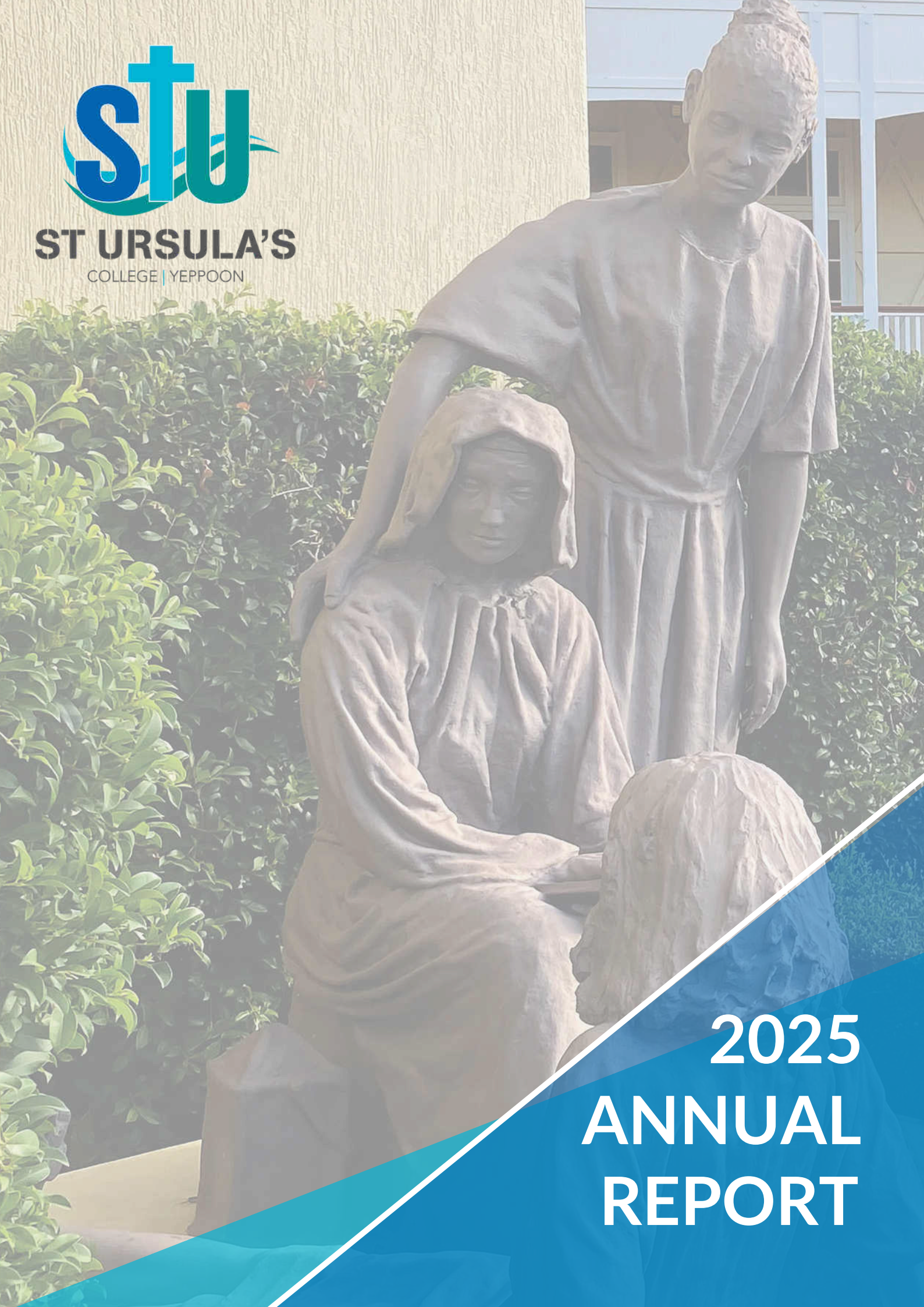




ST URSULA'S
COLLEGE | YEPPPOON



2025 ANNUAL REPORT

Acknowledgement of Country

We acknowledge and pay respect to the Darumbal people as the original and ongoing owners and custodians of the land upon which St Ursula's College, Yeppoon, is built. We call on the Spirit Ancestors to walk with us as we share and learn together. We pay our respects to the Elders past, present and of the future. We celebrate their continuing culture and commit ourselves to actively work alongside First Nations people for reconciliation and justice.

School Profile

St Ursula's College, Yeppoon, is an independent all girls Catholic Secondary Boarding and Day College. Founded in 1918 by the Sisters of the Presentation of the Blessed Virgin Mary (PBVM), St Ursula's is a Ministry of Mercy Partners. The College is grounded in the Catholic traditions and values of the Presentation Sisters, with Nano Nagle as the founder. Nano's vision lives on today, empowering young women to confidently and purposefully embrace life's opportunities with authenticity, compassion and curiosity.

Name: St Ursula's College, registered as St Ursula's College Limited

ABN: 63054678358

Address: 42-62 Queen Street, Yeppoon, Queensland, 4703

School Sector: Catholic Girls School

Enrolment: 605

Year Levels: 7-12

This report provides information to parents and the wider community in accordance with the mandated government reporting requirements for non-state schools.

School Income by Funding Source

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

From our Principal

"And now these three remain: faith, hope and love. But the greatest of these is love." (1 Corinthians 13:13)

At St Ursula's College, Yeppoon, our mission continues to be grounded in the enduring virtues of faith, hope, and love, as expressed in 1 Corinthians 13:13. In 2025, these values remained central to our identity and guided our actions as a Catholic learning community inspired by the charism of the Presentation Sisters. Our annual theme, *Guided by Faith, Building Hope and Love*, shaped every aspect of College life—our learning, our service, and our commitment to the holistic development of each young woman entrusted to our care.

Throughout the year, our students and staff demonstrated what it means to be a community animated by faith and motivated by purpose. Their leadership, compassion, and willingness to serve created moments of deep significance. Initiatives such as the inaugural Flame Day, which raised funds and awareness for the Fitzroy Community Hospice, and Solidarity Day, supporting Presentation ministries in Papua New Guinea, exemplified our commitment to social justice and the Presentation tradition of standing with those in need. Service programs including Community Connect Lunches, Eddie's Van, and HeadStart continued to strengthen our connection with the wider community and allowed our students to experience faith in action.

Our Year 12 cohort of 2025 contributed profoundly to the life of St Ursula's through their leadership and generosity. Their creation of the College's first-ever Sisterhood Statement set an important benchmark for unity, purpose, and collective identity. Their strong academic results, leadership in service, and embodiment of sisterhood leave a legacy for future students.

The College community celebrated significant achievements across learning, the arts, and sport. The outstanding success of *Legally Blonde The Musical*, was a highlight of the year, showcasing the depth of creativity, collaboration, and talent among our students and staff. In sport, more than 140 students were recognised for excellence, reflecting their dedication, resilience, and team spirit. The introduction of the Athlete Development Program further strengthened our commitment to nurturing student wellbeing, performance, and personal growth in alignment with our holistic educational philosophy.

A pivotal moment in our shared history was also marked in 2025 with the formal fulfilment of the Presentation Sisters in Queensland. For more than a century, their courage, compassion, and unwavering commitment to education have shaped our identity and mission. As we honour their extraordinary contribution, we accept with humility and responsibility the call to carry forward the legacy of Nano Nagle—lighting the path of justice, inclusion, and hope for future generations.

The achievements of 2025 were made possible through the dedication and partnership of many. I extend my sincere gratitude to our College Board Directors for their stewardship and strategic guidance; to the College Leadership Team, Heads of School, and Heads of Department for their commitment to excellence; and to our staff for their professionalism, care, and deep belief in the potential of every student. I thank our students for their energy and purpose, and acknowledge our parents, alumni, volunteers, and community partners whose support enriches our mission.

As we reflect on 2025, we do so with gratitude and with confidence in the future. Guided by faith, strengthened by hope, and united in love, St Ursula's College continues to build a community where young women learn, lead, and flourish. This is our enduring mission, and it is our privilege to carry it forward.

Deborah Ryan

Statement of Philosophy and Aims

St Ursula's College, Yeppoon, is a Catholic learning community for young women, inspired by the Gospel and the Presentation charism of Nano Nagle. We believe that every student is created with inherent dignity and giftedness, and we are committed to nurturing each young woman so she can flourish academically, spiritually, socially and emotionally.

Guided by our motto, *Perfice Gressus Meos* (Perfect My Steps), we view learning as a lifelong journey of curiosity, growth and personal excellence. We seek to cultivate learners who are confident, resilient and hopeful. These are young women who think deeply, act with integrity, and contribute generously to the world around them.

Our educational philosophy is grounded in excellence and equity and reflects national commitments outlined in the *Alice Springs (Mparntwe) Education Declaration (2019)*. We deliver a rich and inclusive curriculum informed by contemporary research and aligned with the Australian Curriculum, Assessment, and reporting Authority (ACARA), Queensland Curriculum and Assessment Authority (QCAA), Religious Education curriculum, and Australian Quality Training Framework (AQTF). These opportunities are further supported through partnerships with universities and training providers.

At St Ursula's, learning is strengthened through relationships. Students grow through connection with staff who guide and challenge them, through collaboration with peers and through partnership with families. Our College Values of Respect, Faith, Excellence, Compassion, Hospitality and Simplicity shape the culture in which students learn and grow. These values reflect the spirit of the Presentation Sisters and the hope-filled Catholic faith tradition we continue to carry forward.

As a community, we aim to inspire young women to be curious, capable and courageous lifelong learners. We foster a strong sense of belonging where every student feels known, valued and supported. We encourage integrity, leadership, resilience and creativity in all students and promote a commitment to justice, service and compassion in the spirit of our Catholic faith, inspired by Nano Nagle and the teachings of Jesus Christ. We model and champion lifelong learning through the professionalism and example of our staff.

In all we do, St Ursula's College, Yeppoon, seeks to educate young women who are guided by faith, strengthened by hope and united in love. These are young women ready to embrace life's opportunities with authenticity, compassion and curiosity.

College Leadership Team

Principal – Deborah Ryan

Deputy Principal Learning and Innovation – Luke Tree

Deputy Principal Students and Wellbeing – Megan Slade

Assistant Principal Mission and Identity – Kathy Strelow

Assistant Principal Student Outcomes – Laura Kann

Business Manager – Peta Tomkins



Distinctive Curriculum Offerings

St Ursula's College, Yeppoon, provides a contemporary, student-centred, and academically robust curriculum designed to meet the diverse needs, aspirations, and gifts of the young women in our care. Teaching and learning at St Ursula's is grounded in our Presentation tradition and values, with a holistic focus that nurtures spiritual growth, personal formation, academic excellence, and social responsibility.

Programs of study from Years 7 to 12 are aligned with the QCAA syllabuses, Rockhampton Catholic Education guidelines, and the Australian Curriculum as developed by ACARA. These programs undergo regular review and refinement to ensure they remain responsive to emerging curriculum developments and the evolving needs of our learners.

A significant focus of our 2024–2025 curriculum renewal was strengthening student voice, enhancing learner agency, and deepening teacher capacity across all faculty areas. Feedback from our Senior students affirmed that they experience strong academic and pastoral support as they navigate the Queensland Certificate of Education (QCE) and prepare for pathways beyond school. Teachers continued to embed Version 9 of the Australian Curriculum with confidence, ensuring clarity, continuity, and high expectations in every learning area.

Key curriculum initiatives in 2025 included:

- building teacher expertise in implementing the updated Australian Curriculum across Years 7–10
- implementation of the GROW (Growth and Reflection through Observations Work)
- strengthening inclusive practices to ensure all students can access the curriculum and experience success, including the accessibility of assessment tasks
- offering a diverse and dynamic co-curricular program that supports identity formation, leadership development, and connection to community.

Our ongoing focus on effective communication about student progress — through progressive reporting, parent engagement opportunities, and transparent reporting processes — has further empowered students to understand themselves as learners and take greater ownership of their learning journey.

Subject Offerings

Year 7 and 8

Religious Education	English	Mathematics	Science	Social Science	Drama
Japanese	Design and Technologies or Digital Technology	Health and Physical Education	Music	Dance	Visual Art
21C					

Year 9

Religious Education	English	Mathematics	Science	Thinking Big	Visual Art
Social Science	Business	Drama	Music	Design Technologies - Textiles	Design Technologies - Food
Japanese	Dance	Health and Physical Education	Digital Technology		

Year 10

Religious Education	English	Dance	Science	Thinking Big	Digital Technology
Visual Art	Agricultural Practices	Fashion	Geography	Legal Studies	Essential Mathematics or General Mathematics or Mathematical Methods
Modern History	Ancient History	Japanese	Drama	Music	
Health and Physical Education	Certificate I Hospitality	Certificate II Engineering	Certificate III Business	Certificate II Allied Health	

Year 11 and 12

Study of Religion	General Mathematics	Design	Modern History	<i>Visual Arts in Practice</i>	Biology
Religion and Ethics	Mathematical Methods	Digital Solutions	Music	Legal Studies	*Certificate III Fitness
<i>Aquatic Practices</i>	<i>Essential Mathematics</i>	Drama	Physical Education	Chemistry	<i>Fashion</i>
English	Agricultural Science	Health	Physics	Japanese	Visual Art
Literature	Ancient History	*Certificate III Allied Health	*Certificate III Business	*Certificate II Tourism/ Certificate III Business	*Certificate III Early Childhood Education
<i>Essential English</i>	Geography				

Italics denotes Applied syllabus subjects
**Skills and Training Courses*

College Profile

Enrolment Data

Year Level	All Students	Indigenous Students	Boarding Students
Year 7	102	11	6
Year 8	123	11	9
Year 9	100	11	7
Year 10	89	13	18
Year 11	100	9	22
Year 12	91	6	14
	605	62	76

Enrolment Data from Commonwealth Census Date August 2025



Building and Facilities

Throughout 2025, St Ursula's College continued its commitment to enhancing our learning and Boarding environments through thoughtful and future-focused improvements to our facilities. These developments ensure that our students, staff and community have access to modern, functional and student-centred spaces that support learning, wellbeing and operational excellence.

A major project completed in 2025 was the relocation and expansion of the College Health Centre to the lower level of Gabriel Hogan House. The new facility provides significantly improved accessibility for our Boarding students and has enabled the expansion of the infirmary from four to six beds. Purpose-built and state-of-the-art, the upgraded Health Centre creates a calm, private and well-equipped space for the provision of high-quality care to both Day and Boarding students.

In addition, the College completed the refurbishment of the Nagle Centre to accommodate the growth of the Administrative Team and the College Leadership Team. This redevelopment resulted in a contemporary, functional workspace that better supports collaboration, workflow and the expanding operational needs of the College. The refurbishment was finalised in June, with staff moving into the upgraded facilities at the commencement of Semester 2 in July.

These facility enhancements reflect St Ursula's ongoing dedication to providing high-quality environments that support the educational, wellbeing and administrative needs of our community, ensuring the College remains well-positioned for future growth and success.

In addition to these major upgrades, the College continued work on the construction of a dedicated Engineering Shed to support the growing needs of our Design and Technologies curriculum. This facility has been designed to provide a specialised, industry-aligned learning environment for our Engineering students. While the project has faced significant delays due to extended approval processes, interruptions to construction timelines, and setbacks in the delivery of essential equipment, the College remains committed to bringing this facility online as soon as possible. The Engineering Shed is expected to be fully operational in 2026, providing students with enhanced opportunities for practical, hands-on learning in a purpose-built space. We are grateful to the Nudgee Trust for their significant contribution to this project.

General maintenance also saw the roof replaced on our H Block building alongside routine painting.

The College also acknowledges the outstanding work of our Maintenance Team, whose dedication and expertise ensure that our grounds and facilities are consistently presented to an exceptional standard. Their commitment to proactive upkeep, responsiveness to the needs of staff and students, and care for the College environment play a vital role in creating a safe, welcoming and beautiful campus. We extend our sincere thanks for their continued service and the pride they take in maintaining St Ursula's College, Yeppoon.

Use of Information Communications and Technology in Assisting Learning

At St Ursula's College, Yeppoon, our commitment to providing a dynamic and future-focused learning environment ensures that our teaching and learning spaces continually evolve in response to emerging technologies. Classrooms across the College are equipped to support interactive, collaborative, and digitally enriched learning, with ongoing upgrades to hardware, software, and learning platforms enhancing student engagement and achievement.

Microsoft 365 remains central to our digital ecosystem, supporting flipped learning, collaboration, and innovative teaching practices. Students and teachers utilise Microsoft Teams for class communication and resource sharing, while OneNote enables digital annotation, personalised feedback, and organised learning across subjects. These tools allow students to take greater ownership of their learning and enable teachers to respond with targeted, timely support.

Digital accessibility is a key priority for St Ursula's. Our blended learning approach combines the best of digital tools — laptops, stylus pens, and web-based applications—with traditional learning practices to ensure technology is purposeful and aligned with curriculum intent. This balanced approach ensures each student has access to the most effective tools for their individual learning needs.

Our Presentation Learning and Information Centre continues to serve as a vibrant hub for research, reading, and digital exploration. This space supports students across all year levels and provides opportunities to strengthen information literacy, engage with emerging technologies, and deepen critical and creative thinking. Through thoughtful integration of ICT across curriculum areas, St Ursula's College fosters confidence, curiosity, and digital capability—ensuring students are well prepared for the demands of contemporary learning and the world beyond the classroom.

STU Connect, an innovative chatbot developed using Microsoft Copilot Studio, was introduced for staff in 2025. This intelligent assistant transformed how staff interact with our intranet system by enabling natural language queries. Staff members can now ask conversational questions such as "How do I apply for leave?" or "What overall grade should I provide a student who has received an NR (no result)?" The bot instantly retrieves relevant information and provides source references, ensuring transparency and accuracy. STU Connect has proven particularly valuable for new staff members navigating College systems and processes for the first time. By delivering immediate, reliable answers with documentation references, the bot saves valuable time and empowers all College employees with quick, self-service access to the information they need to perform their roles effectively.

The launch of QCE Analytics also provided opportunities for staff to access student specific data to support and inform the SET Planning Process and Senior student pathways.

As we continue to innovate, our College remains dedicated to harnessing technology to empower our staff, engage our students, and achieve our mission of excellence in education.

Mission and Identity

In 2025, the College commenced the school year with a Welcome Mass, marking the beginning of our shared journey in faith and community. The annual theme, *Guided by Faith, Building Hope and Love*, shaped our spiritual focus and encouraged students to place their trust in God, to hope with courage, and to remain open to the possibilities that faith reveals. This theme emphasised faith as a guiding light through uncertainty and a source of strength in the pursuit of personal and collective goals.

Throughout the year, students and staff participated in a range of liturgical celebrations that affirmed our Catholic tradition and Presentation heritage. A significant moment in Term 1 was the enactment of the Passion according to John's Gospel, presented by Year 11 students. This liturgy concluded with the Veneration of the Cross, a solemn and meaningful ritual drawn from the Easter Triduum.

Catholic Identity

St Ursula's College has an authentic Catholic identity. In 2025, staff and students were involved in numerous activities bringing to life our Catholic identity and Presentation charism:

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| <ul style="list-style-type: none">• Morning Mass in the Chapel led by Parish Priest, Fr Stephen Hanly• Year 12 House Group Masses• Boarders participated in Sunday Masses at St Brendan's College and Sacred Heart Church• Welcome Mass and Senior Celebration Mass• Ash Wednesday Liturgy• Easter Liturgy including Veneration of the Cross• "Nutbush for Nano" commemoration of Nano Nagle's anniversary• Chrism Mass• Celebration of Foundation Day on 12 March with birthday cake• Harmony Day• National Reconciliation Week, NAIDOC and Indigenous Leadership events• Catholic Education Week Capricorn Coast Mass and Flame Day Fundraiser• Sacramental Program and Mass• Blessing of QISSN and QISSRL jerseys• Presentation Day Assembly, prayer and celebrations• Grandparents' Day liturgy• Lighting of College Candle at Assemblies and prayer at all meetings | <ul style="list-style-type: none">• Daily prayers on TASS Notices for all staff and students• Weekly Briefing commences with Acknowledgement of Country and Prayer• Year 10 A Chance to Share (ACTS); Year 11 A Chance to Serve (ACTS) Camps• Sacramental Program – two students undertook their Sacraments at Sacred Heart Church during Mass presided by Bishop Michael McCarthy• Final week of Term 4 – Year level Masses at Sacred Heart Church for Years 7-10• Christmas Liturgy in conjunction with Vinnies Hamper donations• Student Retreat Days• Students in Years 8 and 11 enjoyed their experience facilitated by Mr Michael Fitzpatrick• Years 7 and 10 retreats were delivered by Dave Jorna from Project Hatch• Year 9 retreat was led by Ben Russell• Year 12 Memories Day onsite with a new initiative – A Walk Down Memory Lane• Twilight Retreats with St Brendan's led by the NET Ministry and Ben Russell. These were well-attended by Year 11 students from both Colleges. |
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Co-Curricular Opportunities

Mission and Social Justice Programs



Grounded in the traditions of Presentation education, the College encourages students to engage in a balanced combination of co-curricular, cultural, sporting and mission-based opportunities. Students learn to value their unique gifts, develop authentic connections with others, and cultivate the skills and character necessary to meet life's challenges with courage, compassion and curiosity. Throughout 2025, students and staff remained deeply committed to social justice, community outreach, and service to those in need. A range of initiatives enabled students to engage in meaningful acts of compassion while developing awareness of local and broader social issues.

HeadStart Program: Continued weekly gatherings of students preparing Home Starter Kits to support individuals and families affected by gender-based violence. Strengthened partnership with the St Vincent de Paul Society, resulting in donations exceeding \$4,000 in essential items including groceries, kitchen, bathroom, and laundry supplies. Students contributed handmade blankets for the annual Vinnies' Winter Appeal.

Recipe in a Bag Initiative: Introduced as a new form of practical outreach. Designed to support individuals experiencing homelessness or living in unstable housing without access to kitchen facilities. Received strong engagement from students and the broader College community.

Eddie's Van Partnership: Students in Years 10–12 volunteered weekly alongside St Brendan's College to support the Eddie's Van service. Over 3,900 hot meals were delivered to vulnerable members of the local community. This initiative continued to foster the values of Compassion, Respect, and Hospitality among participating students.

I Care Friday Lunches: Year 10 students volunteered at lunches coordinated by the local Community Centre. Students served meals, offered companionship, and engaged in meaningful intergenerational conversations with elderly community members. These experiences reinforced the importance of presence, dignity and service.

Community Pantry Support: Weekly staff donations continued to sustain the College's Community Pantry. More than \$2,500 worth of groceries was donated in 2025, supporting families particularly during weekends and school holiday periods.

Justice in Action Group: College-wide engagement with antibullying initiatives, including awareness and fundraising activities for Do It For Dolly Day. Sales of blue ribbons, cupcakes, and hair spray raised over \$850 for Dolly's Dream Foundation, supporting national bullying prevention programs.

Solidarity Day: A dedicated student committee coordinated a major fundraiser, centred around a well-attended Talent Quest. The event raised \$2,173 in support of Presentation Sisters in Papua New Guinea. Solidarity Day will now continue as an established and valued tradition within the College calendar.

Culture and Sporting Programs

In 2025, St Ursula's College, Yeppoon, continued its strong commitment to providing a rich and varied Culture and Sports program that supports the holistic development of every student. Our Arts and Sporting activities intentionally complement classroom learning, offering avenues for students to discover their passions, broaden their experiences, and grow in confidence, resilience and leadership.

Students from the College represented across a number of sports at varying levels, including 1 Australian, 5 Queensland, 28 Capricornia and 50 Rockhampton District School Sport selections.

Netball	Equestrian	Futsal	Touch Football	Water Polo
Basketball	Volleyball	Swimming	Athletics	Cross Country
Surf League	AFL	Oz Tag	Rugby League	Rugby Union
Triathlon	Athletics	Soccer	Cricket	



Additionally, 16 students were nominated for the State Honours Ensemble Program (SHEP) at either the Rockhampton (year levels 5-10) or Capricornia (year levels 6-12) events. Students were vocalists, violin, flute or saxophone players. Three students were also accepted into Queensland SHEP in Brisbane at Griffith University Conservatorium of Music, held in the September school holidays.

String Ensemble	Jazz Band	Flute Ensemble
Decibelles Choral Ensemble		College Choir

Our co-curricular offerings remain diverse, dynamic, and responsive to the evolving interests of our students. Opportunities span a wide range of domains, including music ensembles and performance groups, sporting teams, cultural clubs, academic enrichment, leadership programs, social justice initiatives, and international immersions and study tours.

Homework Club	Ride to School Day	Dance Troupe	Zine Club	Media Club
Environmental Club	Cattle Club	Lions Youth of the Year	Steam Club	Clean-Up Australia Day

These experiences enrich the lives of our young women and empower them to step forward as confident, capable, and community-minded individuals.

Staff Growth and Development

Investing in the professional growth of staff remained a central priority for St Ursula's College, Yeppoon, in 2025. Significant time and resources were dedicated to ensuring both teaching and non-teaching staff had access to meaningful, high quality professional learning. This included opportunities facilitated internally, as well as external programs that broadened expertise across a range of domains.

Staff-led learning continued to form a strong foundation of professional development through the College's Professional Learning Communities (PLCs), now in their second year. These PLCs have matured into an effective structure for collaboration, reflective practice and staff driven improvement. In 2025, the PLC program focused on two priority areas aligned with the recommendations of the 2023 National School Improvement Review:

- **Inclusive Practices:** Workshops addressed Accessibility, Universal Design for Learning, and the NCCD process, providing staff with practical strategies to meet the diverse needs of all learners.
- **Data Literacy:** Staff enhanced their capacity to analyse and respond to standardised assessment data, including NAPLAN and PAT, strengthening evidence-based teaching across the College.

Developing leadership capability among middle leaders was another key focus. A fullday workshop facilitated by an external expert explored three interconnected themes—working effectively with adults, giving and receiving feedback, and leading change. This provided leaders with a solid conceptual framework and increased confidence in their leadership practice.

A comprehensive whole-staff professional learning program further supported College improvement priorities. This included:

- Engagement with the Four Dimensions of Learning framework to establish shared expectations for high-quality teaching.
- Workshops on Collaborative Problem Solving, enhancing staff capacity to navigate complex classroom and organisational challenges.
- A review and refinement of the Walks and Talks process to strengthen instructional observation and feedback.
- Respectful Relationships and Catholic Social Teaching workshops, reinforcing the values, culture and faith identity at the heart of the College.
- Training in Socratic Seminar pedagogy to deepen students' critical thinking and discussion skills.

Mandatory and compliance training remained an essential part of the annual professional learning cycle. Teaching staff also continued strong engagement with QCAA processes, including marking, moderation and syllabus development —activities that consistently provide high-impact professional growth.

Notable individual professional achievements in 2025 included:

- Ben Flanders achieved certification as a Highly Accomplished Teacher, one of the highest professional recognitions available to Australian educators.
- Luke Tree received an ACEL Emerging Leaders Award, acknowledging his growing influence as an educational leader.
- Mark Avery was honoured with a Teach X Award for his contribution to the profession and published his first book, *Enemy on Their Tracks*, providing a valuable resource directly connected to Modern History curriculum content.

The annual expenditure on professional learning in 2025 was \$23,435.08 for non-teaching staff and \$50,205.18 for teaching staff.

Staff Formation

Grounded in contemporary Church teaching, Catholic tradition, and the Presentation Charism, St Ursula's College, Yeppoon, continued to offer a rich program of staff formation in 2025. These experiences supported the faith life of staff and deepened their understanding of the College's spiritual mission.

Three staff members attended the Nagle Education Alliance of Australia (NEAA) National Conference in Melbourne, engaging with Presentation spirituality and connecting with Presentation educators from across Australia. A highlight of the conference was a keynote address from Sr Anne Lyons pbvm, postulator for the cause of Venerable Nano Nagle's canonisation.

Staff formation throughout the year included:

- Opening Liturgy
- Launching the College's year of Faith and the annual theme, *Guided by Faith, Building Hope and Love*.
- Bishop's Inservice Day
- Focus on the practice and ritual of prayer. Staff participated in a mix of online presentations and interactive workshops tailored to individual faith journeys, many facilitated by College staff.
- Staff Twilight Retreats
- Two Winter Retreat sessions offered to accommodate staff availability, providing a reflective space grounded in the Presentation tradition.
- Whole Staff Retreat
- A Formation Day held at Rosslyn Bay, led by an external facilitator. Staff explored the annual theme and reflected on ways to build bridges of hope within their personal, relational and professional lives. Feedback indicated this retreat was instrumental in strengthening the College's inclusive and faith centered culture.
- TRASNA Module 1 provided to new staff via the Complilearn platform

Staffing Information

We are dedicated to building a workforce of exceptional educators and support staff who are mission-driven and committed to ongoing professional excellence.

Staff Composition

Total	122
Teaching Staff	55
Specialist Support Staff and other Staff	47
Staff who Identify as Aboriginal or Torres Strait Islander	3

2025 Teaching Staff Qualifications

Master's Degree	18 (Four staff have 2 Master's Degrees each)
Bachelor's Degree	64
Graduate Diploma	19
Diploma	11

Average Staff Attendance

Average staff attendance for the College, based on unplanned absences of sick and emergent leave for periods of up to five days, was 1.85 days in 2025.

Pastoral Life of the College

Pastoral Care

At St Ursula's College, Yeppoon, student wellbeing remains central to our mission of nurturing young women who are confident, capable, and connected. Our approach is grounded in strong partnerships with families and supported by structures that ensure every student is cared for, known, and valued. The College's Wellbeing Framework guides all pastoral programs and practices, ensuring a consistent and holistic approach to student growth, resilience, and positive relationships.

The College's four House groups—Kennedy, Madden, Nagle, and Shiel - each have their own history, tradition, and sense of belonging to form the foundation of our Pastoral system. These Houses provide students with continuity of care from Years 7-12 and a strong sense of identity within the broader College community. House activities and events play an essential role in supporting student wellbeing and fostering the development of social and emotional skills.

Our Pastoral program is intentionally designed and delivered in alignment with the Wellbeing Framework, offering age-appropriate learning experiences that support emotional literacy, respectful relationships, digital wellbeing, leadership development, and personal responsibility. Through weekly wellbeing sessions, students engage in activities that build confidence, strengthen resilience, and support reflective, compassionate engagement with others.

Together, these structures and programs ensure that wellbeing at St Ursula's is not an isolated initiative but a core component of daily school life, contributing to a vibrant community where every student is supported to grow academically, socially, and spiritually.

Within each House, students are placed in smaller Pastoral groups that serve as their primary point of connection and support throughout their Secondary schooling. Students remain with the same pastoral group and, where possible, the same House Group Teacher to enable meaningful relationships to be built over time. This structure ensures consistent care, strong communication with families, and a supportive environment where every student is known and valued.

The College maintains a clear and unwavering zero tolerance approach to bullying and all forms of inappropriate behaviour. Committed to fostering a safe, respectful and supportive environment where every student is known, valued and protected, St Ursula's has a range of reporting mechanisms to ensure students have accessible and confidential avenues to seek help, including a dedicated QR code in each student planner that links directly to the College's reporting system. Students are also supported by their Heads of House, House Group teachers and the College's child protection contacts, who provide guidance, respond promptly to concerns and ensure that all matters are managed in accordance with the College's Wellbeing Framework and legislative requirements. Through these structures, the College actively promotes a culture of care, accountability and early intervention.

The Sisterhood of St Ursula's

Boarding

Boarding remains a significant and longstanding element of St Ursula's College, Yeppoon, continuing a proud tradition established in 1918. In 2025, the College welcomed 79 Boarders from a wide geographic area, including Victoria, Northern Western Australia, the Torres Strait, Far North Queensland, North Queensland, Western Queensland, Southern Queensland, and Central Queensland. Students were accommodated across the three floors of the Yumba-Gy-You Boarding House, with living arrangements organised by year level to support pastoral care and age-appropriate supervision.

A diverse program of social, cultural and wellbeing activities formed a core part of the Boarding experience. Boarders participated in outings, sports competitions, and community service initiatives, fostering connection, resilience and engagement. A new initiative, Sisters Groups, was introduced in 2025 to strengthen relationships across year levels. Students were allocated to multi-age groups that planned and facilitated activities during designated tech-free times, helping to build a strong sense of belonging and house spirit. Sisters Dinners and Year 12 Family Dinners provided further opportunities for community building, centred around shared meals and conversation.

The Boarding Co-curricular program remained strong despite the challenges presented by extreme weather. Equine Club offered valuable therapeutic and community-based experiences in partnership with local practitioners, supporting students who live far from their animals while also broadening their understanding of disability and assisted therapy. Cattle Club also continued to thrive, with students developing skills in judging and parading, often complementing their studies in Agricultural Science and Agricultural Practices.

Communication with families continued to be a priority. The fortnightly Boarding newsletter provided regular updates on upcoming activities, menus and operational matters, and the introduction of the Boarding Coordinator role strengthened communication further. Coordinators oversaw daily operations on each floor and enhanced connections with families through regular phone and email contact.

Boarding staff remained committed to providing high-quality care for every student, working closely with families to ensure that each Boarder is supported in both academic and personal development. Staff completed duty of care training through the Australian Boarding Schools Association (ABSA) and engaged in ongoing professional learning through webinars and other resources available via the College's ABSA membership.

The Boarding House continued to embed elements of the Berry Street Education Model into afternoon study sessions. Brain breaks, routines and emotional intelligence strategies were incorporated to enhance engagement, concentration and the development of self-regulation skills. Our Boarding program continues to support students in developing the resilience, independence and community-mindedness that have long been hallmarks of St Ursula's alumni.



Community Engagement

Strong partnerships with families and the wider community remain central to the mission of St Ursula's College, Yeppoon. The College recognises that learning is a shared endeavour between students, families and staff and is committed to building authentic, inclusive and supportive relationships that enhance student wellbeing, engagement and success.

Throughout 2025, a variety of events were intentionally designed to strengthen connections between families and the College. Year 7 Friday Fun afternoon provided a welcoming and relaxed introduction for new students and families, encouraging early friendships and engagement with the College community. The Mothers' Day Breakfast offered an opportunity to honour and celebrate the significant women in students' lives, while the Grandparents' Liturgy and Morning Tea fostered meaningful intergenerational connections. The year concluded with the Fathers' Day Pizza and Paper Plane evening, a well-attended event that brought families together through shared activities and lighthearted competition. Collectively, these events supported the development of strong partnerships between home and school, contributing positively to student wellbeing and belonging.

The College expresses its sincere gratitude to the St Ursula's College Board for its ongoing commitment to the governance and strategic direction of the College. The Board provides essential leadership and oversight, ensuring the College continues to grow and thrive. The College also acknowledges the contribution of outgoing Director, Louise Cook, who completed her tenure in 2025.

The Parent Engagement Network (PEN) continued to play an important role in strengthening community life. In 2025, the PEN supported key College events, including the Mothers' Day Breakfast, the Pizza and Planes Fathers' Day event, and the Year 12 Graduation and Formal, and the Movie with Motivation evening. The College deeply appreciates the generous commitment of the PEN executive and its volunteer members, whose efforts enhance the experience of students and families alike.

Connections with past students also continued to flourish through the work of the Alumni Committee. Signature events such as the Women, Wit and Wisdom International Women's Day celebration, the Alumni Long Lunch and the annual Memorial Liturgy provided valuable opportunities to honour the legacy of Ursuline graduates and strengthen ties across generations.

The College's extensive co-curricular program is supported by a dedicated group of volunteer coaches and managers, whose expertise and enthusiasm enrich the sporting life of the College. Their contribution ensures students can participate in a wide range of programs and develop skills in teamwork, resilience and leadership. Partnerships with local organisations continue to enhance student learning and engagement. Strong links with Sacred Heart Parish support the spiritual life of the College, with Eucharistic celebrations and pastoral guidance provided throughout the year. Connections with community organisations and industry partners - including C2C Careers Day, work experience placements and Country Catch-Up events with Boarding families - further strengthen the College's engagement with the broader community.

As enrolments continue to grow and the logistical demands of community engagement increase, the College remains committed to exploring sustainable and innovative approaches to maintain strong partnerships with families and the wider community. These connections remain foundational to the holistic education offered at St Ursula's College, Yeppoon, and continue to enrich the lives of students, families, staff, and alumni.

Key Student Outcomes

In Term 1, 2025, St Ursula's College, Yeppoon, students completed National Assessment Program Literacy and Numeracy (NAPLAN) testing.

	Reading		Writing		Spelling		Grammar		Numeracy	
	STU	SIM	STU	SIM	STU	SIM	STU	SIM	STU	SIM
Year 7 2023	533	531	531	526	537	533	533	535	527	532
Year 7 2024	535	532	525	533	528	534	540	533	524	535
Year 7 2025	542	536	549	535	541	537	554	538	536	541
Year 9 2023	573	567	586	570	562	567	572	561	561	569
Year 9 2024	563	557	608	568	562	560	567	547	554	555
Year 9 2025	560	563	595	572	564	563	561	554	561	566

STU = St Ursula's College, Yeppoon

SIM = School with similar Index of Community Socio-Educational Advantage (ICSEA).

NAPLAN participation for St Ursula's College was 95% in 2025

Selected school average when compared with other schools with similar backgrounds

Above students with similar background

NAPLAN results are available at <https://www.myschool.edu.au/school/47906/naplan/results/2024#results>

Student Retention Rates (2020-2025) Years 10-12

Apparent Retention Rate - Full Time Students Years 10 to 12

Year 10		Year 12		Year 10 to 12
Year	Enrolments	Year	Enrolments	Apparent Retention Rate
2020	84	2022	72	85.7%
2021	71	2023	67	94.3%
2022	82	2024	77	93.9%
2023	95	2025	92	96.8%

Attendance Rates % 2025	
Whole College Average 91.9%	
Year 7	98.2%
Year 8	90.5%
Year 9	89.0%
Year 10	89.9%
Year 11	92.1%
Year 12	91.9%

The average student attendance rate in 2025 was 91.9%. The College has a number of ways in which parents/carers can advise of student absences: phone, email and the Parent Orbit App. A student absence that the parent/carer has not notified the College of is followed up by an SMS text message to the parent/carer by Student Reception. Any other unexplained absences are recorded and followed up by the respective Head of School.

Year 12 Outcomes

The academic achievements of our Year 12 cohort in 2025 reflect both the dedication of our students and the quality of teaching and learning across the College. Of the 35 ATAR results known to the College from an eligible cohort of 49 students, 25.7% achieved scores of 90 or above, representing nine students and an increase on the previous year's figure of 22%. A further 57% of students achieved scores of 80 or above, compared to 44% in 2024, highlighting a notable improvement in results across the Senior cohort. The median ATAR rose to 80.75, up from 77.7 in 2024, and the mean score was 78.4.

At the highest end of the cohort, 11.5% of students (four students) achieved ATARs of 95 or above, with Samantha Bosomworth leading with an outstanding score of 98.1. She was followed closely by Tila Walsh (95.6), Amy Campbell (95.25) and Zofia Keily (95.1). Ava Upton (92.85), Neve Gilmour (92.05), Maleika-Taj Roan (91.85) and Tran Tran (91.8) also scored above 90.. A group of exceptional results that speak to the talent and commitment within the year level.

While the QCE attainment rate of 99% represents a slight shift from the 100% achieved in 2024, it nonetheless reflects an outstanding outcome and our continued commitment to ensuring that every student has the opportunity and support to reach their potential and complete their Senior Certificate.

QCE Achievements

Year 12 Cohort Number of Students	QCE Achievement
91	98.90%

ATAR Achievement

Median ATAR	ATAR of 95+	ATAR of 90+	ATAR of 80+	ATAR of 75+	Average
80.75	11.5% (4 students)	25.7% (9 students)	57% (20 students)	68% (23 students)	78.4

Vocational Education and Training Achievements

Certificate I and II	Certificate III and IV	Students Achieving Qualifications
62	46	66

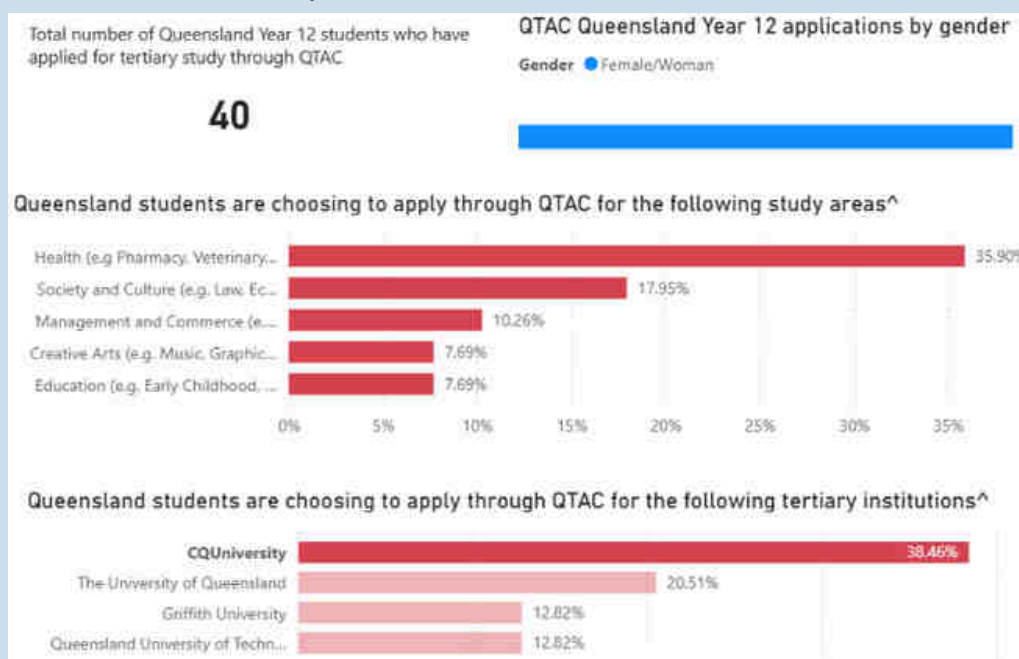
Post Schools Destinations

Year 12 2025 University Offers

University	QTAC Offers	Acceptances
CQUniversity	51	11
University of Southern Queensland	4	2
Australian Catholic University	5	1
University of New England	1	0
Torrens University	2	0
Griffith University	18	2
Griffith College	1	0
Queensland University of Technology	21	3
The University of Queensland	33	6
University of the Sunshine Coast	4	1
TAFE Queensland	1	0
James Cook University	9	0

NB: students will receive multiple offers for various courses at the same university

St Ursula's Students – Fields of Study 2025



Further information regarding St Ursula's College, Yeppoon, and its policies can be obtained from the College Website (www.stursulas.qld.edu.au) or from the College Principal, Mrs Deborah Ryan, via principal@stursulas.qld.edu.au



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