



# St Ursula's College

TOOWOOMBA

## YEAR 8

### SUBJECT HANDBOOK

2019

CRICOS No. 03033M

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# CULTURE STATEMENT

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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

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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 that aims to develop quality learning environments where students enjoy learning, are motivated, self-directed and feel empowered to take risks as learners. They 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.

The Head of Year is ably assisted by our College Counsellors, Learning Enrichment staff, 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 themselves. We hope she will become more resourceful and empathetic as she navigates her way through high school life.

St Angela Merici, who founded the Ursuline Order, encourages us through her writings to "have each person deeply fixed in our hearts and minds and not just their names but their background and character and everything concerning them" (Second Legacy). Therefore the notion that quality teaching and learning cannot happen if there is not a firm grounding in Pastoral Care sustains our commitment to ensuring that our students are engaged with each and every learning opportunity, be it academic, personal or social.

At St Ursula's College the Pastoral Care organisational structures ensures that each girl receives the best care possible in a safe and caring environment. This structure consists of:

- The Pastoral Care group – the student is placed in a small Pastoral Care group where they will remain for the time they are at the College. This group is vertical which allows the older students to mentor and care for the younger ones, whilst developing their leadership skills. The Pastoral Care teacher, who meets with the group each morning and afternoon, is the key link between the College and home. They are there to guide, support, challenge and advise the students ensuring that the relationships formed are

based on mutual respect, tolerance and acceptance.

- House groups - each student belongs to one of the four House groups. All members of the Pastoral Care group belong to the same House, which allows for the students to engage in team work and spirit, strengthening their experiences and connections to our community.
- Head of Year - the students have a specific Head of Year who works with them on a year level basis, providing education and support on issues relevant to their age group. They promote the ethos of the College through activities which challenge the girls to transform their lives and the lives of others.
- College Counsellor – the counsellor is able to assist with individual learning issues, social problems and any other issues which impede the young person's ability to live a full and energetic life, ensuring success in their learning.

# THE CURRICULUM

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## ST URSULA'S 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-centred. The potential of each learner is nurtured and challenged to enable full and transformative participation in the world." (College Strategic Plan: 2011-2015: p.6) Students and teachers seek learning opportunities that embrace positive change (transformation); emphasise our connection with Serviam, with others and with our world; and challenge us to be future focussed learners.

Our community is feature focussed by

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

### 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.

### ST URSULA'S COLLEGE Teaching and Learning Framework

St Ursula's College from its inception in 1931 has been committed to providing innovative practice in teaching and learning. This framework has been an initiative engaging the entire teaching community at the College. In its collation and formulation the core values of Ursuline education and the writings of Angela Merici have always been at the centre. The resulting document *Our Learners, Our Teachers, Our Women* will provide a guide to our staff and a foundational document for how we as Ursuline educators approach our day-to-day teaching.

This framework is how as educators we can guide, nurture and challenge our learners to become "Serviam" women. St Ursula's College Toowoomba believes that teaching occurs both inside and outside the classroom to foster young women of excellence, wisdom, justice and integrity.





# YEAR 8 CURRICULUM

St Ursula's College prides itself in offering a diverse curriculum with emphasis on *design, creativity and collaboration*. The curriculum is designed to incorporate the Australian Curriculum general capabilities within all the learning areas. These include the seven general capabilities of:

- Literacy
- Numeracy
- Information and communication technology (ICT)
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

In Year 8, students study subjects from all the key learning areas. Some of the Year 8 program is set so that students will have the opportunity to experience every key learning area over the course of the year.

## ... YEAR 8 UNITS

KEY LEARNING AREA	WHEN STUDIED
ENGLISH	Two semesters
MATHEMATICS	Two semesters
RELIGIOUS EDUCATION	Two semesters
SCIENCE	Two semesters
HUMANITIES History Civics Geography Business	Two semesters
HPE	Two semesters
LANGUAGES	One term of Japanese and/or one term of French
TECHNOLOGIES Design Digital Technologies Food and Textiles	One for one semester
ARTS Arts Performance Arts Production	Two semesters (one semester of each)



# THE ARTS FACULTY

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"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."

Australian Curriculum: The Arts Foundation – Year 10 July 2013

It is hoped that through this exposure to the performing aspects of the Arts (Music, Dance, Drama) that students learn to express their ideas, thoughts and opinions as they discover and interpret their world. By studying Visual Arts and Media Arts students are challenged to think deeply, critically and creatively in order to solve visual problems, design, and find visual equivalents for ideas and feelings which are then skillfully interpreted to communicate meaning effectively.

The following may be selected from the Key Learning Area List.

## APA801: PERFORMING ARTS (Drama and Music)

Drama has at its heart the telling of stories. This unit introduces students to the elements of drama and skills of performance so that they can become more aware of their own stories and find ways to communicate them through voice and movement. Students work collaboratively to create stories, devise polished performance pieces, respond to others' performances and reflect on their own work. This unit introduces the students to the elements of drama which are the building blocks for all future Drama units.

Music for Year 8 students is fundamentally a practical subject aimed at offering girls a variety of musical experiences. Building on skills learned in Year 7, students will learn some basic keyboard techniques, as well as extend their knowledge of ukulele chords and drumming techniques. They will then transfer this knowledge to include acoustic and electric guitar and bass guitar. Students will form rock bands, performing a piece for their peers. Aural training will form an essential part of this unit.

## APR802: PRODUCTION ARTS (Media Arts and Visual Art)

We live in a media saturated world where it is almost impossible to avoid the influence of technology. Media literacy is seen as an important tool and in Media Arts, students are able to communicate their ideas and develop an understanding of the role that media plays in their daily life. Media Arts aims to develop visual and media literacy skills, developing and applying knowledge and skills through a range of different topics and situations.

In Visual Art, students will explore, imagine, invent and make works with reference to concepts of artists, artworks, contexts and audiences; in order to engage meaningfully with all facets of their existence. Students will also research the nature of consumerism through advertising and Pop Art. They may experiment with media and develop their skills through making in photographic processes, digital photography, Photoshop and linoleum printing.

## RED801: LIVING A GOOD LIFE All students will study one term of REDA801

Students use the medium of dance to express their reflections on the question: what makes someone a good person? Creative exploration develops on the themes of virtue and vice, goodness and responsibility. This unit introduces students to the elements of dance, choreographic devices and creation of dance works.

# ENGLISH FACULTY

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English is a core subject and all students complete two semesters in Year 8. At all times our English curriculum is underpinned by the expectations of ACARA, whilst allowing for the flexibility and 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 programs and a wide reading program.

Our English program focuses on the development of organic, transformative and independent lifelong learners. Students are urged to become confident communicators, imaginative and critical thinkers, as well as informed and active citizens of our society.

## ENG801: LITERATURE IN CONTEXT

In Semester 1, the Year 8 English curriculum engages with a traditional literature study. Through the study of plays, novels and poetry, students continue to develop key writing and speaking skills. Students construct both creative and analytical pieces in response to the texts studied.

## ENG802: THE WORLD IN CONTEXT

Our focus of this unit is to broaden our students' understanding of the global context, allowing them to voice their opinions with confidence whilst respecting those of others. The unit allows students to formulate an understanding about why different people and cultures have different opinions on key issues. Utilising online, print and media sources, as well as a variety of literary and non-literary texts, students will develop and consolidate skills in researching, critical evaluation, analysis, formal academic writing, persuasive writing and multimodal presentations.

# HPE FACULTY

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## HPE801: HEALTH AND PHYSICAL EDUCATION

Health and Physical Education is a core subject and, as such, all students study Health and Physical education in Year 8.

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 8 will study HPE801 for one year.



# HUMANITIES & SOCIAL SCIENCE FACULTY

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## HUM801/802: HUMANITIES

This faculty offers a year course titled Humanities that covers four disciplines: Business Education, History, Civics and Citizenship, and Geography.

Humanities provides the students with a range of skills that should improve their ability in other curriculum areas. These skills include research skills such as effective note-taking and providing a structure to search the internet for the latest information. Crucial writing skills are also developed throughout the students' study in these subjects which will help throughout their secondary and tertiary study.

In Business students are given the opportunity to develop their understanding of economics and business concepts by exploring the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, the participants in the market system and the ways they may influence the market's operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the ways individuals work now and into the future.

In History students undertake a study of history based on the Australian History Curriculum. Students learn how to critically use historical sources. The period studied is the Ancient to the Modern World (c. 650 AD – 1750 AD) with units focusing on Medieval Europe, The Black Death and the Angkor Civilisation.

In Civics and Citizenship student study key questions that include:

- What are the freedoms and responsibilities of citizens in Australia's Democracy?
- How are laws made and applied in Australia?
- What different perspectives are there about national identity?

In Geography students begin with a focus on cartography skills. Students examine the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. The unit develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people. Currently the Geography department draws this study from an investigation into rainforests with a one day field trip to Main Range National Park, Cunningham's Gap and the study of volcanoes.



# LANGUAGES FACULTY

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.

## LFR801: CLASSROOM, COMMUNITY AND CULTURE

In this unit students will consolidate their understanding of self introductions while examining the themes of school and home life. They will learn a range of classroom vocabulary and begin to describe their family, neighbours and pets.

## LJA801: ARRIVING IN JAPAN

In this unit students learn how to communicate in more detail on the topics of self and family, including pets, so that they can interact with Japanese people. They learn about interesting aspects of Japanese lifestyle and begin their study of the hiragana alphabet and some simple kanji.

# STEM FACULTY

## SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS

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### MATHEMATICS

Mathematics is a core subject with students completing two semesters in Year 8. The Mathematics curriculum at St Ursula's College is underpinned by the expectations of ACARA, whilst always striving to cater for the varying needs of our students. In Year 8, students are encouraged to improve their numeracy skills and develop their understanding of the fundamental concepts of mathematics. In each semester unit, students are assessed through assignments, pen and paper examinations and via MATHTRAK (an online basic program which students also use to revise classwork, practice basic numeracy skills and to improve problem solving ability).

Students who find the key concepts of the Year 8 course challenging, may be provided the opportunity to complete a modified course in Semester 2. This is a specially designed course to provide these students with increased success in mathematics by focusing on the basics and the less abstract aspects of this subject.

#### MAT801: MATHEMATICS 1

In Semester 1, students study Integer Operations, Fractions, Decimals & Percentage, Introduction to Algebra, Ratio & Rate and Measurement.

#### MAT802: MATHEMATICS 2

In Semester 2, students study Area & Volume, Linear Relationships & their Graphs, Linear Equations, Basic Geometry and Probability & Statistics.

### SCIENCE

Science is a dynamic, collaborative and future-focused field of human endeavor that has emerged from a need to understand natural phenomena. Studying science contributes to the development of a sense of wonder and engagement with the natural world. To have an informed voice in charting the future of society

students need to be scientifically literate. Scientific literacy is a way of thinking and a way of viewing and interacting with the world that is developed through engaging in the practical and analytical approaches of scientific inquiry. Year 8 Science will provide opportunities to ask increasingly sophisticated questions about new ideas and information. It will develop critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

The following four units cover all aspects of the National Curriculum and run for the entirety of the year.

### SCI801a: Particles Matter

In this unit students investigate the physical and chemical properties of materials and the relationship between these properties in the use of materials.

They will evaluate the effectiveness of materials for their identified purpose by conducting investigations, identifying risks and applying safety guidelines.

### SCI801b: Energy – Watts Up?

In this unit the students will classify energy forms. They will investigate different forms of potential and kinetic energy, make predictions and conduct fair and safe experimental tasks. They will recognise that energy can be transformed into usable and unusable forms and consider how this can impact on the efficiency of a system. They will plan and conduct an investigation into the operating sequence and energy transfers and transformations by building a Rube Goldberg machine.

Students will also examine Australia's energy production and use of renewable and non-renewable energy resources. They will assess the impact of solar technology in Australian indigenous communities and consider how scientific knowledge can help make decisions into renewable resource use across the country.

### SCI802a: You Rock – My World

Students will explore different types of rocks and the minerals of which they are composed. They compare the different processes and timescales involved in their formation as part of the rock cycle.

Students will learn how useful materials are sourced from minerals and rocks found in the Earth's crust. They will consider the scientific knowledge and occupations involved in locating, extracting and processing mined minerals as well as the rehabilitation of mining sites and improving the mining process.

### SCI802b: Building Life

Students will identify cells as the basic units of living things and their specialised structures. They will use microscopes and digital images to distinguish between multicellular and unicellular organisms and will compare similarities and differences between plant and animal cell structures. They will analyse the development of cell theory as a result of historical scientific work and use the findings to validate the tenets of the theory. The unit will conclude with reproduction and immunity; with a focus on organ systems that allow multicellular plant or animal organisms to reproduce and survive. The use of assisted reproductive technologies (ART) is examined and the impact these have on the livestock industry is investigated, with special consideration to the ethical issues and guidelines involved.

# TECHNOLOGY

## TFO801: FOOD DESIGN

This unit introduces students to a range of basic food and design related concepts, programs, skills and activities based around the concept of Food Design. The design process and food literacy will underpin activities during the course and the development of knowledge and skills relating to nutrition, food preparation skills, safe and hygienic work practices, and documenting the design process using digital technologies.

## TTE801: TEXTILE DESIGN

This unit introduces students to a range of basic textile and design related concepts, programs, skills and activities based around the world of Textile Design. The processes of designing and making with fabric to create a product will play a key role in the development of skills in textile construction and embellishment. The design process will underpin activities in the course and assist in the development of creative products that are communicated utilising digital technologies.

## TDE801: LIVING DESIGN

This unit introduces students to a range of basic concepts, programs and activities based around the concept of designing for the living world, relating to interior, architectural and fashion design. The design process will underpin activities during the course and the development of knowledge and skills relating to CAD software, idea generation through sketching and sustainable living features and materials. Digital technologies will be explored in hands-on activities linked to student projects.

# RELIGIOUS EDUCATION FACULTY

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As a Catholic College, the honouring, exploration and lived experience of the Catholic tradition is central to the Religious Education program. St Ursula's has Religious Education as a core subject. The course aims to improve the religious literacy of our 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.

Beyond this, Religious Education classes aim to help students to understand themselves, to reflect on the type of person they are becoming and to make informed choices. The course does not presume anything about the personal faith or belief of students, but aims to help them move towards a mature and considered spirituality. Whilst the majority of our students are Catholic, we encourage students from other faith traditions to also develop a deeper appreciation of their own heritage. There is formal assessment of knowledge and skills, not faith or belief.

In Year 8 there are three Religion units, spread across the year:

## REL801: THE CHURCH IN TIMES OF CHALLENGE AND CHANGE 650 – 1750CE

This unit provides an overview of patterns of change and continuity in the Church from c.650 CE – c. 1750 CE. Topics include medieval monasticism and spirituality, crusades and the rise of religious orders to meet emerging needs. Students consider how believers past and present understand their task to continue the mission of Jesus in the world. The prayer focus is praying with scripture and the saints: the Augustinian approach to Scripture, Franciscan contemplation, and reflection on the words of St Angela Merici.

## REL802: CALLED AND CHOSEN

This unit is based around the key scriptural themes of covenant and initiation. It investigates initiation rites in the Abrahamic religions including baptism as symbolic of a covenant relationship. This prayer focus of this unit is music in liturgy, including the liturgy of the hours, and the Christian musical heritage of chanting and singing, especially the Psalms.

## RED803: LIVING A GOOD LIFE

Students reflect on the question of what makes someone a good person through the application of the elements of dance. Creative exploration develops on the themes of virtue and vice, goodness and responsibility, and inclusion and exclusion. This includes consideration of Catholic Social Teaching about the common good. The unit goes on to consider the mission of the Church to spread the Good News in apostolic and modern times.

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