



St Ursula's College, Toowoomba

A Catholic secondary day and boarding school for girls in the Diocese of Toowoomba

Annual report 2023

Address	38 Taylor Street, Toowoomba	Phone number	07 4632 7611		
email	principal@st-ursula.qld.edu.au	Principal	Tanya Appleby (Terms 1 to 3) Bernadette Witham (Acting Term 4)		
Year levels	Years 7-12				
Co-educational or single sex			girls only		
Boarders	yes	Outside hours school care	no	Vacation care	no
Contact person for information about the school and school policies		Deidre Young			

Characteristics of the student body

St Ursula's College is a Catholic secondary day and boarding school for girls from Years 7-12, with an enrolment of approximately 430 students.

We are proudly Ursuline, founded by the Ursuline Sisters in 1931 and guided by the charism of St Angela Merici – a contemplative love of God and a resulting openness and eagerness to serve the needs of others. We are committed to teaching and living the Ursuline core values of academic excellence, service, spirituality, community, social justice, openness to change and leadership.

Our Catholic identity is founded in the Gospel of Jesus Christ and dedicated to building community and offering an education that affirms and enhances the dignity of all individuals. Our inclusive culture, articulated in our touchstone, *Every face has a place*, enables all students and staff to develop and thrive by being their true selves.

Unique to our way of being is the educational model expressed as part of The Ursuline way. It consists of three distinct features that relate and affirm our Culture Statement and positions our young women to respond to signs of our times.

- A way of learning in the world
- A model for living in the world.
- A manner of contributing to the world.

A way of learning...

Learning and Teaching at St Ursula's College is framed by the **FLAIR** model.

Focussed – Ensures a sharp focus on the intention for the learning and measures of success.

Learner Centred – The students are at the heart of our work, across engagement and wellbeing.

Authentic – Incorporate real world context and experiences to enhance the learning.
Inspiring – Through student agency, to enable transformation and empowerment, and
Responsive – To recognise the diverse learning needs of each individual student.

Our team of experienced staff work tirelessly to provide opportunities both in and out of the classroom to enhance the delivery of the Australian Curriculum in Years 7 to 10, and in Years 11 and 12, guided by the QCAA General and Applied syllabuses, as well as extensive opportunities to engage in School-based Apprenticeships and Traineeships, and work experience.

A model for living in the world...

Merici CARE is the model that is enlivened at St Ursula's College to develop student capabilities so that they can live in our world.

C is CONNECT. Making connections and building community.

Building a sense of community among our students is essential for creating a positive and inclusive school environment. It fosters a sense of belonging, reduces feelings of isolation, and improves academic and social outcomes.

A is ACT: Develop awareness of self and commit to action

Self-awareness is the ability to recognize and understand emotions, thoughts, and behaviours. It allows our students to identify their strengths and weaknesses, which in turn helps them to make better decisions and improve their relationships with others.

R is Respond. Grow in respect and responsibility.

At St Ursula's College we believe that it is important to not only teach academic subjects but also to help our students grow as individuals. Two important values that we strive to instil in our students are respect and responsibility.

E is Empower. Live empowering and enriching lives

At St Ursula's College, we believe that many aspects assist our students to become confident empowered young women ready to make a positive impact on our world. Teachers and parents play a vital role in developing the capabilities of students. We empower students to take charge of their learning, develop essential skills, and live empowered and enriched lives both inside and outside the classroom.

A manner of contributing to the world...

One of the ways that we visibly express our charism and our school motto – *Serviam* (which means I will serve) is through our Service-Learning program. These groups are student led and offer opportunities for students every year to participate and support the following service groups:

Care for Cambodia, Interact, Lifeline Afterschool Club, Our Country Heart, Pink Ladies, Protea Place, Rising Daughters, Share the Dignity, Ursie Animals, Ursies for Change and Ursie Insider

We also have a Cultural Group and offer support to other local charitable organisations such as Rosies and Tony's Kitchen.

Boarding Life...

The College offers a personalised boarding experience in our residential house, Brescia. A small, family style environment that provides a warm and inviting atmosphere to create home like surrounds. Our boarding numbers of 40 students is approximately 10% of our student population. The girls are supported by caring and qualified boarding staff, who endeavour to accommodate for each individual student and their needs, from supporting part time work to elite sporting endeavours.

In 2023, the Boarding House was named the Boarding House of the Year in the Australian Education Awards. This was in recognition of many aspects of our program and facility, including "Our Country Hearts" entrepreneurial initiative where our boarders engaged in making products to sell at the markets, and save funds to improve their House, as well as support a charity of their choice.

Our student demographics include:

First Nations – 8.8%

Students with a disability – 12.7 %

ESL – 6%

Workforce information

Workforce composition

	Total teaching staff	Total non-teaching staff	Indigenous staff
Headcount	38	37	2
Full-time equivalents	36.4	31	

Teacher qualifications

Qualification	% of teaching
Doctoral / Post-Doctoral	0%
Masters	32%
Bachelor Degree	97%
Diploma	42%
Certificate	21%

Funding information

School income reported by the financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the *MySchool* website at www.myschool.edu.au.

Social climate

Survey conducted in 2022 indicated the following.

Satisfaction Rating (out of 5)

Survey Sample	Your Result	Comparable Schools	All Schools
Staff	3.90	3.95	3.94
Students	3.78	3.70	3.68
Parents	4	3.93	4.03

Student outcomes

Student attendance for each year level (expressed as %)

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
91.81%	90.86%	89.84%	90.34%	88%	88.43%

Description of how non-attendance of students is managed by the school

At St Ursula's College, parents report student absences and reasons through email, phone message and parent dashboard. Pastoral Care teachers mark rolls at the beginning of the school day (Pastoral Care - 8.40am). Office staff, using parent contact numbers, contact parents using SMS/message software seeking a response explanation of the student's absence for those students who are marked absent without explanation. Students who arrive after Pastoral Care must sign in through student reception. Pastoral Care teachers contact parents when a student has been absent for more than three (3) days and follow up with students for notes explaining absences. Students at risk are identified by Pastoral Care teachers and Heads of House (Pastoral Leader) are notified. The Heads of House, Assistant Principal - Pastoral Care and the Deputy Principal work with students and families to implement strategies for improved attendance.

During the school day, rolls are marked at the beginning of every lesson. The office monitors lesson by lesson attendance. The office identifies any student who is marked absent without reason and a member of the Pastoral team and or College Leadership team are advised of the potential missing student. Measures are taken to locate the student and the parent is notified. Continual absenteeism is addressed by the Deputy Principal and Principal of the College. A letter is sent to the student and family requesting an interview and show cause for continued enrolment.

Parents of students who take their students on planned extended leave during a school term must notify the College Principal beforehand. This notification is acknowledged by the Principal and a Special Leave form is completed by the student's teachers before the planned absence occurs.

National Assessment Program Literacy and Numeracy (NAPLAN) results

Year 7 test results			
Focus	Our school average	State average	National average
Reading	545.3	525.9	536.3
Writing	538.5	519.2	533.7
Spelling	546.7	531.0	539.4
Grammar and Punctuation	554.2	533.7	538.9
Numeracy	530.8	528.6	538.4

Year 9 test results			
Focus	Our school average	State average	National average
Reading	589	553.6	564.4
Writing	614.7	554.3	566.6
Spelling	581.9	562.1	567.7
Grammar and Punctuation	597.6	548.2	556.7
Numeracy	566.6	554.0	567.7

Year 12 outcomes

Number of students awarded a Senior Education Profile (SEP)	69
Number of students awarded a Queensland Certificate of Education (QCE)	66
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications	40
Number of students who are completing or have completed a School-based Apprenticeship or Traineeship (SAT)	31
Number of students who received an ATAR	47
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students who completed Year 12 and received a statement of results (Senior Statement) only	3
Percentage of students who were awarded at least one of the following: QCE, VET (including students who participated in a SAT), IBD	98.6%

Year 12 post-school destination

This information is published by 30 September each year.