and resources on Earth and asks "is what we are doing to the planet sustainable?" Students devise a project to increase sustainability on a local or national scale. As they need to understand various quantitative methods to do this, in Maths they learn the skills of calculating

volume and area for a variety of 2D shapes and 3D prisms. The students then present the findings from their project to a suitable audience and demonstrate their solutions.

TECHNOLOGIES

Students in Year 7 will complete three rotations of technologies subjects across one semester that are six weeks long. The focus areas for the rotations are Food, Textiles and Design and Digital Technologies.

TFO701: Snack Sensations

This unit provides students with opportunities to develop their knowledge, understanding and skills while working with food. Students will produce designed solutions for healthy food items within a kitchen environment. In the kitchen, the food and nutrition focus will be the creation of a variety of healthy snacks aligned with the Australian Dietary Guidelines, using safe, hygienic and methodical work practices while developing skills and techniques for food preparation.

TTE701: What a Hoot!

This unit provides students with opportunities to develop their knowledge, understanding and skills while working with textiles and food. Students will produce designed solutions for textile items within a practical textile classroom environment. In textiles, the focus will be on using safe work practices and the development of sewing machine skills to design and create textile items.

TDE701: United Designers

This unit takes an integrated approach to teaching students the basic concepts of Design and Digital Technologies. Students will construct algorithms using modular software and develop skills in designing and building graphical products using creative software and CADD software: AutoDesk Revit. They will also develop freehand drawing and rendering skills used in the design industry. The collaborative project (PBL) will enable students to demonstrate and present their design learning within the Design Studio and MakerSpace classroom environments.

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