



**ST URSULA'S**  
COLLEGE | YEPPON

## Annual Report 2019



*St Ursula's College*  
(ABN 63 054 678 358)

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For further information on the College and its policies and the contents of this report, please contact the College Principal, Mrs Catherine Dunbar

## Staff Directory for 2019

### Leadership Team

Principal  
Deputy Principal – Learning & Teaching  
Deputy Principal – Spiritual & Pastoral  
Business Manager  
Director – Operations and Analytics

Mrs Catherine Dunbar  
Ms Belinda Connolly  
Ms Deidre Pascoe  
Mrs Peta Tomkins  
Mr Ben Flanders

### Other Positions of Responsibility

Head of Junior School  
Head of Middle School  
Head of Senior School  
Head of House - Boarding  
Head of Sport  
RTO Manager  
Careers Advisor  
Work Place Health and Safety Officer

Ms Miranda Crane  
Mrs Megan Slade  
Mrs Arianna Greinke  
Ms Erin Lee  
Mr Alan Stacey  
Ms Natasha Oldham  
Ms Natasha Oldham  
Mrs Vicki Lacey

### Head of Departments

Head of Religious and Cultural Studies  
Head of Humanities (English and Social Science)  
Head of Mathematics, Business and Technology  
Head of Science and Health  
Head of Practical and Creative Arts

Ms Kathy Strelow  
Mr Mark Avery  
Mr Kevin Wallis  
Mrs Samantha Meager  
Ms Nicole Francis-Leah

### Teaching Staff

Mrs April Acworth  
Mr Mark Avery  
Mrs Jenny Balanay  
Ms Marg Barry  
Ms Meegan Chappell  
Ms Belinda Connolly  
Ms Miranda Crane  
Mrs Catherine Dunbar  
Mr Ben Flanders  
Mrs Nicole Francis-Leah  
Mrs Arianna Greinke  
Ms Suzanne Iskov  
Mrs Katherine James  
Ms Rachel Jory  
Mrs Laura Kann  
Ms Su Kim  
Mrs Kathy King  
Mrs Alison Kruger

Ms Pascale Levacher  
Mrs Michelle McIntosh  
Mr Mitchell Meager  
Mrs Samantha Meager  
Mrs Cheryl Moss  
Ms Debbie Owens  
Ms Anita Paganoni  
Ms Deidre Pascoe  
Ms Tracey Quinnell  
Mrs Karyn Quinton  
Mrs Megan Slade  
Mr Alan Stacey  
Mrs Karen Stanley  
Ms Kathy Strelow  
Mr Luke Tree  
Mrs Louisa Tyrrell  
Mrs Debbie Walker  
Mr Kevin Wallis

Mrs Vicki Lacey  
Miss Jessica Ladlay

Mrs Emily Willis  
Mrs Tracy Wilson  
Mrs Mandy Yore

### **Administration & Finance Staff**

Assistant to Leadership  
Accounts Receivable  
Accounts Payable/Payroll/HR Officer  
Business Development Officer  
Student Receptionist  
Vocation Education Assistant  
Boarding Co-ordinator  
Library Assistant  
College Shop Convenor  
Public Relations Officer (Communications)

Mrs Leisa Reber  
Ms Jenny Pieper  
Mrs Cheryl Kussrow  
Mrs Natalie Salisbury  
Mrs Pearl Hood  
Ms Kim Morris  
Mrs Wendy Wagner  
Mrs Kym Walter & Mrs Fay Duffy  
Mrs Donna Stafford  
Mrs Karyn Redmond

### **Information Technology Staff**

Information Systems Co-ordinator  
Information Technology Officer  
Information Technology Officer (Part-time)

Mrs Carol Shepherd  
Mr Jason Fairchild  
Mrs Saraniya Dev Ananth

### **Catering Staff**

Catering Co-ordinator/Chef  
Catering Staff

Ms Lisa Hutchesson  
Ms Melinda Pacey  
Mrs Maria Linklater  
Mrs Mary Norris (Canteen)  
Mrs Tanya Drummond  
Ms Susan Thorn (Canteen)

### **Maintenance and Ground Staff**

Maintenance Supervisor  
Facilities Officer

Mr Tim Patterson  
Mr Ted Hill  
Mr Raymond Maxwell (Casual)

### **Cleaning Staff**

Mrs Vera Fylde  
Ms Tricia Wass  
Ms Nicole Abbott

**Support Staff**  
Laboratory Assistant  
Nurse  
Teacher Assistant (Creative Arts)  
Teacher Assistant (Learning Enhancement)

Ms Megan Reynolds  
Ms Suzanne Iskov  
Rachel Watson  
Mrs Gail Castles  
Ms Michelle Ivey

Teacher Assistant (Practical Arts)

Ms Kerry Morris  
Ms Bridget Daykin

**Music Teacher**

Piano/Strings  
Theory/Flute  
Choir  
Trumpet  
Saxophone  
Percussion  
Clarinet

Mr Zac Pottle  
Mrs Ursula Boyd  
Mrs Ursula Boyd  
Mr Rex English  
Ms Kate Ellis  
Mrs Jane Bacon  
Ms Kate Ellis

**Indigenous Education Officer**

Ms Krista Vatubua

**School Counsellor**

Ms Glenda Channells

**Boarding Supervisors**

Mrs Marguerite Rohde  
Ms Janeane McCosker  
Ms Tracey King

Ms Carley Saunders  
Ms Emma Querro  
Ms Nikki Wakeham

**Co-curricular in Boarding**

Ms Tiffany Flint  
Mrs Donna Stafford  
Ms Susan Thorn

**Laundry Assistant**



## **MISSION STATEMENT**

We declare that the mission of St Ursula's College is to continue the mission of Jesus, living and proclaiming the Gospel values to all people, especially in our school community, with fidelity, joy and enthusiasm.

Our mission demands that we create an environment where the Gospel values - both in daily living and in the learning situation - can be critically examined, clearly understood and responsibly acted upon.

This demands serious and courageous involvement in the field of education and in the practice of justice in our efforts to transform the world.

## **COLLEGE VALUES**

In living out the College motto, 'PERFICE GRESSUS MEOS' (Perfect My Steps), St Ursula's College promotes the following values:

### **FAITH**

We seek to make students aware of our rich Catholic heritage, nurturing this as the source of Catholic identity and living. We strive to build upon the *Faith* and commitment of the Presentation Sisters who founded the College by providing Religious Education and experiences of prayer, liturgy and social action that make the *Faith* dimension of this College life-giving and relevant.

### **RESPECT**

We believe in the dignity of each person and encourage all to treat others with consideration and courtesy, acknowledging the value of other viewpoints and life experiences. We strive to ensure that all members of the College community are treated with fairness and equity.

### **EXCELLENCE**

We believe that each human being is endowed with individual gifts that deserve recognition and development. We strive to promote an environment where all are encouraged and enabled to develop their potential and experience success according to personal capabilities and circumstances.

### **COMPASSION**

We believe we have a responsibility for the well-being of others in and beyond our community, particularly those who are suffering or vulnerable. We strive to develop a sense of concern for others and a spirit of service so that this concern is expressed and enacted.

### **HOSPITALITY**

We believe that a Christian community is inclusive. We strive to develop a sense of welcome and an acceptance of others such that all in the community are inspired to demonstrate a willingness to share their talents and cultures to enhance life for all. We promote and model reconciliation and strive to restore relationships when conflict or division occur.

### **SIMPLICITY**

We value all of creation and the interconnectedness of life. We strive to develop a sense of appreciation for our physical environment and personal resources. We promote good stewardship and social responsibility rather than a focus on material possessions.

## STRATEGIC PLAN 2017– 2020

### 1—Faith and Formation

#### Vision:

Our young women are inspired to live lives of faith and action informed by Catholic Teachings and the Mission and Values of St. Ursula's College.

#### Strategic Priorities:

- a To affirm our Catholic Identity through enriching our focus on prayer and liturgy and embedding Catholic teaching and values in our curriculum.
- b To nurture the spirituality of students and staff by providing opportunities for formation and personal growth to enhance meaning and purpose in life.
- c To connect our College community with a variety of opportunities to provide authentic participation in service and social justice programs which are based on Catholic Social Teaching.

### 2—Learning and Teaching

#### Vision:

Our students acquire a love of learning which will continue throughout life and enable and encourage them to be responsible, resilient and reflective learners.

#### Strategic Priorities:

- a To establish a dynamic learning framework which supports a seamless and developmental curriculum.
- b To deliver the Australian Curriculum effectively in the Middle School and thus provide a strong foundation for the successful implementation of the Queensland Senior Curriculum introduced in 2019.
- c To establish a culture of high expectations in teaching and learning through excellent pedagogical practice and learning partnerships that promote resilience and responsibility.

### 3—Community and Care

#### Vision:

Our learning environment nurtures growth and wellbeing, promotes positive relationships and develops the whole individual.

#### Strategic Priorities

- a To enhance student and staff wellbeing, resilience and leadership qualities by cultivating reflective decision-making, positive interactions and supportive relationships.
- b To foster partnerships with the wider community that will contribute to the growth of our students and a mutual responsibility for the care and development of our human and natural environments.
- c To continue to build an inclusive community based on the dignity of each person as well as the acceptance of cultural and individual differences.

### 4—Resourcing the Future

#### Vision:

Relevant, affordable, future focused learning opportunities are provided for young women.

#### Strategic Priorities:

- a To provide, through the development of a Masterplan (2018-2028), facilities that are respectful of the aesthetic and spiritual heritage of the College and the surrounding environment yet support the educational and residential requirements of 21<sup>st</sup> Century learners.
- b To ensure the ongoing growth of the College by resourcing opportunities that position St Ursula's College as the "School of Choice" for Young Women in Central Queensland.
- c To respond to and support the emerging needs of our learning community by identifying and implementing innovative and more effective ways to conduct the business of the College.

## STRATEGIC PLAN 2017-2020

### GOALS

#### 1- Faith and Formation

**Goals:**

- a To continue to network with Mercy Partners, Presentation and other Catholic ministries to enhance and develop our Catholic Identity.
- b To source current and quality resources and personnel to provide more opportunities for formation and spiritual growth for staff and students.
- c To continue to provide a diverse range of meaningful experiences and appropriate places at the College and in the Parish for community prayer, liturgy and reflection.
- d To access and expand opportunities for students to engage in outreach programs and develop their awareness of social justice issues.

#### 2– Learning and Teaching

**Goals:**

- a To develop a whole school Learning and Teaching Framework which encompasses a Numeracy and Literacy Plan.
- b (1) To complete the writing of units for Years 7-10 in a common format that reflects the priorities of the ACARA curriculum  
(2) To enable the upskilling of teachers in the 2019 Senior syllabuses.
- c. To support staff and students in the use of data to provide feedback, support and extension to enhance teaching and learning.

#### 3– Community and Care

**Goals:**

- a To identify and implement programs and initiatives that build resilience and nourish the well-being of staff and students.
- b To provide opportunities to promote positive relationships and reflective decision-making through avenues such as student forums and student coaching.
- c To continue to source and provide programs and activities that endorse greater understanding of cultural diversity.
- d To investigate opportunities to connect with the wider community to address and support local and environmental issues and sustainability.

#### 4– Resourcing the Future

**Goals:**

- a To develop, through consultation and research, a Masterplan for 2018-2028 which identifies needs for, and the appeal and utility of, learning and residential spaces for our current and future learners.
- b To maximize promotional opportunities through the implementation of a College Marketing Plan.
- c (1) To embrace new technologies to achieve improved organizational outcomes  
(2) To explore opportunities for future partnerships/business opportunities  
(3) To seek and embed sustainability practices which support effective College operations
- (4) To identify and implement strategies that support continuous improvement of College processes.

**INTRODUCTION:**

A 100<sup>th</sup> Birthday is undoubtedly a watershed and a significant milestone in a life; the same is true of a College and community. In 2018, **St Ursula's College, Yeppoon, a Girls Catholic Day and Boarding Secondary College** celebrated a very successful Centenary. At its conclusion, it seemed important to maintain momentum and to capture the positivity and good will, engendered by the Centenary celebrations and publicity, to establish a strong foundation for the future. There was a perceived risk that, as a result of our Centenary, the College could be branded as an 'old school' that had had a proud past but was focused on that rather than looking forward. It was important to convey the message that the qualities that had enabled St Ursula's to survive and flourish in the past were those that would serve us well into the future – resilience, adaptability, courage, collaboration, resourcefulness, *Faith*, humour and creativity. A learning community based on such foundations was well positioned to prepare young women for the challenges and the opportunities of the 21<sup>st</sup> Century. It was, therefore, important to commence the 2019 year with energy, enthusiasm, a clear sense of direction, purposeful passion and, most of all, *Faith*.

On that basis, '*Have Faith*' was selected as our motto for the year, along with the key College Value of *Faith*. At the start of 2019, College Leadership and staff realised that there were challenges ahead: implementation of the new Queensland Senior Curriculum and assessment processes; a new pastoral system based on reorganized 'Schools' within our College and restructured House Groups; a renewed 'image' for the College which conveyed the message that St Ursula's looked to the future with confidence as well as valued the past; the enculturation of several newcomers to our College because of a wave of staff retirements at the end of 2018 and increased enrolments; and managing the impact, on many in our community, of the ongoing drought. Another challenge was in the enrolment area. While numbers overall\* were an improvement on the 2018 figures but there was a very small Senior cohort (33) (as a result of an earlier Government Policy changing the starting age for school) and reduced Boarding numbers (only 52). With such small Senior student numbers, maintaining breadth in the curriculum was a financial challenge that the College needed to carry in order to service the needs of our clients. Moreover, despite increased Day students, Boarding enrolments had reduced meaning that 2019 would be a year when we focused on Boarding and tried to build numbers. This was another reason that *Faith* was needed.

***\*Enrolment figures for 2019 were as follows:***

Year Level	Number
Year 7	91
Year 8	86
Year 9	83
Year 10	63
Year 11	71
Year 12	33
<b>Total</b>	<b>427</b>

*Faith*, however, needs to be accompanied by 'good works' – so, in this spirit, the College Leadership Team determined the operational priorities. These, of course, were based on the Strategic Plan.

### St Ursula's College 2019 - Priorities

**To affirm our Catholic Identity through enriching our focus on prayer and liturgy and embedding Catholic teaching and values in our curriculum. Initiatives selected included:**

- Encouraging staff to start meetings and lessons with a prayer
- Sourcing and utilizing formation opportunities to enhance staff spirituality and deepen understanding of the Catholic ethos of the College
- Actively seeking resources and links to Catholic Teachings that could enhance the delivery of curriculum and an understanding of Catholic social justice perspectives, values and belief

**To establish a dynamic learning framework which supports a seamless and developmental curriculum, there would be a particular focus on:**

- Ensuring consistency and accountability in pedagogical practice
- Mapping the inclusion of *Cognitive Verbs* and Literacy and Numeracy skills in the learning programs and progress of our students
- Revisiting the process and content of feedback provided to students and staff to ensure greater quality; that feedback needs to be specific, constructive and respectful
- Identifying and using data more effectively to improve curriculum delivery, pedagogical approaches and student outcomes
- Building greater collaboration between and across subjects and year levels so that overlaps were avoided and greater connectedness was evident in curriculum
- Developing strategies to engage parents more actively in the learning of their daughters

**To enhance student and staff well-being, resilience and leadership qualities by cultivating reflective decision-making, positive interactions and supportive relationships:**

- Promoting opportunities for staff to experience leadership and to develop skills relevant to future career development
- Monitoring staff wellbeing and ensuring that programs and processes support staff in an era of significant change
- Facilitating opportunities for staff and students to give feedback and/or be involved in decision-making relevant to the development of the College
- Enhancing a culture of positivity as a basis for wellbeing programs and Behaviour Management processes

**To ensure the ongoing growth of the College by resourcing opportunities that position St Ursula's College as the "School of Choice" for young women in Central Queensland:**

- Utilizing the positive experiences that occur in classrooms throughout the College and externally (social media, Assembly) to promote the academic strength of the College
- Promoting the benefits of single sex Catholic schooling and responding to and challenging the negativity that sometimes occurs in relation to this identity
- Promoting Boarding by more extensive regional tours, being a greater presence of local Agricultural Shows and targeted advertising
- Refining enrolment processes to make these more accessible to busy or remote parents.

### Enrolment Data

**Student attendance profile (This is calculated on a 175-day school year (Yrs 7 – 11) and 166 (Yr 12)**

Rolls are marked each morning and class rolls are checked every lesson. Unexplained absences are followed up by Student Reception and an SMS absentee message is sent to parents. Consequences are imposed so that students make up lost class time.

**Junior Years (Years 7 and 8) attendance was as follows:**

	2019 - (average per student)
Year 7	92.6%
Year 8	93%

**Middle Years (Years 9 and 10) attendance was as follows:**

	2019- (average per student)
Year 9	93.9%
Year 10	92.39%

**Senior Years (Years 11 and 12) attendance was as follows:**

	2019 - (average per student)
Year 11	93.36%
Year 12	92.6%

### Apparent Retention rates Full Time Students Years 10-12

<u>Year 10</u>		<u>Year 12</u>		<u>Year 10-12</u>
<u>Year</u>	<u>Enrolment</u>	<u>Year</u>	<u>Enrolment</u>	<u>Apparent Retention Rate</u>
2015	88	2017	77	88%
2016	56	2018	54	96.42%
2017	32	2019	33	103%

### Indigenous Students as at August 2019

<u>Year</u>	<u>Enrolment</u>
7	9
8	11
9	10
10	6
11	6
12	4

## Staff Information

**The workforce is composed as follows:**

2019			
Day School		Boarding School	
Non Indigenous	Teaching	45	Non Indigenous
	Non-Teaching	29	
Indigenous	Non-Teaching	4	

**Teacher Qualifications:**

Bachelor Degrees	51
Masters Degrees	5
Certificates of Teaching	0
Diplomas	12
Graduate Diplomas	14

**Proportion of Teaching Staff retained from the previous school year:**

In 2019, 86% of teaching staff employed in 2018 were retained.

**Average staff attendance for the school, based on unplanned absences of sick and emergent leave:**

87.3%

**Expenditure on Professional Development - 2019:**

Teaching	\$49,344.41
Non-Teaching	\$22,479.74
<b>TOTAL</b>	<b>\$71,824.15</b>

**Professional Development:**

St Ursula's has a long-standing commitment to professional learning and reviewing staff performance. The College devotes considerable time and resources to these activities and processes. Comprehensive professional learning is provided for staff as well as supporting access to external learning activities. An important source of professional learning is peer sharing and we are fortunate to have great expertise within our staff and a strong commitment to sharing this with colleagues. This sharing occurs across and within Departments, Year Levels and subjects.

The teaching staff undertook training in the following areas:

- Student Protection
- First Aid & Fire Evacuation Training
- Workplace Health & Safety
- Bishop's Inservice Day – Religious Education – Personal Spirituality
- Catholic Social Teaching

- Mighty Minds – thinking skills, QCS & NAPLAN Test Preparation
- Indigenous Perspectives and Protocols
- Supporting the Learning needs of Diverse Learners
- Literacy Skills Workshops
- Adolescent Wellbeing and Mental Health
- Collins Writing Program
- Educator Impact Program

*Boarding School Staff completed:*

- First Aid
- MHFA – learn how to support someone who is self-harming
- Sue Larky Autism Spectrum Workshop

Leadership Personnel and Teaching staff also attended Professional Development sessions relevant to particular areas of responsibility. Some examples are listed below:

- QCAA Subject Area Workshops
- QHTA Conference
- QTAC Seminars/Workshops pertaining to the introduction of a new Senior Syllabus
- Positive Schools Mental Health and Wellbeing Conference
- Generation Next – Bullying, Social Media and Self Harm
- National Religious Education Leaders Symposium
- Google Training

*The following section of the report was prepared by Ms Deidre Pascoe, Deputy Principal - Spiritual and Pastoral with input from the Heads of School, Head of Religious Education and Outreach, the Indigenous Liaison Officer and College Nurse and Counsellor*

The 2019 College theme, **Have Faith**, was featured at the commencement of the year, at both the Staff Welcome Liturgy and the *Welcome and Commissioning Mass*. It was also embedded into the many prayers, liturgies and reflections at College Assemblies, in our Pastoral Program, at Presentation Evening, and the Valedictory Mass.

**Faith and Formation** opportunities for students and staff were held throughout the year. **Staff Formation** is an ongoing strategic goal and integral to the College Ethos and Mission. Formation opportunities included a **session with Dr Caroline Thompson** from Mercy Partners in Staff Week (prior to the commencement of Term 1), and at the **Staff Retreat**, held at *The Haven* at the end of Term 1, led by Fr Ray Sanchez. Fr Ray challenged us to reflect on our own spirituality with reference to models of male and female spirituality. Our staff also joined with many others from **Diocesan Catholic Schools** in a celebration **Mass** held at St Joseph's Cathedral in Rockhampton.

The annual **Bishop's In-Service Day** in February was well attended by St Ursula's staff. Input from Dr Peta Goldburg rsm inspired subsequent in-service of College staff on the *Catholic Social Teachings* (CST) and an initiative to review the embedding of these into all subject

disciplines. The CST were then displayed in all classrooms as a teaching priority. **Ms Kathy Strelow**, Head of Religious and Cultural Studies, ably led this Formation session.

Our College continued to collaborate with the three other Capricorn Coast Catholic Schools and **Youth Masses** were celebrated each term, and in the annual promotion of Catholic Education Week. Capricorn Coast Parish Priest, **Fr Matthew Moloney**, continued to encourage the involvement of the schools within the Parish, and welcomed the participation of Boarders at Mass each Saturday evening. Our **Campus Chapel** was well utilised for Class prayer and liturgies, the Staff Lenten Program, and an 8am Parish **Mass** on rostered **Thursdays**.

Our students were also involved in the **Diocesan Youth Pilgrimage** and participated in a series of Combined Colleges' **Youth Retreats**, hosted by Emmaus College, St Brendan's College, The Cathedral College, and St Ursula's College, on a rotational basis. **Ms Kathy Strelow**, supervised our students at the retreats hosted by the other Colleges; she also organised and led the Retreat here at the College.

In Term 3, we welcomed two students into the wider Catholic Community. **Ms Kathy Strelow** lead the **Sacramental Program** that supported these girls in their reception of the Sacraments of Baptism, First Eucharist, Reconciliation, and Confirmation.

Our annual Student **Retreat Days** were well received; attendance on Retreat Days notably improved. **Fr Ray Sanchez** and the Passionist Retreat Team were once again highly effective in delivering programs to Years 10 and 11 Students; these retreats led to improved Year Level identity, the recognition of the gifts in others and sometimes, a healing of friendship rifts. **Az Hamilton** from **Just Motivation**, stimulated great conversations with the students in Years 7, 8 and 9, about *Faith* and the place of God in our lives as well as an opportunity to discuss the theme of 'Have Faith'. The final Retreat for **Year 12 students, Memories Day**, was held at the Yeppoon Surf Life-Saving Club. The girls were able to reflect on their educational, personal, social and spiritual growth, during their five years at St Ursula's College.

### **Outreach**

The **Headstart** program, introduced in 2018, involved students in assembling and delivering Toiletry Packs, Winter Warmer kits, Home Cleaning kits, and Home Starter kits to the clients of the *St Vincent de Paul Society* in Yeppoon, and the *Women's Refuge* in Rockhampton. 200 Zonta Birthing Kits were also packed and sent to communities in Africa. **Eddie's Van**, a community-based Outreach service for those in need of a warm meal and company was well supported by staff and students of the College each Thursday afternoon. Six students from Year 11 volunteered their time for the *Eddie Rice Camp* during the December School Holidays and provided encouragement and positive role-modelling and friendship to children from homes affected by violence, illness, poverty and homelessness.

**Christmas Cooking for the Elderly** again enabled students to work with the *Presentation Associates* throughout Term 4. This activity provided plenty of Christmas cheer to Aged Care residents when students delivered baked goods in the last week of term to *Blue Care* and *Capricorn Coast Adventist Retirement Villages*.

The **Justice Action Group (JAG)** coordinated many awareness and fundraising activities. Donations were distributed to Caritas (\$636), North Queensland Flood Victims (\$500), Breast Cancer Research (\$600) Papua New Guinea Presentation Schools (\$338), Brain Cancer Research (\$590) and *Hear and Say*, for the hearing impaired (\$394). Over 50 members of the College Community – made up of both students and staff - joined the pre-dawn *Darkness to Daylight* walk on the Yeppoon beachfront to stand against Family and Domestic Violence. **Mrs Arianna Greinke** (Head of Senior School and Religious Education teacher), **Ms Kathy Strelow**, and the other members of staff organised, supported and encouraged our students to be involved in Outreach, Awareness-Raising Activities, and the Liturgical and Prayer events during 2019.

#### **Pastoral**

Term 1 of the School Year was an ideal time for community building, and included a successful **Welcome Evening** for Year 7 students and their parents/carers. This event was well attended and provided opportunities for the Year 7 students to socialise outside of their class groups in a fun-filled Games rotation, before parents and families arrived for a Sausage Sizzle to meet other parents and the Teaching staff in a relaxed setting.

College Captains, **Bethany Collins** and **Bella Weinert**, ably assisted with **Assembly** each Monday during terms, and welcomed the opportunity to prepare and present a regular **Captains' Comment** section to build community and College spirit. The new timetable (6 x 50-minute lessons, and 1 x 30-minute lesson per day) allowed for two Assembly times each week; the Heads of School utilised the second Assembly on a Thursday for Year Level and House Assemblies. This time also provided opportunities for Student Leaders under the direction of the **Head of Senior School**, to plan and deliver presentations for Assemblies.

The efforts of **Yasmin Craggs**: Faith in Action Captain, **Sasha Bowman** and **Portia Baldwin**: Boarding Captains, **Yvonne Drejer**: (Kennedy), **Grace-Maree Dendle** (Madden), **Grace Dawson** (Nagle) and **Mileon Mau** (Shiel), the House Captains are greatly acknowledged as they contributed significantly to building spirit and a sense of community within the College.

**Camps** for Year 7 (Great Keppel Island) and Year 9 (Fairbairn Dam, Emerald) students, encouraged the development of collaboration, teamwork, friendships, and Year Level bonding. Year 9 students also enjoyed a *Girls' Night Out*, with Dinner and a Movie in Term 3, and the Year 10 Leadership Committee organised a Shared Dinner for their peers in the Function Room at The Strand in Term 4.

**Year 8 Camp at Capricorn Caves** included a day of activities for these students' and their Fathers or Father-figures. Feedback from this experience was positive, as both the adventuring and strengthening the bonds with their Fathers/Father-figures and peers.

A new **Pastoral Care System** was introduced in 2019; the vertical (groupings of students from all Year Levels) to a horizontal system based on the **Junior** (Years 7 and 8), **Middle** (Years 9 and 10), and **Senior** (Years 11 and 12) Schools. This new system was allocated two (2) x 30 minute

lessons each week on a Tuesday and Wednesday. The Heads Of School (HOS), **Ms Miranda Crane** (Junior), **Mrs Megan Slade** (Middle), and **Mrs Arianna Greinke** (Senior), utilised a variety of resources to plan and implement the new Program which was tailored to meet the developmental needs of students in each of the Schools. The online resource, 'You Can Do It' formed the basis of the program and students in Years 7 and 8, and Years 9 and 10, worked through units on *Study Skills*, *Personal Organisation*, and *Positive Psychology* concepts such as *Resilience*, *Growth Mindset*, and *Confidence Building*. This program was also used for students in Senior School to identify character strengths, set goals, develop study schedules and reflect on their academic progress with their House Group teacher. House Group teachers coached and mentored their students; staff feedback indicated that, while the new program was beneficial, it was difficult to balance the teaching aspect of these sessions with finding time to get to know their students on an individual level. The three Heads of School did excellent work in developing, and overseeing the implementation of this initiative.

**Year 11 students** experienced Leadership opportunities in 2019 including the *Interact Club*, the *Diocesan A Chance To Serve (ACTS) Camp*, and the annual *Year 11 Leadership Program* facilitated by **Belinda Yorston**, CEO of yLead. The College's Student Leadership elections were held early in Term 4 and the 2020 College Committee, House and Boarding Captains promised to be able leaders.

The transition from two Heads of School (HOS) to three in 2019, was an insightful and well-considered inclusion to the Middle Leadership restructure. Their roles evolved considerably, and their responsibilities now require the HOS to lead and manage staff (eight House Group teachers per School), and develop and implement a School-wide Pastoral Program, in addition to overseeing the well-being needs of the students.

### ***Student Wellbeing***

The Heads of School were ably supported by our very busy **Counsellor, Glenda Channels**, who continued to work three days each week in the area of **Student Well-being**. Data collated by Glenda and the HOS highlighted **major well-being topics** for our students in these areas: *Family Relationships*, *Anxiety*, and *Friendship Challenges*. These matters are seen to correlate with changes in behaviour, reduced academic focus, decline in results, poor self-esteem and identity, and underdeveloped social skills. Fortunately, self-harm ideation while still presenting in some students has not increased on previous years. The impact of Social Media, however, contributed to many of the friendship issues and this was addressed in 2019 with a new *Mobile Phone Usage Policy*.

The College's **Parents and Friends Association** generously funded an Information Session, presented by *Project ROCKIT*, for all students in Term 4 to address the positive and negative aspects of Social Media platforms. A Parent Session was also provided by *Project ROCKIT*; while attendance was low, feedback from both students and parents was very positive.

In response to staff concerns, a **Behaviour Management Review Committee** was formed and met on three occasions. These meetings produced innovative Behaviour Management strategies to support teachers and promote positive behaviours.

### **Professional Development**

Opportunities for the Well-being Team included attendance at the *Positive Schools Mental Health and Well-being Conference*, held in Brisbane in May. Generation Next provided numerous online Podcasts and Webinars for well-being PD in the areas of *Bullying, Social Media, Self-Harm, and Student Protection*. The Queensland Catholic Education Commission (QCEC) Student Protection In-Service Day also delivered excellent information which was shared with the College Board early in Term 4.

Student Wellbeing is also supported by an extensive range of co-curricular activities:

#### **Student Activities included:**

- Rockhampton District Sporting Competitions: (Swimming, Cross Country, Athletics, Volleyball, Netball, Basketball, Touch Football, Soccer, Water Polo, Equestrian.)
- State Sporting Competition: QISSNetball, All School Touch
- Instrumental Music, Choir, Orchestra and Ensembles
- Drama Club, combined Colleges' Musical with St Brendan's College
- Public Speaking and Debating
- Student Representative Council and Student Committees
- Social Justice, Outreach and Community Fundraising
- Student Retreats and Reflection Days
- Student Leadership Training, Conferences and exchanges with other schools
- Maths Team Challenge, ICAS Competitions (English, Maths and Science)

### **Indigenous Support**

**Krista Vatubua** presented an In-Service Session for College Staff on *Indigenous Protocols*, which she constructed as a reference document. She continued to provide personal, educational and cultural support to both the students and staff at the College. Her focus is very much centred on inclusion and supporting our Indigenous students to feel empowered, and to work with persistence and determination.

There were many highs and lows over the year; however, we were constantly reassured that our **Faith** in our God would lead us to the right decisions and deliver the best outcomes for our College community.

*The next section of the report was prepared by Ms Belinda Connolly,  
Deputy Principal - Learning and Teaching – with input from Heads of Department*

In 2019, the most significant change to Senior Schooling in Queensland for 40 years occurred. Our College had prepared for this change, throughout the previous two years, by altering our Curriculum offerings and Senior pathways, and through a renewed focus on the explicit teaching of cognitive skills; however, there are always some elements of change that cannot be prepared for. Teachers and Leaders had to be creative and critical thinkers, collaborative, and responsive and resilient in relation to change. These are the skills and characteristics of 21<sup>st</sup> Century learners.

The Middle Leadership structure was revised on the basis of changing curriculum and pastoral needs in 2018 and a refined **Middle Leadership structure** commenced in 2019 with a dedicated *Curriculum Middle Leadership Team (CMLT)*, consisting of five *Heads of Department* and the *E-Learning Coordinator*. Two new members of the College Staff, **Mr Mark Avery**, (Head of English and Social Science) and **Mr Luke Tree** (E-Learning Coordinator), assumed these roles. These leaders, along with **Ms Kathy Strelow**, (Head of Religious and Cultural Studies), **Mr Kevin Wallis**, (Head of Mathematics, Business and Technology), **Mrs Samantha Meager**, (Head of Science and Health) and **Ms Nicole Francis-Leah**, (Head of Practical and Creative Arts) are acknowledged for their effective leadership of staff and exemplary management of curriculum implementation in a year of great change.

The *Educator Impact* feedback process was delayed in 2019 due to implementation of the new *Queensland Curriculum and Assessment Authority (QCAA) Senior Curriculum*; however, in 2020, the focus of this observation, feedback and reflection program will be the Middle Leadership teams (Curriculum and Pastoral).

**New Teaching Staff** in 2019 included two Graduate Teachers (who have now moved to full registration status); our Boarding Kitchen Chef also finished her studies in Education and was offered a Teaching position for 2020 commencement.

The change to the structure of the **Junior, Middle and Senior Schools** also refocussed teaching and learning processes for students at different stages of development and assisted them to consolidate, extend and refine their application to learning and study. The curriculum at each level reflected the key skills required in each phase of learning with a move to individualised learning pathways in the Senior School.

**Teaching and Learning initiatives** implemented in 2019 were in response to the aforementioned educational changes.

The introduction of **21C** (Twenty-First Century Skills) in 30 minute sessions on Fridays aimed to develop 21<sup>st</sup> Century Skills in our students. Activities included; Choir to develop collaborative skills; Information Communication and Technologies (ICT) workshops; Chess and Card games for Critical Thinking; Debating for Communication Skills; Meditation for Well-Being, and Philosophy for Creative Thinking. The feedback from students was overwhelmingly

positive. Chess was a particular favourite with students; fourteen students represented our College in the CQ chess Competition in Term 2.

There was re-focused attention to **Literacy Skills** in 2019, led instead by College teaching staff who were trained in the *Collins Writing Program*: their expertise was shared with others in our *Twilight PD program*.

With the appointment of an **E-Learning Coordinator** in 2019, there was considerable Professional Development for teachers in the use of Digital Platforms to support teaching and learning. Again, the existing expertise of members of staff was utilized to share learning about the use *Google Classroom* across the College to support teaching and access to learning resources. One Note and *Microsoft Teams* were also introduced to support this *Learning Management System*.

The introduction of the QCAA Short Course **Careers Education Program**. All students in Year 10 undertook this QCAA Course, and 98% were awarded one (1) Queensland Certificate of Education (QCE) Point for successful completion.

**Parent Engagement** was a goal for 2019. This was the basis for the Middle School and Senior School Information Evenings, and the Senior Education Transition (SET) Plan interview process, all of which were well received by parents.

The **Senior School Information Sessions** included a *Welcome to Senior School* event in Term 1 for parents of Year 12 students, and again in Term 4 for parents of Year 11 students. The College hosted, in conjunction with St Brendan's College, an *Elevate Education Parent Evening*, and Student Workshop.

The **Middle School Parent Information Evening** (Year 10) was connected to the SET Plan process and provided an overview of the expectations of the new QCAA Senior programs. Live streaming the Academic Awards Assembly and Presentation Evening was also well received by parents, especially of Boarders who appreciated the ability to connect to our community for these events.

A **Queensland Tertiary Admissions Centre (QTAC) seminar** was held for both parents and students. This outlined the Application Process for students seeking University enrolment. This was a shared event with St Brendan's College.

**Student-Parent-Teacher interviews** in 2019 were extended to provide greater teacher availability in response to increased demand from parents. This was a positive sign of Parental Engagement in their daughter's/s' learning.

There was a significant update to **Student Reporting** in 2019, making this a more efficient process for teachers, and providing meaningful feedback to parents and students. Reports give clear commendations and recommendations regarding student application and achievement, with these comments reflecting expectations of students.

The introduction of the new **Queensland Senior School Syllabus in Year 11**.

- **Year 11 students now study six (6) subjects** in their Senior Course, reflecting the increased rigour and cognitive demand of the Queensland Senior studies. Despite this reduction in the number of subjects studied, our students enjoy a variety of pathways, as we cater for both the Australian Tertiary Admissions Rank (ATAR) (University entrance) and Vocational Education and Training (VET) (further training and employment) opportunities.
- There were **24 QCAA Senior subjects available to the Year 11 students**; Modern and Ancient History, Geography, Legal Studies and Business Studies, Physical Education, Drama and Music; Senior Sciences including Physics, Chemistry, and Biology; all Mathematics courses with General Mathematics Methods, and Specialist Mathematics. This College continues to be the only Secondary College in Central Queensland to offer two languages, Japanese and French, in the Senior School.
- **New courses** offered in 2019 included *Design, Fashion, and Aquatic Practices*.
- **University subjects** were offered through **CQUniversity's Start Uni Now (SUN) program**. In 2019, four Year 10 students commenced their respective units of study in November 2019, as part of the SUN program. Results were impressive, with a High Distinction, Distinction, and two Credits achieved by the students involved. Two students indicated that they chose an Education subject as they view current teachers as role models and were inspired by them. This is a testament to the value of the work of our staff.

The **VET pathways** available at St Ursula's College are extensive and reflect student interest and emerging trends in employment. Mrs Natasha Oldham, VET Coordinator, monitors market trends very effectively and sources an impressive array of opportunities for our students in vocational training and employment

#### **Certificate courses available at St Ursula's in 2019:**

##### **Year 10**

- Certificate I in Hospitality
- Certificate II in Health Support Services (led by Bluestone Training)

##### **Year 11 and Year 12**

- Certificate II in Kitchen Operations
- Certificate III in Fitness
- Certificate III in Allied Health
- Certificate III in Tourism (option for students to exit at Certificate II in Tourism).

##### **External courses undertaken by students**

- Certificate II in Rural Operations
- Certificate II in Animal Studies
- Certificate III in Early Childhood and Education
- Certificate IV in Crime and Justice

### Certificates as a part of a Traineeship

- Certificate II in Track Riding
- Certificate III in Community Pharmacy
- Certificate III in Sport and Recreation
- Certificate II in Automotive (Apprenticeship)
- Certificate II in Hospitality (Traineeship)
- Certificate III in Hospitality (Traineeship)

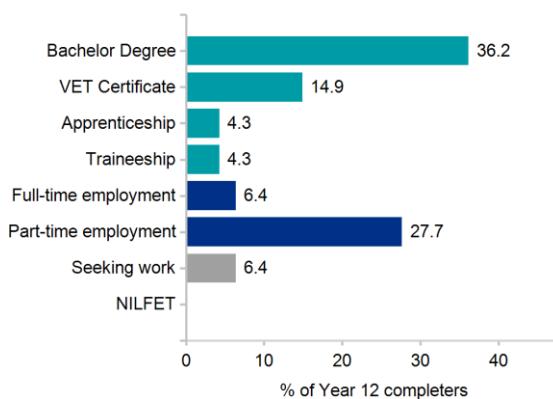
The **Queensland Core Skills (QCS) Test** was undertaken by Year 12 students for the last time in 2019, and there was a considerable improvement in student results from 2018. This is in part due to refined preparation, particularly in Numeracy areas: Students undertaking an **Overall Position (OP)** course were given an indication of OP ranges based on Semester 1 results. The purpose of this conversation and academic monitoring of all Year 12 students, was to ensure that our students achieved successful school outcomes. No students achieved an OP result less than predicated and many, based on redefined goals, made significant improvements.

### Senior Student outcomes are as follows:

- 16% of students were awarded an **OP 1-5**, 37% of students were awarded an **OP 1-10** and 79% an **OP 1-15**. Compared to other local Catholic, State and Independent schools, St Ursula's students were ranked third best for OP 1-5% results.
- 29% of students exited with a **Certificate I**, 26% of students with a **Certificate II** and/or 38% students with a **Certificate III**. Some students held more than one Certificate qualification. Many students used their **Certificate III** to access Tertiary studies. One student also completed a University subject.
- 92% of students accepted their **QTAC** offers, with 84% receiving their first preference. Over 33% of graduating students chose Health and Recreation as an area of further Tertiary study, while the Sciences, Primary Industries and Environment, and Social Sciences were also popular; over 11% of students sought further training in these areas.

Senior Education Profiles	VET Qualifications	SAT	QCIA	QCE	OP	% with a QCE, SAT or VET
34	23	5	0	32	19	94%

Main Destination in 2019



Term Planners for each subject studied and **Assessment Calendars**, distributed to all students and parents each term outline the sequence of Teaching and Learning activities for the term, as well as assessment timelines and are valued by students and parents. Parents and Boarding supervisors can use details of the planners to engage in conversations with students about teaching and learning. These also assist to maintain professional accountability of teachers, and to assist student organisation and planning.

The College staff embraced change in education and were agile in their responses to best meet the needs of our students. In times of change, there are no footprints to follow; we are breaking new ground and this brings both risk and opportunity. The trust, professionalism and energy of our Teaching staff and their willingness to continue to go "One Step Beyond" are sincerely commended.

*The following section of the Report was prepared by Mr Ben Flanders -  
Director of Operations and Analytics*

The **Operations and Analytics** role, established in 2019, was expected to be central to the efficient functioning of the College as it allowed a single point of contact for organisational processes. This role would enable a holistic view of the College and thus facilitate planning based on a greater understanding of the needs of the breadth of stakeholders. Effective two-way communication channels were necessary with Leadership and Administration staff, Middle Leaders, Teaching, Technology, and Maintenance staff. In 2019, communication increased in accuracy and addressed more directly the needs of various parties, so the quality of planning improved. At the end of year review, it was clear that the processes established were successful.

This new role presented many challenges but also many possibilities. Throughout 2019, major goals were to streamline processes by focusing on the following:

- Greater use of the TASS Application to automate processes
- Increased communication
- Refine data collection and use processes to make data visible and usable

At the beginning of 2019, several processes were manual and paper-based, particularly regarding class supervisions. Throughout 2019, all **supervision processes** were moved online through the TASS system. The program provides information regarding the frequency of supervisions given to staff and the number of classes a staff member has on a given day which enables a more considerate allocation of supervision sessions. Attendance rolls, both daily and for all classes, have been moved online which has provided accurate and accessible data on individual student attendance.

Other improved processes included more informative *Hours of Duty* statements for full-time Teaching staff and Middle Leaders; these were also positively received.

Employment expectations were also clarified for Relief Staff through specific and informative **Induction** sessions delivered in conjunction with the Principal. These resulted in a stronger commitment to St Ursula's on the part of Relief Staff. With the increased focus on TASS,

directing the operations and analytics also encompassed the reporting process and structure. This involved liaison with the Deputy Principal - Teaching and Learning, in terms of Staffing, Timetabling, and Curriculum organisation and reporting.

Transferring the responsibilities of timetabling the Playground Supervision Roster from the Deputy Principal – Spiritual and Pastoral to the Director of Operations and Analytics relieved the Deputy of unnecessary responsibilities and again streamlined operations and ensured more equity in workload.

The **effective use of data** was more evident during 2019 but this requires more attention. In 2019, there was a multitude of data developed from every classroom and this was used in various ways by teachers. The primary focus was the larger scale tests such as Progressive Achievement Tests (PAT) and National Assessment Program Literacy and Numeracy (NAPLAN) testing data. These test were reviewed; PAT testing for all Years 7, 8, and 9 students will occur at the beginning of Term 1 (to establish a basepoint for the year) and then at the end of Term 3 (to identify change and also to provide data to help shape some journey-grouped classes the following year). NAPLAN data is then collected in Term 2 for Years 7 and 9 students.

### NAPLAN

In May 2019, students undertook **NAPLAN online** for the second year, following the College's participation as a pilot school in 2018. More staff were trained as Test Administrators to run test sessions and students were prepared through specific sessions with a focus on areas of concern identified in 2018. The first day of testing saw several disruptions, which were due to a system wide issue, and 2 students resit the Writing Task. The other test sessions were much smoother and students generally engaged well with the platform, despite a few technical problems. Students had a clearer understanding of the concept of *branched questions* and test administrators were able to deal with problems quickly and effectively. In all strands, except Year 7 Numeracy and Year 9 Grammar and Punctuation, there was improvement compared to 2018.

The 2019 results are shown below:

#### Year 7 Results

Strand	Grammar and Punctuation	Numeracy	Reading	Spelling	Writing
St Ursula's Mean Score	541	539	543	543	506
State Mean Score	542	550	545	544	504

#### Year 9 Results

Strand	Grammar and Punctuation	Numeracy	Reading	Spelling	Writing
St Ursula's Mean Score	575	590	580	581	552
State Mean Score	573	589	576	580	535

In 2019, this data was made more accessible to staff, and an attempt was made to develop PAT data booklets - with graphical reports from the Australian Council for Educational Research (ACER) portal - to make data more readable and issues easier to identify. Head of Humanities, **Mr Mark Avery**, was very active in this area and made specific use of PAT data for Reading and Vocabulary to target precise identified weaknesses, with some success indicated in Term 3 test data, when compared with Term 1. This use of data is expanding to support the work of Middle Leaders across the College.

The collaboration within the Leadership Team was outstanding throughout 2019, and allowed the role of Director of Operations and Analytics to support appropriate areas of College operations in the interests of overall efficiency.

### **PARENT ENGAGEMENT**

The positive partnerships built with parents in both the Day and Boarding Schools were again evident in 2019. The Parents and Friends Association (P&F) continued to provide the College with valuable support and useful feedback to assist with planning and projects. Most members of the Executive of the P &F accepted re-election for the 2019 College year, ensuring stability and the fulfilment of the Committee's Centenary commitment. The P&F generously funded an information session: *Project ROCKIT* which focused on the positive and negative aspects of Social Media platforms. The success of the P&F endeavours generally was evident in the increased attendance at P&F Meetings throughout the year and sincere thanks are extended to Ms Jane Walsh, President, Mrs Megan Weinert, Vice President, Mrs Jo Couper, Treasurer, Mrs Majella Keily, Mrs Natalie Salisbury, Diocesan Liaison.

The staff of St Ursula's College place great value on parental involvement in the education of their daughters. Parents have a number of such opportunities including:

- Commissioning, Catholic Education Week and Valedictory Masses
- Annual Presentation Evening
- Academic Assemblies
- Welcome and Orientation Events for incoming Year 7 students and their parents
- Year 8 Father/Daughter Caving Expedition
- Parent Information Evenings on relevant topics
- Subject Selection evenings
- End of Semester Reports
- Parent/Teacher/Student Interview sessions each semester

### **FUNDING**

School income data can be accessed via the [My School Website](#) Our funding resources are:

- |  |     |
|--|-----|
| <input type="checkbox"/> Commonwealth Government             | 55% |
| <input type="checkbox"/> State Government                    | 15% |
| <input type="checkbox"/> Tuition and Boarding fees and other | 30% |

## **CONCLUSION**

A review of 2019 through **goal setting and review processes** at the end of the year determined that substantial progress was made in all areas of College life. The Year 11 students and their parents indicated at the end of 2019 that they had felt well informed about, and very able supported in, their first year's journey with the new Senior Curriculum. Staff too were reassured by positive feedback received from the Queensland Curriculum and Assessment Authority (QCAA) on assessment processes and tasks that had been developed.

The concerted campaign to increase **Boarding enrolments** proved very successful, with numbers enrolled for 2020 increasing by 16 students. What was discerned through market research is that many parents were baulking at the prospect of sending a Year 7 daughter to Boarding School because of their young age; parent willingness to reconsider this situation as students approached Senior School was recognised as an opportunity by the College for very specific marketing. This approach yielded enrolments in Years 8, 9, 10 & 11 and will be the basis of future Boarding recruitment strategies. It must also be acknowledged that the appointment of Mrs Natalie Salisbury to the newly created role of Business Development Officer contributed significantly to effectiveness of the student recruitment process; Natalie brought an array of skills and valuable experience to that role.

A **revised and extended Induction Program** for both permanent and relief staff assisted the enculturation and inclusion of those who joined the College in 2019. In the words of one such recruit "The transition to working at St Ursula's is the easiest I have experienced in my employment career" and all new staff reported that they felt "Welcomed, well informed, supported and befriended very quickly". It has been obvious from parent and student feedback, and student learning outcomes, that the recruitment process for 2019 staff resulted in some excellent additions to the academic and pastoral teams at St Ursula's College.

At the end of the year, we could confidently say that our *Faith* and 'good works' were justly rewarded. All in the College sincerely embraced the theme and this was evident in their efforts and commitment.

Feedback from staff, students, parents, past students and members of the local community indicated very high levels of satisfaction with the College's academic performance; care for students, co-curricular opportunities and contributions to the local community. This level of satisfaction was reflected in surveys completed, the upwards trend in enrolments for 2019 and high retention rates of students and staff.

Sincere thanks are extended to **Mercy Partners** for their '*Faithful*' support of the St Ursula's spirit and charism during the 2019 academic year. The opportunities for formation and fellowship, as well as for networking with others in leadership in similar ministries, were invaluable and much appreciated experiences.

The **Presentation Sisters** continued to demonstrate their '*Faith*' in St Ursula's through providing prayerful support and financial assistance for families impacted by the drought. This

funding augmented a contribution made by Nudgee Trust (Mercy Sisters) some months earlier. St Ursula's is very grateful for the ongoing help of these Religious Congregations.

The **Board of Directors**, especially Chair, Mrs Kerry Attwill, Deputy Chair, Mr David Sutton who acted as Chair while Kerry was on Maternity Leave and Company Secretary, Mrs Lisa Wain, ensured that the College remained financially sound and was *Faithful* to its Mission in 2019. Sincere thanks are extended to the Directors for their generous contribution of time, talent and wisdom and exercise of due diligence in the execution of these duties.

The **Deputy Principals**, Ms Belinda Connolly and Ms Deidre Pascoe, and **Director of Operations & Analytics**, Mr Ben Flanders, are warmly acknowledged for their 'Faith filled' dedication to their duties throughout the year, as is Mrs Peta Tomkins, **Business Manager**, who ensured that the finances and facilities were wisely managed. The cohesion and commitment of the Leadership Team throughout 2019 was gratifying.

**Heads of Department**, **Heads of School** and Work Area Supervisors ensured that teaching, learning, spiritual and personal development and College operations were managed effectively despite the huge changes that occurred throughout 2019. Our *Faith* in them was rewarded as was my belief in the skills and spirit of service of **Office and Finance Staff**, especially **Mrs Leisa Reber**, who coordinates a multitude of day-to-day operations and provides generous support to the Leadership Team; for that I extend heartfelt thanks.

**Teaching and Boarding staff** continued to provide exemplary care for students. Teaching staff worked with College leaders to ensure that the new Senior Curriculum, with all the implications for Junior and Middle School learning, was embraced and effectively embedded. Boarding Staff, under the leadership of **Ms Erin Lee, Head of House**, stepped up to the challenge of 'selling' the Boarding experience to a broader audience by ensuring that there was substance to our promotional claims. They made 'living' at St Ursula's a rewarding experience for Boarding students in 2019.

The positive visual impact and the attractive streetscape of the College, that are so often affirmed by visitors and the local community, are due in no small way to the fine work of the **Maintenance and Cleaning Teams**. *Hospitality*, like *Faith*, is moreover, at the heart of the St Ursula's spirit and our **Catering Team** enact this value with enthusiasm and expertise.

In 2019, it was evident that all of our staff '*Have Faith*' in this wonderful College; it is the spirit that binds us and the inspiration that guides us. I sincerely thank Mercy Partners and the Board for the privilege of leading St Ursula's College in 2019.

**Mrs Catherine Dunbar**  
**PRINCIPAL**