



# 2021 ANNUAL REPORT

St Ursula's College  
TOOWOOMBA



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# EXECUTIVE REPORT

## Principal's Statement

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### Our Journey

The opening chapter of Kneipp's text, *This Land of Promise* (1982), provides an insightful account of the history of the Ursuline Order tracing the journey from England to Sydney on the *Duchess of Edinburgh*, that carried ten Ursuline Sisters from the convent in Duderstadt, Germany. The Sisters, who had been living in Greenwich at this time, since their expulsion from Germany in 1877, had accepted the invitation from Bishop Elzear Torreggiani to come to Armidale in New South Wales to establish a Catholic educational facility.

On arriving in what was described by Bishop Torreggiani as a "land of promise", one of the Ursuline Sisters recalled her first impressions as instinctively strange and wonderful.<sup>1</sup> Little did they realise that their footsteps would carry them from their humble origins to the town of Armidale and then onwards to establish a flourishing school community in Toowoomba, Queensland some 90 years later.

### Our School in Toowoomba

Towards the end of 1930, the Ursuline Sisters made their way from Armidale to other parts of Australia. Eventually, by invitation of the Bishop James Byrne, the Sisters established a school in Toowoomba that, from its very inception, was to be a day and boarding school.

On this land stood a proud homestead built in 1902 with two acres of land, well-established gardens, tennis court, out-houses, a windmill and water tanks. A sweeping vista of Toowoomba could be seen from the top of the two-story homestead known as Kerriellaw. It was from here, that the College welcomed the first seventeen students and prospective primary and secondary school aged students and boarders into what would become our foundation.

### Our 90 Years of Ursuline Education

This year, we celebrate 90 years of Ursuline education and reflect on the legacy that was founded in 1931. Much has changed in terms of the times in which we live but in other ways, little has changed, as we continue to give life to our charism and respond to the times. Just as our early Sisters responded to the times in which they lived, so too, do we continue our pursuit of educational excellence in context of the Serviam spirit that resonates in our corridors, staffrooms and learning spaces.

This year, we welcome back countless past day students, boarders, staff and Ursuline Sisters who have contributed to our rich history. We acknowledge the contributions of many who have shaped the lives of the girls and young women who are bonded by a shared history and call themselves Ursuline women. Our mission to serve, and to be the agents of transformational change in young women, continues to stand true.

### Our Community

We thank our past and current families and staff for their lasting contributions to St Ursula's College. We acknowledge the support of the Most Reverend Robert M McGuckin, Bishop of Toowoomba for celebrating our 90th Year Mass. We thank our College P & F Association and 90th Celebration Committee members for their support and efforts in our 90th Celebratory Cocktail Party; and our students and student leaders for the many festivities and student-based initiatives that have been conducted over the year. We especially thank them for the student developed College prayer that will no doubt stand the test of time. We also thank our College Board of Directors and Board Chair Ms Angela Travers for their individual contributions and steadfast governance of the College.

<sup>1</sup>Annals of the Ursuline Convent, 1882-1917, unpublished manuscripts, Ursuline Convent Archives, Armidale.

We thank our past leaders who have led the school from the times of our Ursuline Sisters until the handover to lay women. We remember their contributions and recognise that it is on their shoulders that we stand today.

We recognise that a school is not a community without the families and students whom we serve, and in doing so, celebrate with them in acknowledging that each young woman has left footsteps in which we walk today. We give thanks to the many who continue to uphold our motto Serviam, and celebrate with us in reaching our milestone of 90 years of Ursuline education in Toowoomba. Congratulations to our entire community!

Please enjoy the many articles and photographs that document our rich heritage, culture and learning as we celebrate our 90th year.

May St Angela Merici and St Ursula live long in our hearts.



**Mrs Tanya Appleby**

Principal

BEd. (Syd), pgCertRE (ACU), MEd (Macq), MRes (Macq), MACE



## The Gifts Presented in our 90th Year

- Artwork commissioned and gifted to the College by Mrs Tanya Appleby of a young St Angela Merici by local artist Susan Wilde to celebrate our 90th year, currently on display in Kerrielaw Building.
- Archival Book titled St Angela Merici and the Ursulines by Reverend Bernard L.D. O'Reilly (1880) gifted to the College by Mr Ian & Mrs Tanya Appleby.
- Reflective photographs from students past and present compiled and developed by long standing staff member and past student, Miss Jennifer Langton.
- Artifact display of 90 memories over a 90 year history developed and curated by Mrs Sandra Searston, Ms Emma Dever and Ms Elizabeth Hanton.
- A book of 90 Memories from 1931 - 2021 developed by Mrs Sandra Searston and Ms Emma Dever and Ms Elizabeth Hanton sponsored by the Past Students Association.
- Angela Merici booklet developed by Miss Jennifer Langton, cover art contributed by Mrs Sandra Jarrett, past parent and current teacher.
- 90th College Prayer developed by Year 12 student, Miss Charlotte Croker and the Student Leadership Team with the support of teaching staff.
- 90th Birthday cake, commemorative badges, College Final Day Student Carnival and Cocktail Party supported and sponsored by the College P & F Association.
- 90th Year cocktail event sponsored by Excavation Equipment Pty Ltd.
- 90th Year commemorative hand-crafted local timber cheese boards commissioned by the College.
- 90th Year Serviam Mosaic by local artist, Mr Adrian Briffa, commissioned by the College.
- 90th Year Student Leadership Team parade down Rome Street. Vehicle kindly supplied by Mr Joe Ramia.
- 90th Year whole school community photograph gifted by Advanced Life School Photography & Print Specialists.
- 90th Year grass painted crest and 90th Year Logo gifted by Green Options.



# The History of our Leaders

## Headmistress and Principals - 1932-2021



**Mother  
Kevin Willams OSU**  
1932-1950



**Mother  
Magdalen Joyce OSU**  
1951-1956



**Mother  
Xavia Griffin OSU**  
1956-1965



**Mother  
Maureen Keogh OSU**  
1966-1969



**Sister  
Mary Ryan OSU**  
1969-1973



**Sister  
Mary Byron OSU**  
1973-1978



**Sister  
Janet M. Seale OSU**  
1979-Sep 1984



**Sister  
Ruth Durick OSU**  
Oct-Dec 1984



**Sister  
Mary A. Mackintosh OSU**  
1985-1986



**Sister  
Leone Pallisier OSU**  
1987-1994



**Sister  
Sue Flood OSU**  
1994-2005



**Mrs  
Ann Marie Pawsey**  
2005 - June 2018

## Board Chair Report

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2021 was a milestone year in the life of St Ursula's College, being the 90th year of Ursuline education in the city of Toowoomba. From humble beginnings in 1931, the Ursuline order established a Catholic educational and residential community for young women in the Kerriellaw building on Taylor Street. Five Ursuline sisters set up residence at Kerriellaw and commenced schooling with seventeen students, including three boarders. Since those early challenging days of establishment during the Great Depression, thousands of young women have been educated in the spirit and tradition of St Angela Merici. As a community we give thanks for the wisdom, tenacity and resourcefulness of the Sisters in establishing our College which continues to educate young women to go out into the world and respond to the signs of the times.

Although the ongoing pandemic restrictions on travel and gatherings managed to cause a little havoc in the 90th year, celebration plans went ahead. A wonderful cocktail evening event in the College gardens proved to be a memorable occasion for the community to celebrate this great milestone. The event saw many past students, staff and families come back to the College to reminisce, view the memorabilia and share memories with one another and the current College community. Most Reverend Bishop Robert McGuckin celebrated a special Mass with the College community to mark this important year. The St Ursula's College School Board congratulates all the College community on the marvellous achievement of 90 years of Ursuline education.

It was timely in our 90th year to take stock of all that has been achieved and to look ahead to identify how we can better deliver an excellent standard of Catholic schooling for our students now and for those yet to come. As such, in collaboration with the College Leadership Team, the Board launched the implementation of the 2021-2024 Strategic Plan, 'A Courageous and Inspiring Future.' This plan sets out

the overarching vision and direction of the College for the next four years. Setting the strategic direction for the College is one of the Boards most essential functions and providing a framework with the College Leadership Team aligns its operations. We believe it is responsive to the changing signs of the times and the need for a wholistic and contemporary education which ensures that the students of St Ursula's College are well placed to respond to and thrive in a changing world. The four key strategic priorities of the Strategic Plan give further detail and direction to this vision. They are:

- A Connected and Collaborative Community
- A Limitless Learning Community
- A Healthy and Holistic Community
- A Sustainable and Future-ready Community

The College Leadership Team have already started to give life to the plan through the development of the 'Ursuline Way' of living, learning and contributing to the world. Increasingly in these uncertain times, the need for new ways of being in harmony with one another and all of creation is called for and the 'Ursuline Way' addresses this need to respond to change in a transformative way. This correlates very well with the College motto, 'Serviam' – I will Serve, which continues to underpin all aspects of life at the College and is evident in the unique academic and service-learning programs and in the spiritual experiences developed by the dedicated staff, as they bring the Ursuline Way to life in their classrooms.

2021 proved to be another exceptional year for improved academic results at the College. Our highest ATAR result was 99.70. The NAPLAN results also indicated significant growth ensuing that St Ursula's College is the top performing Catholic School in the Darling Downs.

I congratulate the students on their dedication to their studies and to the staff who support the academic and wellbeing needs of the girls. Together they have ensured that all have access to a suitable

pathway for the future and facilitated the transition from Year 12 to post-schooling.

Our boarding community is very much at the heart of our College and we were very pleased to see the Brescia Boarding Team receive an Australian Excellence Finalist Award for 2021 Boarding School of the Year. This award recognises the CARE Model in place in Brescia House that engages open and triangulated dialogue on matters of wellbeing and academic care between students, staff and parents. A trusting partnership between all stakeholders makes for a thriving and healthy boarding culture.

The operation of the Board is supported by a number of Board Committees made up of generous and skilled men and women who volunteer their time to ensure that Board Directors have adequate information and data to make wise decisions. Sincere thanks to members of the Finance Committee (Chair: Gary Bruggemann); Policy Oversight and Risk Management Committee (Chair: Kathryn Finlayson) and the Building and Planning Committee (Chair: Peter Cavanagh and Interim Chair: Karen Fox) who have continued to research best ways forward, source data and develop recommendations for consideration and decision making by the Board.

A key governance responsibility of the Board is the financial oversight of the College to ensure it is viable into the future. In recognising the challenges that the pandemic has had on household incomes, enrolments and rising costs of maintaining the College facilities and staffing, the Board continues to closely and prudently monitor the financial management of the College to ensure it remains sustainable in the years ahead.

Long term Board Director and recent Board Chair Peter Cavanagh was thanked and farewelled during the year after completing nine years of service to the Board. Peter's business and educational background proved to be invaluable in the deliberations and decision making of the Board. He ably led the Building and Development Committee, overseeing the development of the College Master Plan during this time. His ability to think creatively, his generosity of

spirit, wise words and humour certainly added value to the work of the Board. The College community sincerely thanks Peter for his contribution over the years.

Throughout all of the important decisions made across the areas of the Board's governance it has been reassuring to know that we are blessed with such dedicated and knowledgeable people who give selflessly of their talent and time to ensure the vision of the College is enacted. Special thanks to all of the Board Directors for their valuable time, talent and service in providing leadership, strategic direction and oversight to the College.

The Board acknowledges and thanks our Principal, Tanya Appleby, the College Leadership Team and the staff for their dedicated service in all aspects of College life. Their continued commitment to providing a first class wholistic education for students, ensures that the College continues to shine in the educational landscape of Toowoomba and surrounds. We also thank the P&F Association for their significant efforts in promoting and supporting parent engagement in College life.

On behalf of the Board, I am pleased to commend the 2021 Annual Report and look forward to the ongoing work and delivery of our strategic priorities in the future.

We ask St Angela to bless our work as we deliberate in our decision making and St Ursula to protect all those involved in the College.

**Ms Angela Travers**  
Board Chair



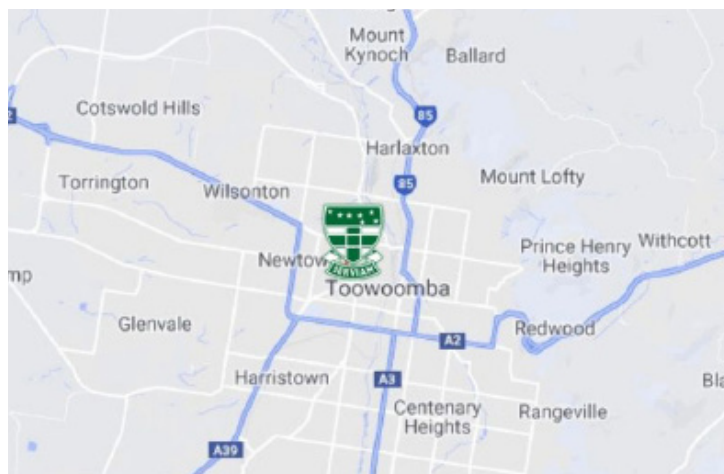
# SCHOOL PROFILE

## Contextual Information

St Ursula's College is a Catholic educational and residential community in the Ursuline tradition, dedicated to the education and care of young women. St Ursula's College is a stand-alone independent College and Incorporated Company Limited by Guarantee, owned by the Corporation of the Roman Catholic Diocese of Toowoomba.

### Location

St Ursula's College is located at 38 Taylor Street, Toowoomba, Queensland 4350.



### Culture Statement

St Ursula's College strives 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, and
- participation and leadership in all facets of today's and tomorrow's world.

The challenge at St Ursula's College 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 and
- service

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

### Vision and Mission Statement

The Vision of the College is to create a vibrant community inspiring and challenging future-focused learners.

The Mission of the College is dedicated to the education and care of young women who, by growing in wisdom, justice and integrity, will contribute responsibly to their own transformation and that of society.

The Vision and Mission of St Ursula's College will be achieved through the process of creating:

- a vibrant culture of learning, enquiry and innovation, embracing each individual student, staff member and parent;
- creating an environment which values individuals, their growth and wellbeing;
- a confident and sustainable community looking forward to a future more wondrous;
- strengthening existing connections and forging innovative partnerships to support and further our shared purpose.





## Distinctive Curriculum Offerings

St Ursula's College provides a comprehensive and academically rigorous curriculum that caters for a wide range of needs and abilities. Through this, the 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.

We are a community of learners, where education of the mind and heart is the focus of teaching and learning. Our culture and ethos is grounded through the relationships we build with others and our shared commitment to the Gospel teachings.

### Curriculum

St Ursula's College offers a rich curriculum

to meet the contemporary learning needs of girls. Below is a summary of our distinctive curriculum offerings.

Our **Year 7 Program** responds to and caters for the diverse needs of young female adolescent learners. It provides an education that is holistic, academically rigorous and supports the Australian Curriculum.

In order to promote transformative learning, Year 7 students focus on refining their executive functioning skills and inquiry learning.

The **Year 8 Program** is structured so that the students will have the opportunity to experience a range of subjects over the course of the year. From Year 8 onwards, students are given the opportunities to begin making

choices and developing their own individual learning program. This includes recognising and responding to the fact that Information and Communication Technologies are increasingly shaping our students' lives and defining 21st Century learning and that, as learners, they play a significant role and responsibility in managing its use.

Students in the **Year 9 Program** at St Ursula's College, are able to experience choice in the elective subject areas (Technology, Arts, Humanities, Languages and Religious Studies) in addition to compulsory study in Mathematics, Science, English, Humanities, Religious Education and Health & Physical Education. The Year 9 Program focusses on consolidating skills in preparation for the future. One pertinent and unique learning experience for all Year 9 students is Blended Learning. Within this timetabled program, students engage in project based learning whereby the general capabilities are significant learnings.

Students in the **Year 10 Program** closely follow the Australian Curriculum which allows for teachers and students to explore concepts in more depth and better build upon the skills and cross-curricular priorities. In these units the students experience senior style assessment types to prepare them for their senior study in Year 11 and 12.

The **Senior Curriculum** is multi-faceted and follows Queensland Curriculum Assessment Authority (QCAA) syllabus documents. The balance of academic and vocational subjects provide multiple opportunities for students of all ability levels to succeed and set a pathway for future readiness.

The **Year 11 Program** at St Ursula's College places emphasis on leadership and growing independence. Students in Year 11 are provided with many new opportunities to lead, serve and reach their academic potential. In acknowledging that every student is different, multi-faceted pathways of study are available for each student. St Ursula's College continues to offer a diverse range of subject offerings and a strong service learning program.

The **Year 12 Program** acknowledges students as independent learners and prepares them for transition into life beyond the College. As the senior leaders of the College community, every student has opportunities to lead and grow and be challenged as young Ursuline women.

Every student in Year 12 has access to the Director of Vocational Education and our Careers Advisor. Through these key personnel, students and their parents are guided with relevant career planning, thereby enabling a guided journey of learning.

## Religious Education and the College

The Religious Education Program at St Ursula's College aims to help students learn about the teachings of the Gospel as proclaimed by the Catholic Church. We endeavour to develop in our students a sense of the nature of Christianity and how Christians live their lives. In the context of a Catholic School, the term "Religious Education" refers to all aspects of learning about religion, as well as the processes of teaching students to be religious. Thus, enabling our students to respond in faith through opportunities in spiritual formation and faith and service development.

All our programs are designed to ensure that students know, understand and value the living faith tradition and mission of the Catholic Church. In addition, we specifically educate our students to know and understand the Ursuline tradition that gives life to the Gospel teaching through our foundress, Saint Angela Merici.

In order to achieve this goal at St Ursula's College, we have developed a Religious Education Program in which students are challenged to live their faith in an authentic and open way, living their faith through their actions, words and deeds. Students are charged with the challenge 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; and service, so that they are individuals growing in wisdom, justice and integrity, contributing responsibly to their own faith transformation and that of society. This is further shown in the Year 12 FACE (Faith in Action Through Community Engagement) Program which clearly links to our Serviam motto through service, learning opportunities and retreats.

We have developed a program that focusses on students' relationships with the world, with others, with our inner self and with the divine love which dwells within, transcends, and sustains us all.



LOVING EACH OTHER AND LIVING IN HARMONY  
TOGETHER ARE A SURE SIGN THAT WE ARE  
WALKING THE GOOD PATH.

- 10th Legacy/ 12

Core to our Ursuline charism is the motto of Serviam - I will Serve. Students are encouraged to explore opportunities to serve within and beyond our school community as part of the Religious Education Program. For further detail, please refer to Service Learning in this document.



## Collaborative Commitment to Aboriginal and Torres Strait Islander Students

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St Ursula's College positions Aboriginal cultural education and experiences for all staff and students to support the improvement of Aboriginal and Torres Strait Island Students.

We affirm and acknowledge that Aboriginal and Torres Strait Islander people are the original inhabitants of Australia and recognise their ongoing connection to the land, rivers, and seas. We acknowledge and respect the spiritual beliefs and traditions of Aboriginal and Torres Strait Islander people and recognise and celebrate the special gifts, histories and cultures that Aboriginal and Torres Strait Islander students and their families bring to the school community. In partnership with Aboriginal and Torres Strait Islander families and their communities, St Ursula's College aims to meet the special and diverse educational needs of Aboriginal and Torres Strait Islander students, their families and communities.

St Ursula's College places a contemporary educational lens on focussed goals and strategies for the holistic and developmental needs of Aboriginal and Torres Strait Islander students. We set our direction based on three aims:

- Reconciliation
- Cultural Identity
- Educational Enrichment

St Ursula's College has a strong commitment to Reconciliation with Aboriginal and Torres Strait Islander people. In this, we are guided by our values of human dignity, limitless potential and fullness of life as well as the principles of social justice and equity as reflected in the living Gospel message and the Ursuline traditions. As a College community, we recognise that the

success of Aboriginal and Torres Strait Islander students in education is supported by the successful embedding of Aboriginal and Torres Strait Islander perspectives into the curriculum and the teaching, learning, assessment and reporting process through which the curriculum is enacted by Australia Curriculum. Educational success is also enhanced by strong engagement of Aboriginal and Torres Strait Islander families at St Ursula's College Toowoomba.

The College supports the advancement of Aboriginal and Torres Strait Islander students through the employment of a Community Engagement Officer to facilitate the transition of students into the secondary school environment and the development of our College Culture Room.





## Technology

The College provides an integrated approach to technology that enables students to develop the knowledge, understanding and skills to ensure that they can individually and collaboratively design, create, manage and evaluate digital solutions to current and future needs.

In 2021, St Ursula's College used our online learning platform Firefly and Microsoft Teams to support contemporary education, offering learning in any place, anywhere and to all students. The 2020 pandemic catapulted our online learning vision to see the College offer 100% online learning that has been maintained and further developed throughout 2021. Much continues to be learnt about the pedagogies necessary to engage 21st Century learning in this context and it has prepared the College well for the future.



## Sport

St Ursula's College provides an extensive sporting program for all students. Students have access to a multitude of team and individual sporting activities that allow them to explore their capabilities in a secondary school context.

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

All students 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.

# ACADEMIC PERFORMANCE

## NAPLAN 2021

In 2021, our students performed well in NAPLAN Assessment. Below are the average scores for St Ursula's College and National scores.

### YEAR 7 - 2021

NAPLAN TEST	St Ursula's College	National
Reading	567	542.3
Writing	566	522.0
Spelling	565	548.4
Grammar and Punctuation	575	532.7
Numeracy	566	550.3

### YEAR 9 - 2021

NAPLAN TEST	St Ursula's College	National
Reading	604	576.8
Writing	587	550.6
Spelling	584	579.7
Grammar and Punctuation	587	572.7
Numeracy	594	587.5

In 2021 the performance of the cohort as they moved from Year 7 to 9 has improved in all five areas.

### % Band Increase from Year 7 (2019) to Year 9 (2021)

	Reading	Writing	Spelling	G and P	Numeracy
Two Band Increase	20.9%	18.6%	2.32%	16.3%	4.65%
Three or more Band Increases	0%	13.9%	0%	0%	0%

# ACADEMIC PERFORMANCE

## YEAR 12 2021

### ACADEMIC OUTCOMES FOR THE YEAR 12 COHORT OF 2021

Outcomes	Number of Students
Number of students awarded who received a Senior Education Profile.	88
Number of students awarded a Queensland Certificate Individual Achievement (QCIA).	-
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	85
Number of students receiving a Senior Statement only.	3
Number of students awarded one or more Vocational Education and Training (VET) qualifications.	31
Number of students who are completing or completed a School based Apprenticeship or Traineeship (SAT).	16
Number of students receiving an Overall Position (ATAR).	58
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.	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	95%

### ATAR

	St Ursula's College Number of Students receiving an ATAR		State Number of Students receiving an ATAR	
	2020	2021	2020	2021
	75 Students	58 Students (54 gave permission)	26,042	27,277
ATAR 98.90-99.95	2.66%	3.7%	2.66%	4.74%
ATAR 91.5-99.95	24%	29.63%	20.5%	21.49%
ATAR 65.50-99.95	88%	87.04%	74.99%	75.57%

# Post-SCHOOL ENGAGEMENT

The following information is taken from Next Step – 2021 Year 12 Completers Survey, and provides a summary of our post-school engagement.

## Engagement in education, training or employment

**96.2%** engaged in education, training or employment



**70.9%**  
in education or training

*Of the 79 respondents, 70.9% continued in some recognised form of education and training. The most common study destination was bachelor degree.*



**25.3%**  
in employment only

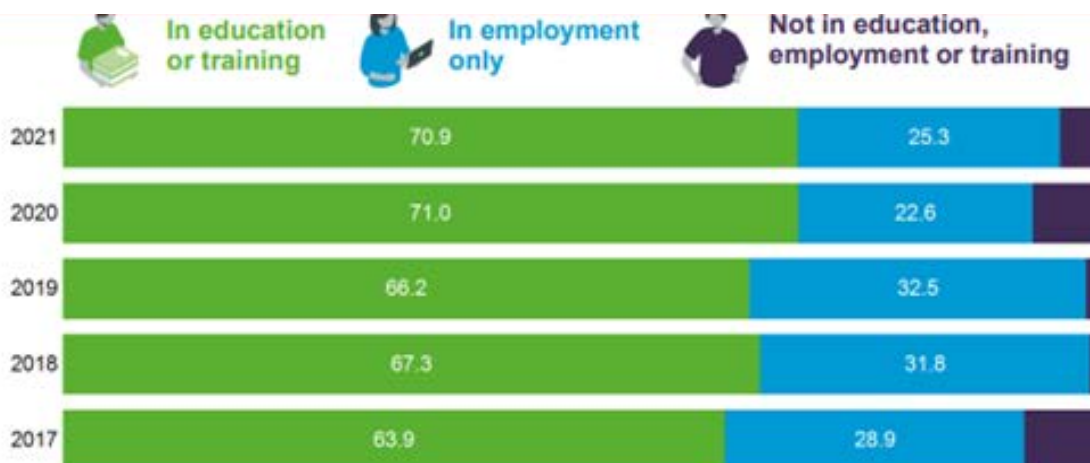
*A further 25.3% transitioned directly into paid employment and no further study.*



**3.8%** not in education, training or employment

*There were 3.8% of respondents seeking work.*

## Engagement over time



## How does your school compare?





# Main Destination

## Post-school destination

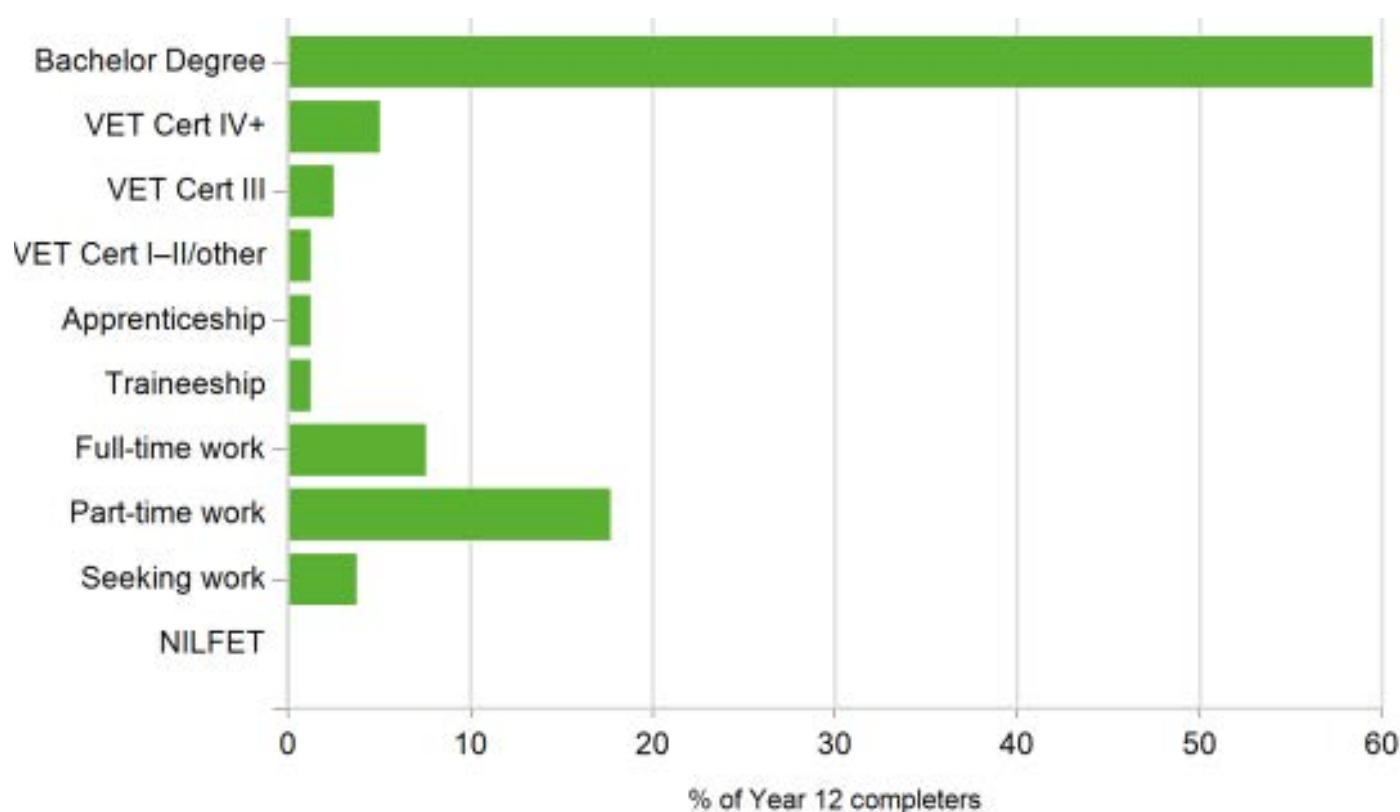
Post-school destinations of survey respondents from St Ursula's College - Toowoomba in 2021.

All Year 12 students were assigned to a main destination. This categorisation system prioritises education-related destinations over other destinations. For example, Year 12 completers who were both studying and working are reported as studying for their main destination.

6.3% of respondents deferred a tertiary offer and are reported in their current post school destination in this report.

Main destination	Total	
	number	%
Bachelor Degree	47	59.5
VET Certificate IV+	4	5.1
VET Certificate III	2	2.5
VET Certificate I-II/other	1	1.3
Apprenticeship	1	1.3
Traineeship	1	1.3
Full-time employment	6	7.6
Part-time employment	14	17.7
Seeking work	3	3.8
NILFET*	0	0.0
<b>Total</b>	<b>79</b>	<b>100.0</b>

\*NILFET: Not in the labour force, education or training.

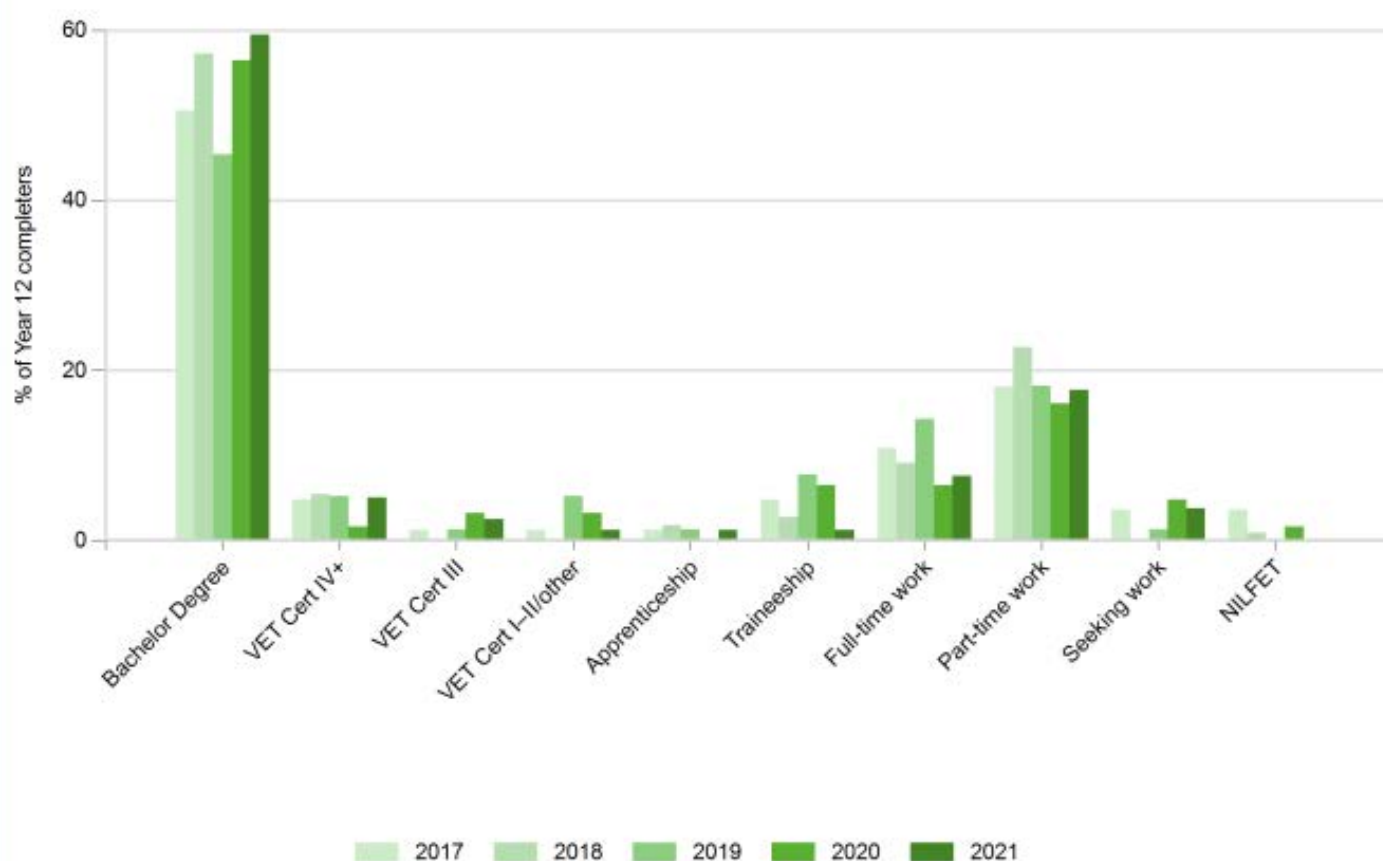


## Main Destination Over Time

### Post-school destination

Main destinations over time

Main destination	2017		2018		2019		2020		2021	
	no.	%	no.	%	no.	%	no.	%	no.	%
Bachelor Degree	42	50.6	63	57.3	35	45.5	35	56.5	47	59.5
VET Certificate IV+	4	4.8	6	5.5	4	5.2	1	1.6	4	5.1
VET Certificate III	1	1.2	0	0.0	1	1.3	2	3.2	2	2.5
VET Certificate I-II/other	1	1.2	0	0.0	4	5.2	2	3.2	1	1.3
Apprenticeship	1	1.2	2	1.8	1	1.3	0	0.0	1	1.3
Traineeship	4	4.8	3	2.7	6	7.8	4	6.5	1	1.3
Full-time employment	9	10.8	10	9.1	11	14.3	4	6.5	6	7.6
Part-time employment	15	18.1	25	22.7	14	18.2	10	16.1	14	17.7
Seeking work	3	3.6	0	0.0	1	1.3	3	4.8	3	3.8
NILFET	3	3.6	1	0.9	0	0.0	1	1.6	0	0.0
<b>Total</b>	<b>83</b>	<b>100.0</b>	<b>110</b>	<b>100.0</b>	<b>77</b>	<b>100.0</b>	<b>62</b>	<b>100.0</b>	<b>79</b>	<b>100.0</b>



# Main Destination of Subgroups

## Post-school destination

Main destination for students who completed a VET qualification in school (VETiS).  
There were 31 respondents who completed a VETiS.

### Main destinations of subgroups

#### Main destination for students who completed a VET qualification in school (VETiS)

There were 31 respondents who completed a VETiS.

Main destination	VETiS		non-VETiS		Total	
	number	%	number	%	number	%
Bachelor Degree	15	48.4	32	66.7	47	59.5
VET Certificate IV+	4	12.9	0	0.0	4	5.1
VET Certificate III	2	6.5	0	0.0	2	2.5
VET Certificate I–II/other	0	0.0	1	2.1	1	1.3
Apprenticeship	0	0.0	1	2.1	1	1.3
Traineeship	0	0.0	1	2.1	1	1.3
Full-time employment	4	12.9	2	4.2	6	7.6
Part-time employment	4	12.9	10	20.8	14	17.7
Seeking work	2	6.5	1	2.1	3	3.8
NILFET	0	0.0	0	0.0	0	0.0
<b>Total</b>	<b>31</b>	<b>100.0</b>	<b>48</b>	<b>100.0</b>	<b>79</b>	<b>100.0</b>

#### Main destination for students who participated in a school-based apprenticeship or traineeship (SAT)

There were 8 respondents who participated in a SAT.

Main destination	SAT	non-SAT	Total	
	number	number	number	%
Bachelor Degree	6	41	47	59.5
VET Certificate IV+	0	4	4	5.1
VET Certificate III	0	2	2	2.5
VET Certificate I–II/other	0	1	1	1.3
Apprenticeship	0	1	1	1.3
Traineeship	0	1	1	1.3
Full-time employment	0	6	6	7.6
Part-time employment	2	12	14	17.7
Seeking work	0	3	3	3.8
NILFET	0	0	0	0.0
<b>Total</b>	<b>8</b>	<b>71</b>	<b>79</b>	<b>100.0</b>



## Main destination for students who completed ATAR or IBD

**Main destination for students who received an Australian Tertiary Admission Rank (ATAR) or International Baccalaureate Diploma (IBD)**

There were 56 respondents who received an ATAR or IBD.

Main destination	ATAR or IBD		Not ATAR or IBD		Total	
	number	%	number	%	number	%
Bachelor Degree	42	75.0	5	21.7	47	59.5
VET Certificate IV+	0	0.0	4	17.4	4	5.1
VET Certificate III	0	0.0	2	8.7	2	2.5
VET Certificate I-II/other	1	1.8	0	0.0	1	1.3
Apprenticeship	1	1.8	0	0.0	1	1.3
Traineeship	0	0.0	1	4.3	1	1.3
Full-time employment	2	3.6	4	17.4	6	7.6
Part-time employment	9	16.1	5	21.7	14	17.7
Seeking work	1	1.8	2	8.7	3	3.8
NILFET	0	0.0	0	0.0	0	0.0
<b>Total</b>	<b>56</b>	<b>100.0</b>	<b>23</b>	<b>100.0</b>	<b>79</b>	<b>100.0</b>





# EDUCATION AND TRAINING

## Study Field

This section examines the education and training destinations and includes Bachelor Degree, VET Certificate IV+, VET Certificate III, VET Certificate IV+, Apprenticeship and Traineeship main destinations.



### 70.9%

56 out of 79 Year 12 completers from St Ursula's College — Toowoomba continued in education or training in 2021.



### 12.7%

10 Year 12 completers from St Ursula's College — Toowoomba were enrolled in a double degree, combining two bachelor degrees into a single course of study.

## What are they studying?

### Study field (broad) by level of study

Study field*	Bachelor Degree		Other		Total	
	number	%	number	%	number	%
Health	15	31.9	1	11.1	16	28.6
Society And Culture	15	31.9	1	11.1	16	28.6
Natural And Physical Sciences	7	14.9	0	0.0	7	12.5
Education	2	4.3	3	33.3	5	8.9
Agriculture, Environmental And Related Studies	3	6.4	1	11.1	4	7.1
Management And Commerce	3	6.4	1	11.1	4	7.1
Creative Arts	3	6.4	0	0.0	3	5.4
Food, Hospitality And Personal Services	1	2.1	2	22.2	3	5.4
Architecture And Building	2	4.3	0	0.0	2	3.6
<b>Total (students)</b>	<b>** 47</b>	<b>—</b>	<b>9</b>	<b>100.0</b>	<b>** 56</b>	<b>—</b>

Field of study categories based on the *Australian Standard Classification of Education*.

Bachelor Degree includes Bachelor Degree, Bachelor (Honours) Degree, Master Degree and Doctoral Degree, in addition to apprentices and trainees who said they were studying at one of these levels of study.

Other includes Associate Degree, Advanced Diploma, Diploma, VET Certificate levels I - IV and unknown level of study.

\*Both Fields of study have been included for 4 students enrolled in a double degree in more than one broad field.

\*\*Total number of students is less than combined total of all study fields.

**Study field (narrow) by level of study**

Study field*	Bachelor Degree		Other		Total	
	number	%	number	%	number	%
Nursing	5	10.6	1	11.1	6	10.7
Behavioural Science	5	10.6	0	0.0	5	8.9
Law	5	10.6	0	0.0	5	8.9
Other Natural and Physical Sciences	5	10.6	0	0.0	5	8.9
Business and Management	3	6.4	1	11.1	4	7.1
Other Health	4	8.5	0	0.0	4	7.1
Other Society and Culture	4	8.5	0	0.0	4	7.1
Teacher Education	1	2.1	3	33.3	4	7.1
Agriculture	1	2.1	1	11.1	2	3.6
Architecture and Urban Environment	2	4.3	0	0.0	2	3.6
Environmental Studies	2	4.3	0	0.0	2	3.6
Human Welfare Studies and Services	2	4.3	0	0.0	2	3.6
Performing Arts	2	4.3	0	0.0	2	3.6
Personal Services	0	0.0	2	22.2	2	3.6
Political Science and Policy Studies	2	4.3	0	0.0	2	3.6
Rehabilitation Therapies	2	4.3	0	0.0	2	3.6
Veterinary Studies	2	4.3	0	0.0	2	3.6
Biological Sciences	1	2.1	0	0.0	1	1.8
Communication and Media Studies	1	2.1	0	0.0	1	1.8
Food and Hospitality	1	2.1	0	0.0	1	1.8
Language and Literature	1	2.1	0	0.0	1	1.8
Mathematical Sciences	1	2.1	0	0.0	1	1.8
Medical Studies	1	2.1	0	0.0	1	1.8
Other Education	1	2.1	0	0.0	1	1.8
Pharmacy	1	2.1	0	0.0	1	1.8
Public Health	1	2.1	0	0.0	1	1.8
Sport and Recreation	0	0.0	1	11.1	1	1.8
<b>Total (students)</b>	<b>** 47</b>	<b>—</b>	<b>9</b>	<b>100.0</b>	<b>** 56</b>	<b>—</b>

Field of study categories based on the *Australian Standard Classification of Education*.

Bachelor Degree includes Bachelor Degree, Bachelor (Honours) Degree, Master Degree and Doctoral Degree, in addition to apprentices and trainees who said they were studying at one of these levels of study.

Other includes Associate Degree, Advanced Diploma, Diploma, VET Certificate levels I - IV and unknown level of study.

\*Both fields of study have been included for 9 students enrolled in a double degree in more than one narrow field.

\*\*Total number of students is less than combined total of all study fields.



## Where and How are they studying?

### Where are they studying?

#### Study institution

Institution name	Total	
	number	%
University of Southern Queensland	13	23.2
The University of Queensland	10	17.9
Interstate university	7	12.5
Australian Catholic University	5	8.9
Griffith University	5	8.9
Queensland University of Technology	5	8.9
Other private training college	3	5.4
TAFE Queensland Darling Downs and South West	2	3.6
Bond University	1	1.8
James Cook University	1	1.8
MRAEL – Australian Trade Training College	1	1.8
Other institution	1	1.8
Other/Unspecified Queensland TAFE	1	1.8
TAFE Queensland Gold Coast	1	1.8
<b>Total</b>	<b>56</b>	<b>100.0</b>

### How are they studying?

**83.9%**  
studying at university



**80.4%**  
studying full-time



**78.6%**  
combining study with paid employment



## Not in Education, Employment, or Training (NEET)

This section examines the reasons why Year 12 completers from St Ursula's College — Toowoomba were not engaged in education, employment or training.

**3.8%**



3 out of 79 Year 12 completers were not engaged in education, employment or training at the time of the survey.

### Why are they not studying?

#### Main reason for not studying

Main reason	Total
	number
Course fees and other costs are a barrier	1
Don't feel ready for study at the moment	1
Undecided and considering options	1
<b>Total</b>	<b>3</b>

## Co-CURRICULAR OFFERINGS

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To complement the innovative curriculum offered to our students, St Ursula's College has an extensive co-curricular program that extends on our classroom activities throughout the year and develops the character and skills of our students. Despite the need to initiate online learning due to the pandemic, various co-curricular offerings continued to be undertaken in a modified manner.

Co-curricular offerings exist in sport, drama, music and dance. In addition to this, the College also provides cultural offerings in creative and fine arts, service activities and debating and public speaking opportunities allow students to demonstrate their skills beyond the classroom environment.

The co-curricular offerings available include Service Learning, Cultural Program and the Ursuline Global Connections Program.

### Service Learning

At St Ursula's College, the principle of engaging with, and caring for, the wider community is deeply embedded in the ethos of "Serviam" - I will Serve.

In 2021, St Ursula's College offered students a broad range of service groups. The Service Group offerings in 2021 are included on the next page.





## 2021 Service Groups

Group	Summary of Purpose
Care for Cambodia	This group supports the ongoing work of Grace House in Cambodia. This group raises awareness of the importance of education as empowerment particularly for young woman in Cambodia.
Pink Ladies	This group serves to raise awareness for Breast Cancer Research and for women affected by breast cancer both locally and nationally.
Ursie Insider	This group allows students to write and publish their own College newspaper.
Grassroots	This group advocates for a wide range of social justice initiatives as they arise.
Rising Daughters	This group advocates for our returned servicemen and women.
Rosies	This service group collects and distributes food to support people in need in the Toowoomba area.
Share the Dignity	This group serves to support women in need by collecting feminine hygiene products and raising awareness on domestic violence.
TRAMS	This groups works with Toowoomba Refugee and Migrant Services and assists with Homework Club at Harlaxton State Primary School.
Ursies Earthies	This group advocates for caring for our earth and sustainability.
Tony's Kitchen	This group cooks to help the local organisation "Tony's Kitchen" which provides food for the homeless.
Healing Hands	This group writes letters to the elderly in our community.
Interact	This group serves to develop a network of friendships with local and overseas clubs to learn about the importance of personal integrity and respect for others.
Women Out West	This group advocates for women in rural communities.
Ursie Animals	This group serves the animal community. They are concerned with animal rights and welfare. The group seeks donations to support local animal shelters
Indigenous Culture Club	This group allowed students from a range of cultures to collaborate and help celebrate and promote different cultures and diversity throughout the College.
Indigenous Art Group	This group created Aboriginal & Torres Strait Island arts and crafts.

## **Ursuline Global Connections Program**

Due to the pandemic, our extensive Ursuline Global Connection Program was transformed into an online program that encourages communication with students from all around the world. This included engagement through:

- Ursuline International Online Conference
- Zoom meeting with American Ursuline Schools
- The development of a pen pal program with St Ursula's College, Kingsgrove

Regrettably, we were unable to travel on our usual overseas programs or host International Students in 2021. However, students from Years 10 and 11 worked collaboratively with Ursuline schools throughout the world to commence a sustainability project to be continued into 2022. Students worked with the Lions organisation to recycle glasses to be sent to developing countries to assist communities with little access to optometrists.

## **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 Performances and Arts Production.

In the area of Arts Performance, St Ursula's College offers excellent opportunities in Drama, Dance and Music. We have a dynamic and 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. This includes small dramatic performances to larger scale productions.

Dance is also 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 extensive opportunities for performance within the College and the wider community with professional musicians in productions, at festivals and tours. The provision of individual music tutors, choral groups, concerts, stage and smaller groups including jazz, woodwind, string and flute ensembles encourages participation and engagement on many levels of creativity.

In addition, St Ursula's College offers an innovative and multifaceted Vocal and Instrumental Program that, together with the classroom music program, aims to support musicians and vocal development.

# STAFF

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## College Leadership Team



**Mrs Tanya Appleby**  
Principal



**Ms Bernadette Witham**  
Deputy Principal



**Miss Angela Collins**  
Assistant Principal  
Mission and Identity



**Mrs Maria Gibson**  
Assistant Principal  
Pastoral Care



**Ms Kerry Chrusciel**  
Business Manager

## College Governance



**Most Reverend Robert McGuckin DD MCL JCL**  
Bishop of Toowoomba

## Board Directors



**Mr Peter Cavanagh**  
Chair (Jan to Aug 2021)



**Ms Angela Travers**  
Interim Chair (Aug - Dec 2021)



**Mrs Karen Fox**  
Deputy Chair



**Mr Gary Bruggemann**  
Director



**Dr Joan Conway**  
Director



**Ms Kathryn Finlayson**  
Director



**Ms Catherine Jensen**  
Director



## Staff Composition

Teachers	55
Non Teachers	52
Aboriginal and Torres Strait Islander Staff	2

## Professional Learning

The aim of Professional Learning is to build a culture of continuous learning that enhances the professional growth of all staff and promotes:

- a capacity for self-reflection;
- 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:

- First Aid and CPR training for all staff members
- **Student** Protection training for all staff members
- Bangarra Dance Company workshops
- Australasian Dance Collective workshops
- Ace Your Exams seminar
- Finishing Line seminar
- VET conference
- Collins Writing training
- Youth Mental Health First Aid training
- First Response Evacuation training
- Engaging 21st Century Learners conference
- ETAQ conference
- Supercharge Your Teacher Superpowers Workshops
- Science Teacher Association of Queensland training
- Workplace Health and Safety training
- Fire Extinguisher training
- Excel training
- Queensland Association of School Registrars conference
- AHISA Conference
- AUSMed CPD training
- Seven Steps Writing Workshop

- Student Protection Contact Training
- TCSO APRE Network Days
- ACU Advisory Conference
- Toowoomba Defence Careers Influencer Forum
- Making Judgements
- Leading with Integrity for Excellence – Governance for Catholic Schools
- NCCD Training Workshop
- ASREAP Conference
- QASA Tertiary Admissions & ATAR Implications training
- QCAA Specialist Writing External Exam
- Darling Downs English Head of Department Forum
- QCAA Confirmation Review – Physics, Chemistry, Mathematics, English, Arts
- USQ Advisory Conference
- FATFA/MLTAQ Conference
- QCAA External Exam Teacher Event
- Enables Modelling Symposium
- QCIA – Teaching, Learning & Gather Evidence Workshop
- Quality Assurance Meeting – Essential Mathematics, English
- "It Takes a Spark" Conference
- ACSSQ DP/APA Conference
- ISQ – Big Ideas Summit
- QTAC Insights Workshop
- Queensland Art Teachers Association Conference
- Leading Data Informed Change in Schools Workshop
- Planning for Personalised Learning
- Seasons of Growth
- Secondary Learning Support Teachers Meeting
- Complex Mental Health in Senior Schooling
- Building Leadership Capacity in our Middle Leaders

## Professional Learning Expenditure

In 2021, the College spent \$31,757 on professional learning. The cost of relief staff is not included in this figure. This also does not include professional learning that was delivered 'in-school' by existing staff or travel expenses.

## Distinctive Skills of Staff

St Ursula's is fortunate to have a highly skilled, committed and experienced staff of 55 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.

Summary of teaching staff qualifications for 2021:

Teacher Qualifications	
Certificate	18
Graduate Certificate	3
Post Grad Certificate	14
Graduate Diploma	19
Diploma	17
Bachelor Degree	60
Masters	17
Doctorate	1

## Staff Attendance

Average staff attendance for the College based on unplanned absences of sick and emergent leave for periods of up to five days during 2021 was 97%.

# STUDENTS

## Total Number of Enrolments

St Ursula's College is an educational institute offering enrolment to girls from Years 7 – 12. 2021 enrolment figures are identified in the table provided. Included in the total are 47 boarders. This data is drawn from the Federal Government Census – August 2021:

Total Enrolment 2021	August Census
Year 7	75
Year 8	70
Year 9	58
Year 10	83
Year 11	88
Year 12	89
TOTAL	463

## Student Attendance

The following table offers a summary of student attendance in 2021:

Attendance Percentage	
Year 7	93.96%
Year 8	93.66%
Year 9	90.29%
Year 10	87.50%
Year 11	89.54%
Year 12	89.62%
TOTAL	90.66%

## Characteristics of the Student Body

St Ursula's College is a diverse and inclusive community.

The following data presents a snapshot of the characteristics of the student body.

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Total
Boarders	1	2	3	5	6	6	23
Overseas Students	0	0	0	0	0	0	0
Students on Visas	2	4	0	0	1	0	7
Aboriginal and Torres Strait Islander Boarders	0	0	1	0	5	0	6

St Ursula's College is registered to accept the enrolment of Full Fee Paying Overseas Students (FFPOS) under CRICOS registration.



## Apparent Student Retention Rate from Years 8 - 12

These 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.

Year 8		Year 12		Apparent Retention Rate
Year	Enrolled	Year	Enrolled	
2004	145	2008	148	102%
2005	151	2009	156	103.3%
2006	138	2010	132	95.6%
2007	162	2011	153	94.4%
2008	149	2012	153	102.7%
2009	160	2013	151	94.4%
Year 10		Year 12		Apparent Retention Rate
Year	Yr 10 Enrolled	Year	Yr 12 Enrolled	
2012	145	2014	128	88.3%
2013	164	2015	144	87.1%
2014	121	2016	110	90.1%
2015	161	2017	155	96.3%
2016	114	2018	115	100.8%
2017	84	2019	77	91.6%
2018	106	2020	103	96.8%
2019	87	2021	89	102.3%



# BOARDING

In 2021, St Ursula's College Boarding House were finalist again for Boarding School of the Year through the National Education Awards. St Ursula's College consists of one purpose-designed residential facility known as Brescia House.

## Boarding Award

For the second consecutive year, Brescia House was a finalist for Boarding School of the Year National Education Award.

This nationally accredited award was presented to the College for the Boarding Care Model. The Boarding Care Model has been embedded into how we complete our day-to-day duties by ensuring that we build strong and lasting relationship with all the students through one-on-one conversations and making sure each boarder is known and valued.



## Composition of Boarding House Staff

- Head of Boarding: Miss Jodi Marshall
- Senior Supervisor: Mrs Patricia MacDonald
- Senior Supervisor: Mrs Stephanie Woodley (Term 4)
- Supervisor: Miss Cielo Klass
- Supervisor: Mrs Patricia Backman
- Supervisor: Miss Adelaide Green (Term 4)
- Supervisor: Miss Anabel Myatt (Term 1 – 3)

## Composition of Health Centre

Residing within the grounds of Brescia House is the College Health Centre. The Health Centre is accessible for day and boarding students. It offers 5 beds with three fully trained and registered nurses. The facility is new and is equipped with state-of-the-art medical equipment.

- Registered Nurse: Mrs Bronwyn Betros
- Registered Nurse: Mrs Mandy Loader
- Registered Nurse: Mrs Andrea Martin (Term 1 – 3)

## Professional Learning for Boarding Staff and Health Care Practitioners

Boarding and Health Care Practitioner staff are required to maintain a high level of professional learning. This is demonstrated through:

- First Aid and CPR Training;
- Mandatory Child Protection Training;
- Diabetes Training;
- Anaphylaxis Training;
- Epi-pen Training, and;
- Asthma Training

Courses Completed in 2021	Number of Boarding Staff / Health Practitioners
ABSA Duty of Care Books Workshop	2
First Aid and CPR Training	7 + 3 Nurses
Mandatory Student Protection Training	7 + 3 Nurses
Asthma Training	7 + 3 Nurses
Epi – pen Training	7 + 3 Nurses
Head injury Training	7 + 3 Nurses
Accidental counselling	7 + 3 Nurses
Ausmed online training for Nursing staff	3
Essentials of Emergency Nursing for schools	3





## Boarding Profile

Boarding offers many opportunities such as living in a community and forming close friendships with their fellow boarders. To this end, Brescia House offers a diverse community consisting of students from a rural background, international and remote communities from Far North Queensland, Victoria and from New South Wales. This gives the students a privileged opportunity for learning about other cultures and traditions. Our inclusive philosophy means that all students are welcome at Brescia House.

To support the diverse academic needs of boarders, the College has provided tutors and homework support. These offerings, combined with structured study sessions, encourage healthy study habits and routine for our students.

The monitoring of internet use and digital devices occurs during the school day and for boarders after they arrive back to the boarding house. Students and parents sign the *Appropriate Use of the Internet and Technology Agreement* annually, as well as the Cyber Safety Policy. The behaviour of boarders is managed through respectful conversation and positive role-modelling.

## Spirituality

When not in a COVID-19 context, boarders attend Mass every Sunday morning at Our Lady of Lourdes Parish and attend once per month at St Patrick's Cathedral.

In a COVID-19 context, liturgy services were conducted by staff.

The boarding house is also regularly visited by the Principal and other staff who will often share a meal with boarders. Parents are always welcome to join their daughters for dinner.

Students of an Aboriginal and Torres Strait Islander background are supported by the College's Community Engagement Officer (Ms Tammy Rasmussen in Term 1 & 2 and Ms Janet Suey in Term 3 & 4).

## Aboriginal and Torres Strait Islander Initiatives

Transitional support for Aboriginal and Torres Strait Islander students is provided by the Community Engagement Officer and also employees of the Department of Education's Transitional Support Team.

## Leadership

The Brescia House facilitates leadership opportunities for a broad range of students. This includes:

- Boarding Representative Council (BRC) which consists of an elected Boarding House Captain and the Boarding House Service Leader.

The BRC are responsible for engaging students through activities such as:

- The organisation and management of boarding activities and dinners
- Fundraising for our Nanna & Pop Community Program and our local parish
- Social events
- Our Country Heart

## Boarding Engagement

The boarding community is encouraged to participate in a wide range of activities such as recycling, fundraising, formal dinners, baking classes, craft classes in addition to social and cultural activities in Toowoomba and surrounds. In addition, boarders are required to complete daily tasks that contribute to the family-like environment and recognise the importance of every person participating in day-to-day routines.

The boarding community continues to foster strong connections and network with Past Boarders along with present parents and students through their Facebook Community Engagement Program.

## SOCIAL CLIMATE

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### Academic Care

Learning from and for the heart and mind is the focus for education at St Ursula's College. Consequently, we believe that student potential is best achieved when students feel safe, nurtured, and valued. We place the role of Academic Care as one of the most important principles in providing this environment for our students. Everything that we do both in the classroom and outside supports this.

Academic progress and Pastoral Care are inextricably linked through our Academic Care structures that are embedded throughout all aspects of the College. These structures ensure that our students are supported and encouraged in all aspects of their development. The role of the Pastoral Care teacher is pivotal in this structure and is the link to the ethos of the College and espousing the College values.

Pastoral Care groups are vertically streamed with a mix of students from Year 7 to Year 12. This allows engagement with students across all six year levels. Our students are supported by Heads of Year and House Teachers who endeavour to get to know well and care for

students offering them a holistic academic and pastoral support.

### Pastoral Care

Pastoral Care is a valued and important aspect of life at St Ursula's College. It underpins all that we do, and we believe that the basis for pastoral care lies with quality relationships. We nurture the hopes of our students and share their stories.

Saint Angela Merici, our foundress, tasked her followers 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". Pastoral Care at St Ursula's College integrates the academic, emotional, social, and spiritual dimensions of College life.

In 2021, the College continued to offer vertically structured PC groups with 38 groups, with every group meeting every morning. Each group is led by a Pastoral Care Teacher who is supported by other personnel and structures.

- **Heads of Year** who are dedicated to ensuring that all girls within their relevant year level are cared for both academically, emotionally, socially and spiritually. The Heads of Year conduct Year Level meetings that are specific to that particular year level. These provide a forum for student agency and a time to develop community within the year level.
- **A Counselling team** with two qualified psychologists and a social worker who work to ensure students with greater needs have further options for care and provide structure in their study. The Counselling Team support the Heads of Year and classroom teachers and advocate for the students and their families.
- **Growth Coaches** – Specific teachers dedicated to supporting students through one-to-one growth conversations. The Growth Coaches support the Heads of Year and classroom teachers in providing students with skills and strategies to improve their learning and capacity to learn.
- **Wellbeing Program** – Fortnightly lessons with topics relevant to the year group. Key Topics for each year group:





Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Executive function	Growth mindset	Growth mindset	Mental Health	Transition to senior school	Study prep for ATAR
Growth mindset	Character strengths	Character strengths	Sleep	Organsiation	Goal setting
Character strengths	Organisation	Organisation	Nutrition	Mental health	Beyond school
Smart goals	Smart goals	Smart goals	Stress	Sexuality	Mindfulness
Respect	Cybersafety	Career education	Subject selection	Smart goals	Stress
Mindfulness	Respect	Sleep	Smart goals	Leadership	Retreat: spiritual
	Mindfulness	Mindfulness	Career education	Mindfulness	

- **Camps:** Camps are scheduled for Year 7-10. In 2021, the Year 7 camp, after being postponed due to COVID-19, was cancelled. The overnight nights for Year 8, 9 and 10 were held at Cooby Dam, Emu Gully and Leslie Dam respectively.
- **Parent contact:** There are several opportunities for teachers to contact parents. Parent Teacher Interviews are scheduled for Pastoral Care teachers as well as subject teachers. Pastoral Care teachers communicate to parents of new students as a follow-up in Week 4 of the new student beginning. Interviews are also held with parents of new students on the first day of school at the beginning of the year. Staff are encouraged to communicate to parents if there are any concerns but also to highlight successes.
- **Student protection:** All staff are taken through the most up-to-date student protection guidelines and process. Students are informed of the process through Year Level Meetings. Our Student Protection Contacts are published throughout the College.
- **Stymie Program:** students have access to and utilise this program to alert respective staff to concerns that they may have regarding other students. Stymie is an anonymous reporting system.
- **Student Leadership Program (ASPIRE):** Students are afforded opportunities to demonstrate their leadership with a number of leadership roles within the College. The election process is modelled on real world processes whereby group interviews are conducted by an external facilitator. Socratic questioning techniques are also used in the process. We were fortunate to call upon a past student to facilitate and assist with this process and interviews.
- **SchoolTV:** This program has been utilised by parents throughout 2021.



## Mission Australia Youth Survey Data - St Ursula's College

101 students completed the Mission Australia Youth Survey in 2021. This survey was offered to all students over the age of 15.

The following is a summary of the key results:

98% of students stated that they plan to complete Year 12.
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<p>After Year 12:</p> <ul style="list-style-type: none"> <li>• 67% attend University</li> <li>• 18% have a gap year</li> <li>• 13% get a job</li> <li>• 1% get an apprenticeship</li> <li>• 1% join the defence or police force</li> </ul>
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<p>Most important issues in Australia today:</p> <ul style="list-style-type: none"> <li>• COVID-19</li> <li>• Equity and discrimination</li> <li>• The environment</li> <li>• Mental health</li> </ul>
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Issues of personal concern to St Ursula's College students:

- Body image
- Coping with stress
- Mental health
- School or study problems

What young people at St Ursula's College value:

- Friendships (other than family)
- Family relationships
- Mental health
- School or study satisfaction
- Physical Health

Greatest sources of support are friends and parents.

Students reduce their stress through sleep, doing something relaxing and spending time online.





# COMMUNITY

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## Parents as Partners in Learning

St Ursula's College encourages 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. Our Parents and Friends Association is primarily a support body dedicated to aiding the College to help us achieve the objectives in education for our students.

Some activities where our Parents have been involved include:

- Orientation Day;
- Parents and Friends (P&F) Meetings;
- Parent Support for Groups in music and sport;
- Parent Information Evenings;
- Parent, Student and Teacher Interviews;
- All parents are welcome to attend Term Masses and community activities (under COVID-19 Plans);
- Parents have been invited to engage in consultation related to Nick Did This Workshop;
- Mothers Day and Fathers Day events.





## Parent Involvement Summary for 2021

COVID-19 placed many restrictions on the involvement of parents in our community based activities. Despite this, the following activities occurred:

- Musical evening
- Presentation Assembly
- Year 12 Mass
- Year 12 Farewell from the College
- Awards Assembly
- P&F Meetings
- Information Night – subject selection
- 90th Celebrations

## Parent, Teacher and Student Satisfaction

After Term 2, parents were surveyed regarding their level of satisfaction of educational offering in a COVID-19 context, the data reflected sound levels of satisfaction with a minor percentage of parents who indicated dissatisfaction that school fees were not reduced during 2021 to match other Independent schools. Students were also surveyed in the *Tell Them From Me* survey.

Parents who indicated dissatisfaction were invited to correspond with the Principal. Staff and student feedback was also integral to ascertaining new learning pedagogies during 2020. This information was shared with the Board, P&F Association, Middle Leaders and in the College Newsletter.

### Parents

- Parents on the whole were satisfied with the College but wished to see stronger lines of communication made evident.
- Parents believed that their daughters were well supported in terms of their learning, spiritual and pastoral needs.
- Parents wanted to see growth in areas of sport and academic opportunities to improve learning and teaching outcomes.
- Parents were very satisfied with the values, ethos and traditions instilled in students. They also acknowledge the hard work of teachers.

### Teachers

- Teachers wished to retain the Serviam values which they hold dearly and continue to honour the traditions of the past.
- Teachers were satisfied with the subject offerings made available to students.

### Students

- Students valued Camps and the support of their teachers.
- Students mental health and resilience was identified as an area of challenge.

## Funding and Finance

Detailed information on the School's income by funding source is available from the My School website: <http://www.myschool.edu.au/>

## College Based Contact

For further information on the College, please refer to the College website – [www.st-ursula.qld.edu.au](http://www.st-ursula.qld.edu.au) or contact Mrs Tanya Appleby, Principal, at [principal@st-ursula.qld.edu.au](mailto:principal@st-ursula.qld.edu.au)

For policy documentation, please refer to the College website for selected policies.

For further policies please access Complispace. For additional information regarding Student Protection Policy, please contact Mrs Maria Gibson by email on [pastoral@st-ursula.qld.edu.au](mailto:pastoral@st-ursula.qld.edu.au).

For other policies, please contact the Principal and/or access Complispace.

