

cor unum

STUARTHOLME SCHOOL

SUMMER EDITION 2015



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Many thanks to everyone who contributed stories and photos to make this edition possible.

If you are interested in submitting content for the next edition, please email communications@stuartholme.com



DISCLAIMER

The Quarterly publication highlights the stories of our current and past students. Material in this Publication is gathered from a range of sources and does not necessarily reflect the policies and opinions of Stuartholme School.

‘Cor unum et anima una in corde Jesu’
One heart and one mind in the heart of Jesus

MESSAGE FROM THE PRINCIPAL



Over the past eleven years I have often written about the synergies in life. As I pen my final writing, I am struck yet again of the power of synergies and where that power comes from.

On the eve of my official handover to Ms Sharpe, I attended Mass at St Ignatius with my husband, Michael, which was followed by the Vigil for Fr Vincent Hurley SJ, who had died on December 1. After the vigil I met a young woman, an alumna of Stuartholme, who is the mother of the 2004 School Captain at my last school. Margaret reconnected with me and spoke about how she had farewelled me in Sydney only now to be farewelling me in Brisbane. As well, the stories of Fr Vince shared by different people present were about his emphasis on building community, the Focus Goal of this 95th year of Stuartholme. I found myself thinking just how incredible this all was and marvelling at the hand of the Lord in this. My reflective mood was furthered.

At the ceremony of Installation on October 4, 2004, I spoke of the feelings I had and I drew on ancient mythology, citing the Roman God, Janus with his two faces, one looking forward and outwards, the other looking backwards and inwards. These past few weeks have somewhat mirrored the emotions, the reflections and the memories of my start at Stuartholme. As a community, you have overwhelmingly given your support to me. Your gracious and generous affirmations have nurtured me in ways I cannot express. The showering of your love has been a special gift to me, to Michael and to our family. I sincerely offer my appreciation and gratitude and from the depths of my heart, I thank you.

May I beg your indulgence to look backwards and inwards as I reflect on these past eleven years?

St Madeleine Sophie Barat's expressed love of the Heart of Jesus provides the focus for the individual girl to be at the centre of a Sacred Heart education. I was really blown away by this unambiguous expression of a child-centred education and for me this provided the frame for benchmarking all that we were and are doing at Stuartholme. At the personal level, I reviewed and review my own performance in my role as a

Sacred Heart educator. There have been times where I felt my performance was lacking and this gave me the catalyst for self-improvement. A culture of constant improvement, I believe, has to be the way we do things and St Madeleine Sophie spoke about the fact that we do have to keep looking at what we are doing and she reminded us very directly that 'times change and we must change with them'.

The relationships within a school of the Sacred Heart are pivotal to the lived expression of the 5 Goals of Sacred Heart Education. This is so abundantly clear here at Stuartholme and as you read this edition of Cor Unum you will appreciate what I am saying. Reading the stories, I found myself thinking Wow! Wow! Wow! I hope you have the same response. We are a blessed school!

Looking forward and outward, the promise of family times, study, ongoing service to the Society of the Sacred Heart, continued connections to the educational arena and extended to the business world will provide opportunities for new horizons and rich blessings.

In closing, I call on the second reading at Mass which was from St Paul's letter to the Philippians: 'God knows how much I miss you all,...My prayer is that your love for each other may increase more and more and never stop improving your knowledge and deepening your perception so that you can always recognise what is best...' The eloquence of these words capture my feelings for a community I so deeply cherish. Thank you for the honour of being your servant.

Vale!

Cor Unum!

Helen Sinclair



Students farewell their Principal

On Thursday 19 November it was the students' turn to say farewell to Mrs Sinclair at a special Assembly.

The Voce Harmonies opened the Assembly with a beautiful rendition of Mozart's Hallelujah. As the music resonated through the Chapel it was clear this was going to be a moving Assembly, and one that will be long remembered in the history of Stuartholme.

After the performance Octavia Scobie, Year 7 presented Mrs Sinclair with a CD compilation of songs by Voce Harmonies.

Each year group then took turns presenting a special, heartfelt gift. The gifts included a bag, a dress signed by all Year 9s, a framed prayer, artwork, whole school photo and a book of well wishes.

The Cor Unum Committee presented a video of students wishing Mrs Sinclair well and giving their thanks to her for her commitment, love and direction over the years.

In her response to the School, Mrs Sinclair thanked the students for their words and said how they had also helped her to grow over her 11 years as Principal.

The Assembly ended with the whole school joining together to bless their Principal, Mrs Helen Sinclair.



Farewell to Helen Sinclair

OUR MUCH LOVED PRINCIPAL



In reflecting on Helen's term as Principal of Stuartholme, I looked back over the beautiful Installation Liturgy we had eleven years ago when Helen was introduced to the community as our new leader. David Tynan, the Chair of the Stuartholme Board, addressed those present with these words.

We sought a leader who could bring to this institution both personal qualities and experience that would help affirm, strengthen and build on the strong foundation that we already have.

Our motto Cor Unum implies that we have a committed Christian leader who would be able to draw on the gifts and talents of each one for the enrichment of the school community. A leader who would be able to come to appreciate with us the spiritual and academic tradition we have inherited from Saint Madeleine Sophie who recognised the profound influence women could have on the world at large. Someone like Philippine Duchesne, undaunted by new horizons who could help us implement new insights and expressions of Sacred Heart Education as we move further into the twenty first century.

As I read these words again, my thoughts went to the story of Jesus reading from the prophet Isaiah in the synagogue.

*"The Spirit of the Lord is on me,
because he has anointed me
to proclaim good news to the poor.
He has sent me to proclaim freedom for the prisoners
and recovery of sight for the blind,
to set the oppressed free,
to proclaim the year of the Lord's favour."*

Luke 4:18

At the end of the reading Jesus said, 'Today this scripture is fulfilled in your hearing'.

Many of us have struggled during these last days to express our love for and gratitude to Helen for the way she has led this Sacred Heart community during the last eleven years. Helen has fulfilled the trust and hope we placed in her all those years ago, so we can echo the words of Jesus in saying of Helen, 'Today this scripture is fulfilled in your hearing'.

Sister Rita Carroll rscJ





Joigny Building

95 years ago

Inspired by Ribbons, Beads and Processions.

Madeleine Sophie Barat, foundress of the Sacred Heart order in 1800, had declared that “the Society was founded to go to the ends of the earth; we have no boundary other than the horizon.”

After an invitation in 1916 by Archbishop Duhig to the Religious of the Sacred Heart to open a school in Brisbane, six nuns came to Brisbane in late January 1917. When they arrived it isn't hard to imagine the ends of the earth is where it seemed they had landed.

The land where Stuartholme School stands was not purchased until September 1917, so in the meantime, the Sisters lived in a Convent on Ipswich Road. The Convent had been a private house and workmen were still making suitable provisions.

“The primitive conditions of life on the outskirts of Brisbane are cheerfully recorded in a private journal kept by the nuns in which they recorded their day to day activities. They wrote of the mud that threatened to swallow galoshes and shoes, Father Gallagher's horse which they described as a ‘women-hater’ and which chose to sleep under the Convent, to their despair.”

Finally on 19 March 1919 - the Feast of Saint Joseph, Patron Saint

of Australia, work started on the Stuartholme site. Sydney architect, John F (Jack) Hennessy had been chosen, well qualified as an ecclesiastical architect having been responsible for the outstanding St Partrick's College at Manly.

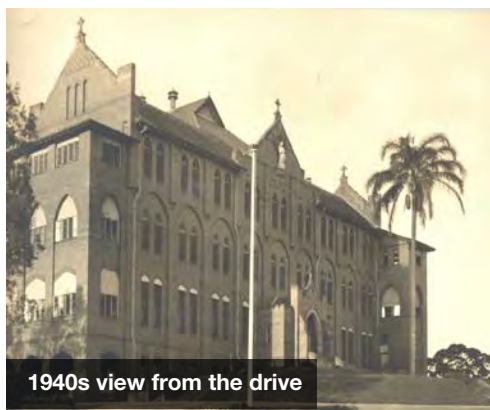
Two months later, on 25 May 1919, the Feast Day of the Foundress of the Society of the Sacred Heart, the Blessed Madeleine Sophie, the Foundation Stone was put in place.

This significant event in our history was marked by a notice in The Age with an invitation from the Sisters to all Catholics to be present at the ceremony and an appeal to their generosity for liberal contributions to the convent building fund.

At 3pm, Archbishop Duhig arrived at the site accompanied by the administrator of St Stephen's Cathedral, Father Lane and other priests, to be received by Father Lee. The Age recorded other guests including Hon TC Beirne Hon GW Gray and Hon TJ O'Shea.

The crowd watched the large crane, ready to lower the stone into position and listened to the Archbishop talk of his pleasure in inviting the order to his Archdiocese.

Several kilometres away, another group was also watching the



1940s view from the drive



1919 laying the Foundation stone



1920 original building



1930s eastern view

A Stuartholme girl never has to look far for an example of how strong, courageous and determined women can be. It is this legacy from the Sisters that has shaped our students for the past 95 years and inspired them to be the best they can be.



1970s building the chapel



1991 building Spruson

ceremony. Thanks to the loan of some binoculars, a step-ladder and covered bricks, the Sisters made themselves a very satisfactory observatory.

In the House Journal at Ipswich Road, they wrote how they watched the throng of people gathered beneath the gaily waving flags.

On 23 January 1920, the Sisters of St Joseph took over the Ipswich Road Convent and the Sacred Heart community left for their new home on the hill. A car was arranged to drive the Sisters to their new home and they must have drawn some looks from the public.

In the spirit of enclosure [cloistered], three of the Sisters hid themselves behind a large painting of Saint Madeleine Sophie. The other two, who were less conservative, sat next to the driver in view of curious looks.

The School opened on 1 March 1920 with five little foundation stones, Mary, Kathleen and Eileen MacDonnell, Doreen Hooper and Margaret Douglas.

The building we know as Stuartholme, was not opened until August 1920, so in the meantime the Sisters lived and taught in a temporary cottage.

95 years later, Stuartholme is 'home' to 140 Boarding students and 600 day students. The foundation stone still has pride of place outside the Chapel and the legacy of the Sisters remains a fundamental part of the School.

These brave women brought the Society of the Sacred Heart to Brisbane and created a School rich in its teachings.

The early days at Stuartholme would not have been easy. The Sisters had to be content without running water or electricity, little furniture, snakes, and mosquitos in plague proportions. But they embraced the pioneering aspect and nothing was ever too much trouble where looking after the children was concerned.

A Stuartholme girl never has to look far for an example of how strong, courageous and determined women can be. It is this legacy from the Sisters that has shaped our students for the past 95 years and inspired them to be the best they can be.

Reference

Nolan, C and Stuartholme School (1995) *Ribbons, Beads and Processions: The Foundation of Stuartholme*, Stuartholme Parents and Friends Association, Toowong.

First year of high school

This year we welcomed Year 7 and 8 students to their first year of high school. Starting high school can be daunting, so we wanted to ask our new students about the experience.

TAYLAH TYERMAN-WEBSTER, YEAR 7

My first year of high school has been good. The social side is really encouraging as everyone is in the same position-trying to be the best they can be! My favourite moment was when we went to Music Camp; it was a great experience and I got to hang out with all of my friends-and even better we got to go to the beach!

OCTAVIA SCOBIE, YEAR 7

I have found that my first year at Stuartholme went by very fast. I remember being really afraid at the start of the year but everybody has been really supportive and helped me through any challenges I have had. I have met some amazing friends both in my class and in Stuart House that I will have all the way to Year 12, and I hope to make many more.

CHARLOTTE RUSSELL, YEAR 8

I had a lot of fun living with my friends in the Boarding House and sharing great memories.

ZARA MUNRO, YEAR 8

The thing that I have enjoyed most this year was competing in the Queensland State Championships, South Queensland State Championships, and the Brisbane School-girl Regatta Association Championships (BSRA Championships).

LAUREN WHITEHEAD, YEAR 8

'Roses are red, Violets are blue, here's something amazing, Year 8 at Stu.'

EVA WALLIS, YEAR 8

At Stuartholme this year, I have enjoyed meeting all the lovely staff and faculty.

BRIDGET LLOYD-MORGAN, YEAR 8

I have only been at Stuartholme for a short time but so far I have enjoyed every aspect of it.

SOPHIE SHARP, YEAR 8

This year at Stuartholme I have enjoyed the lovely school community and how they are so kind and generous to all.

CAITLIN BROOKS, YEAR 8

This year I have enjoyed the opportunities and experiences I have had at Stuartholme.

JESS HARDMAN, YEAR 8

This year at Stuartholme I have enjoyed getting to meet new people and getting to learn in a new environment.

ISABELLA CARRIGAN, YEAR 8

I love the warm and familiar atmosphere that was created by the teachers and students very early on in the year.

KATHERINE WILLIAMS, YEAR 8

The best thing that has happened this year is that I have met some amazing friends and made some amazing memories this year with them.

PHOEBE LEECH, YEAR 8

One of the things that I have enjoyed about Year 8 was Madeleine Sophie Day.

KYLA O'SHANASSY, YEAR 8

This year I have loved rowing and the feel of community within that sport.





7 tips for parents

For parents with children about to start high school, we have a few tips to help you prepare for the big day.

1. VISIT THE SCHOOL

Stuartholme offers an Orientation Day for all new Year 7 students. At Orientation the students will meet their Year 11 'Big Sister' who will be able to help your daughter navigate the school and answer any questions she may have.

2. BE ORGANISED, BOTH YOU AND YOUR CHILD

You will need to have the uniform and book list well before your daughter's first day. Making sure she has everything she needs will help her to feel less stressed.

3. IF YOUR CHILD WILL BE USING PUBLIC TRANSPORT, DO A PRACTICE RUN

Go with your daughter on the buses/trains she will use to get to and from school. Make sure she has a copy of the timetable so she knows when to be at the bus stop/railway station.

In partnership with Brisbane Bus Lines, Stuartholme offers a number of bus routes on Stuartholme branded buses. Check the website to see if you live near one of the routes.

4. COPY YOUR CHILD'S TIMETABLE AND LOCKER COMBINATION

There comes a time when your daughter will have to look after herself, but in the early weeks it's a good idea to keep a copy of her timetable. This will not only help to make sure she has all her books, but clothes for Health and Physical Education or other sports too.

5. KNOW WHO TO CONTACT AT THE SCHOOL IF YOU HAVE ANY QUESTIONS

At Stuartholme each year group has a dedicated Leader of Student Wellbeing. This teacher is your best contact point for anything you need to know. Your daughter will also have a small class called their 'Teacher Mentor Group'. This teacher is responsible for marking the first roll of the day and will be another point of contact.

6. BE PRESENT FOR YOUR DAUGHTER AND GENTLY OBSERVE AS MUCH AS POSSIBLE

All points of transition in both adolescent and adult development can present emotional experiences of loss, sadness and regret as well as excitement and hope. If your daughter is not as excited or happy as you would have expected in the first few weeks or months of school, be careful not to rush to conclusions or to jolly her along too much. There may be lots happening beneath the surface that she may not be able to articulate or that may seem inconsequential to our adult brains.

The most helpful thing you can do if you suspect your daughter is not quite herself is to simply slow down, pay attention, be present for her and be around. You may not feel like you are being as productive as you would like to towards 'getting to the bottom' of what is happening, but by being calm and loving you are reinforcing a secure attachment for your daughter. It is in environments of security, love and calm that young people do their best growing and figuring everything out.

7. KEEP YOUR PERSPECTIVE BALANCED

Yes, finishing primary school and starting high school is significant, however, it is important to keep these transitions in perspective and make it part of the 'bigger picture' of your daughter's life. Although they would be loath to admit it, young people still look to the adults in their lives to gauge their own reactions to new experiences. If we overly emphasise the 'bigness' of starting high school, we risk overwhelming our children and sometimes putting undue pressure on them. If we appear overly nonchalant about starting high school, our children may feel underwhelmed about the experience which can sometimes have negative effects on motivation and performance.

Written in collaboration with Danielle Baker, Stuartholme Counsellor.



AN ARTISTIC EXPLORATION OF The Goals of Sacred Heart Education

Last year's centenary of the death of Mother Janet Erskine Stuart rscJ provided an opportunity for the Society of the Sacred Heart to celebrate her educational legacy. One of the ways we chose to do this at Stuartholme was to commission artist Megan Grinstead to design a series of screens which give artistic expression to the five Goals of Sacred Heart Education. Megan has used a visual, organic language to tell a story which can be read on different levels by different viewers.

The five screens use the language of flowers and trees as an invitation to reflect on the Goals. Other elements give a very local expression to the way we endeavour to live them at Stuartholme. The five screens are linked by three design elements which flow through each panel.

- Across the top, the skyline of Mt Coot-tha features with its broadcast towers. The Aboriginal name Mt Coot-tha, means "Place of Honey" and reminds us of the traditional owners of the land.
- The Brisbane River flows through the middle of each panel linking them and connecting the School with the wider Brisbane community. A river is life-giving, reflective and always has a source.
- The front drive starts at the base of the second panel and travels through the artwork as you would physically when you enter the gates of the School. It also symbolises the journey that the girls embark upon when entering the School. They travel, live and grow through the five Goals of Sacred Heart Education.

Following is a snapshot of the meaning behind each screen

SCREEN 1: A PERSONAL AND ACTIVE FAITH IN GOD.

As this is the first screen, in giving expression to the First Goal - A personal and active faith in God, it also refers to the history of The Society of the Sacred Heart. It is the start of the journey through the five Goals.

SCREEN 2: A DEEP RESPECT FOR INTELLECTUAL VALUES.

On the top left of this screen is a book, a cross, rosary beads and the hand of Janet Erskine Stuart, an outstanding educator. She once said with reference to trees - "You must grow like a tree, not like a mushroom".

SCREEN 3: BUILDING COMMUNITY AS A CHRISTIAN VALUE.

The Pear blossom and the fruit in the top right hand corner signify the lasting friendships so characteristic of Stuartholme students and Alumnae.

On the top left is the Sacré Coeur crest, symbol of the international community of the Society of the Sacred Heart. It shows the whole world caught up in the Heart of Jesus reminding us of the love of God for each person: "Indeed, the very hairs of your head are all numbered." (Luke 12:7)

Next to the crest, ferns symbolise sincerity, protection and happiness – qualities that we want to be evident in our community.

SCREEN 4: SOCIAL AWARENESS THAT IMPELS TO ACTION.

The design of this screen flows on from the previous screen with the extension of the Boarding House and the pear and fern. Two Palm tree trunks can be seen through the building walkway, now part of the skyline.

At the top right is a Poinciana; its bright red flowers welcome visitors with the warmth of the spirit of Cor Unum.

The Black Eyed Susan flowers under the Poinciana are a symbol of justice.

SCREEN 5: PERSONAL GROWTH IN AN ATMOSPHERE OF WISE FREEDOM.

On the top left hand side of the screen is an extension of the Poinciana Tree from the previous screen and a repeat of the Passionfruit Flower from Screen one, as faith is an important dimension of Personal growth.

The Chapel, the centre of school life and a Brisbane landmark forms part of the background.

We are grateful to Megan for her beautiful work; the screens will be forever treasured by the Stuartholme community.

For a more detailed explanation behind the screens you can read the story in the News section on the Stuartholme website.



The Rainbow Pyramid Project

Our Year 7 students took inspiration from the screens during the term to produce wonderful pyramids as a response to their given theme, Light and Enlightenment.

The wooden fretwork of the screens, created so beautifully by Megan Grinstead, gives artistic expression to our five Goals of Sacred Heart education.

They tell the history of Stuartholme in charming, interlocking cut silhouettes.

The students drew sections of the screens and then transferred those drawings onto transparent, rectangular plates.

The plates were coloured with inks and assembled to create the four triangular sides of the pyramid, their shape and colour echoing that of our beautiful stained glass Chapel window.

The pyramids are meant to be seen in the full sunlight to allow

patterns of coloured light, interspersed with the sharper contours of black stencils, to dapple on the surrounding surfaces. They were displayed on Orientation Day.

Visual Arts Teacher, Nan Chesterman explained how the girls came to appreciate the extraordinary design elements that twisted and merged into different elements of the Stuartholme story while they sketched the screens.

"So much has been learnt about the history of this beautiful School through this project and it has been a delight to see the excitement in seeing this artwork come together as part of the journey of the newest members to the School community," Nan said.

The Creative Arts Department

The Creative Arts Department has now incorporated drama, music and visual art under the one umbrella as well as adding dance and media arts into the department. I am working towards adding film and television as a senior subject in 2017. Combining all the Creative Arts brings together the expertise of all the Creative Arts staff to create vibrant, diverse and open programmes for every girl in every year level.

Dr Janet Wyvill



SO THE BIG QUESTION IS WHY ARE THE ARTS IMPORTANT?

Australian Curriculum, Assessment and Reporting Authority (ACARA) 2013 designed an Arts curriculum recommended for all schools throughout Australia that incorporates the five disciplines of dance, drama, music, media arts and visual arts. Stuartholme is giving the Years 7 and 8 girls the experience and skills in all five disciplines. The main rationale for creating a Collaborative Arts programme is so that all girls are given positive and engaging experiences in all the art forms. This develops a complete and well-rounded Arts education, allowing the girls to then choose one or more Arts disciplines to continue with as an elective in Years 9 and 10 and then onto senior where all the Creative Arts subjects can contribute to their OP.

THE ARTS CURRICULUM AREA

The Arts are all related forms of human understanding, each art form has its own characteristics and body of knowledge and each makes its own distinct contribution to learning. They are often used in interrelated ways, but it is understood that the art forms are not 'interchangeable' – each maintains its own integrity.

THE ARTS AND COMMUNICATION

The arts are a major form of human communication and expression. They are used to explore, express and communicate ideas, feelings and experiences. Each art form can be described as a language in its own right, being a major way of symbolically knowing and communicating experience. Through the arts, individuals and groups

make and share meaning. The arts languages have their own conventions, codes, practices and meaning structures and communicate cultural contexts. It is through these ways of knowing and expressing feelings and experience that the students can make sense of their world.

THE ARTS AND VALUES

The arts are well known as a powerful means to inform, teach, persuade and provoke thought. They reinforce existing ideas and values, can challenge them, or offer new ways of thinking and feeling. They can be a powerful means of bringing about change. The arts have traditionally had a vital role in shaping our understanding of ourselves as individuals and members of society, and our understanding of the world in which we live. The arts learning area contributes to the development of core shared values in students, in particular, helping them to critically reflect, make personal meaning and show enterprise and initiative.

THE ARTS, CREATIVITY AND SATISFACTION

The arts clearly provide a major means of personal creativity, satisfaction and pleasure. They promote creative problem solving, self-expression and the use of the imagination in a range of different forms. The opportunity for creativity in the arts develops students' abilities to plan, experiment, try different approaches, solve problems and make decisions in situations in which there may be no standard answers. The arts provide a vehicle for the growth of self-esteem and positive, personal satisfaction, group cohesion and sheer enjoyment!

THE ARTS AND LIFE SKILLS

Another undisputed researched area is that the arts promote emotional intelligence, a way of understanding, using and making responses through the emotions and students' intrapersonal qualities and experiences. This is what can make learning 'stick'. The arts provide a powerful context for learning across the curriculum and for making sense and deepening understanding in a holistic way, incorporating the cognitive, emotional, sensory and spiritual dimensions of the learner. The arts develop verbal and physical skills, logical and intuitive thinking, interpersonal skills and spatial, rhythmic, visual and kinesthetic awareness.

THE AIMS AND BENEFITS OF LEARNING THROUGH THE ARTS:

- **Aesthetic learning** – through participation in the arts, the girls will learn to value, evaluate, challenge, feel, respond to and enjoy artistic experiences. Arts experiences will develop the skills and understandings to use aesthetic value as a basis for discriminating, selecting and responding, and for questioning the ways in which values are formed.
- **Cognitive learning** – perception, creativity, logical thinking, metaphoric thinking, question formation, decision making, critical thinking, concept formation, memory and reflective thinking are all developed and deepened by participation and focused teaching through the arts. It is recognised that artistic thought sometimes occurs in tacit, intuitive, emotional or subconscious ways.
- **Physical learning** – arts experiences are active and the girls will perform actions that require practice, refinement and concentration. Taking part at their level of physical ability, the girls will develop physical skills, learn processes and techniques and come to understand the limitations and potential of media. Within each arts form, the girls will work to gain control. Some skills demand repetition to develop; others might be mastered quickly. All require persistence, practice, application and resilience.
- **Sensory learning** – learning in and through the arts requires the girls to focus on the use of their senses. They develop the capacity to express, through a range of art forms, information accessed through tactile, aural, visual and kinesthetic means.
- **Social learning** – through the arts, the girls will learn about themselves and the ways in which they interact with others. They will learn to work in groups, to express ideas and communicate through the arts, and to examine the role of the arts in different social and cultural contexts. The girls will also gain a sense of self through developing personal artistic vision and finding a sense of style.

The Stuartholme Collaborative Arts programme is designed to be implemented by teachers of the Arts with a collaborative team teaching approach. The staffing for these courses take a great depth of understanding by the teachers in more than one art form, and as such a combination of our teachers and professionals, specialising in one or more art forms may work together to develop and expand the girls' knowledge and skills in times such as the Creative Arts Rich Task weeks. The Collaborative Arts programme caters for the full range of learners and promotes the inclusion of all students. The Year 7 and 8 Collaborative Arts programme forms part of a Year 7–12 continuum, providing foundational learning in the art forms that continues in the subjects of drama, music, and visual arts in Years 9–12.

The girls engage in learning experiences in visual arts, music, media arts, drama and dance as part of their natural growth and development. However, learning in each of the art forms does not occur automatically. Regular learning experiences that are thoughtfully planned, sequenced and related are essential for developing students' skills and knowledge and understanding within the art forms. They also contribute to the holistic development of the each girl.

Each subject focuses on its own practice, terminology and unique ways of looking at the world.

In dance, students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, and appreciation of and responses to dance and dance making.

In drama, students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama.

In media arts, students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.

In music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.

In visual arts, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practice, including the fields of art, craft and design. Students develop practical skills and critical thinking which inform their work as artists and audience.

The Creative Arts department is very proud of the opportunities available to Stuartholme girls and over the next few years will continue to develop and grow in its options for the girls. We are looking forward to seeing exciting new developments in all areas of the Creative Arts at Stuartholme, making Stuartholme School a leader in Arts Education for girls.





Vocational education opens doors

Stuartholme School collaborates with Registered Training Organisations (RTOs) to deliver a range of vocational education options to students.

Vocational Education Coordinator Laurence Somerset said that this year again, students accessed a wide range of vocational courses inside and outside Stuartholme. Embedded in student timetables, Stuartholme offered Certificates III and IV in Business and Fitness and a Certificate III in Early Childhood Education and Care.

"In addition to the Certificate courses we also facilitate Traineeships and for the first time next year, we'll be offering a Diploma of Business," she said.

As these courses are industry recognised, Stuartholme is not able to design the course, however in most cases, our Teachers deliver a course written by an RTO, at the school.

"There can be huge benefits to studying a vocational education course," explains Mrs Somerset.

"Firstly, VET courses allow students to demonstrate academic strengths that are not always recognised in Authority subjects, which subsequently helps grow their confidence. It also suits students who prefer a more practical learning style. Studying a VET course in Years 11 and 12 can be a transformative experience for some students.

"Secondly it allows them to explore an area of interest and confirm what they want to study after Year 12.

"If a student is interested in the Fitness industry, studying a Certificate III in Fitness will give them a practical insight into that field.

"Finally, completing a Certificate course gives students certainty of a Rank position. For example completing a Certificate III equates to a Rank of 68 or around an equivalent OP 14/15, and a Certificate IV equates to a Rank of 74 or around an equivalent OP 12 in Queensland."

For students undertaking the Diploma of Business next year, they can expect a rank of 82 which is around an equivalent OP 8-9 in most universities in Queensland and a rank of 87 (around an equivalent OP 7) at Queensland University of Technology and Griffith University.

Last year Stuartholme School had three students awarded an Australian Vocational Student Prize.

The Australian Vocational Student Prize recognises the outstanding achievements of students who completed their senior secondary studies while undertaking vocational training.

"Our vocational education options are quite extensive at Stuartholme. If anyone is interested in a course I encourage them to visit Student Services," said Mrs Somerset.

Mapping a path to success

Student mapping. It sounds clinical, a process of mapping a student's results to track their progress. But it's actually much more than that.

...is for teachers
to create an
individual learning
plan for each
student.

Student mapping has been around for years, largely managed by individual teachers using their own methods. In the last five years schools have seen a far more formalised approach with most implementing a data analysis programme.

Stuartholme's Student Performance Data Coordinator, Shannon Lacey, explains how student mapping is an invaluable tool that provides a real-time overview of how a student is performing across not only their subjects but external testing.

"When we look at a student's performance we're looking at data from three areas; internal assessment, such as assignments; external assessment, such as QCS results, and any psychometric testing similar to careers testing."

The data can inform a teacher's decision-making about student performance through firstly identifying students who require support.

"The data gives teachers an opportunity to engage in informed, professional discussions about student achievement and their needs.

"In consultation, the teacher and student can set realistic, achievable and specific targets that allow the student to experience success and improvement," Shannon said.

Fundamentally, by maintaining high expectations of the students, where teachers have the data they can intervene early. This results in students being better supported in growing in their capacity and capability.

"The ultimate goal of student mapping is for teachers to create an individual learning plan for each student."

"The plans take into account students who are not meeting state benchmarks, all the way through to high performing students who need extension and everyone in between.

"Unlike some other schools, Stuartholme does not look at the data in isolation, we look at the student behind it," Shannon said.

As a School of the Sacred Heart, Stuartholme's philosophy is to educate the whole child, taking into account not only academic, but also her emotional and physical needs.

"It is not enough for us to make judgements based solely on what the data says. If we are to have realistic and beneficial discussions with both students and their parents we need to look at the whole child."

Due to the imminent changes to senior assessment and tertiary entrance testing, to be rolled out in 2018, we are introducing a data analysis programme to the school with a particular focus on our Years 7 – 9 students' learning journeys. This will work in partnership with our 'high stakes testing tracking', currently in use in our senior school.

"Most parents want their child to be successful, in whatever that means to them. Stuartholme's progressive curriculum coupled with a holistic approach to student mapping will provide our students with clear goals for their future and a pathway to achieve them."





Jarod Costantini

Lucy Harkin

Our great teachers

JAROD COSTANTINI

Economics Teacher

WHY DID YOU DECIDE TO BE A TEACHER?

I was working and studying in the Economics industry and read a quote from 1970 Nobel Laureate in Economics George Stigler who said 'the public has chosen to speak and vote on economic problems, so the only open question is how intelligently it speaks and votes.'

This quote made me consider the education profession and since my first practical at University, I have not had a reason to second guess that decision.

WHAT MADE YOU APPLY TO BECOME A TEACHER AT STUARTHOLME?

Before Stuartholme I worked in co-educational schools and really enjoyed my time in the classroom. I often found during class discussions, however, that the louder male students would drown out the female students. I knew the girls had well thought out responses, often more thought out than their male counterparts. When the time came to move schools I applied to Stuartholme as it is a widely respected school for girls and I wanted to see what a class of girls were capable of without the male voices.

WHAT DO YOU TEACH?

I have worked at Stuartholme for seven years. My primary role is as an economics teacher, and secondary roles include the Director of the Sony Foundation Children's Camp, Teacher-in-Charge of Stuartholme Soccer and I am involved with the Antipodeans Abroad Programme.

HAVE YOU WORKED IN A JOB OUTSIDE OF TEACHING?

My previous experience comes from several years working with Queensland Apprenticeship Services and in the Import/Export

area for Adidas Australia. This experience has certainly given me a 'real-world' approach when it comes to teaching economics.

WHAT DO YOU LIKE ABOUT TEACHING AT STUARTHOLME?

I really enjoy the academic freedom of Stuartholme. In a subject like economics I have to be very flexible from year to year as to the topics of study to keep up with new or relevant changes in the economy or the political environment, Stuartholme allows me to do that.

HOW DO YOU KEEP THE GIRLS ENGAGED AND INTERESTED?

Engagement is not an issue, the students are motivated to learn more about the wider world and how it works through their knowledge of economics.

DO YOU HAVE ANY USEFUL TIPS FOR PARENTS?

My tip, or request to parents would be to always encourage their daughters to have a voice, even if you don't agree with their opinion, you can challenge them and have a robust conversation.

LUCY HARKIN

Drama Teacher

WHY DID YOU DECIDE TO BE A TEACHER?

My high school Drama Teacher is one of the main reasons that I wanted to become a teacher. Not only did I love the subject that he taught, but more importantly he taught me, through his enthusiasm and passion, how performance can change an audience. He consistently challenged me to work harder yet always ensured that I was supported in times of need. His commitment to his students' academic and personal growth has been an inspiration for me. I have always loved every aspect of drama and it seemed like the



Shannon Lacey

Dr Janet Wyvill

obvious choice to pursue a career in the Arts when I finished school. When I was completing my degree I realised how much I enjoyed the creative process of making a performance. Being a Drama Teacher lets me facilitate and collaborate in this creative process every day with all of my students.

WHAT MADE YOU APPLY TO BECOME A TEACHER AT STUARTHOLME?

After graduating from QUT, my drama education lecturer suggested that I apply for a vacant position at Stuartholme. After reading the role description for the Drama Teacher position, I was impressed by how rich the drama programme was and the opportunity to work with outstanding Drama Teachers made me apply for the job.

WHAT DO YOU LIKE ABOUT TEACHING AT STUARTHOLME?

At Stuartholme, I believe that each individual student is offered multiple opportunities to succeed. Whether it be academically, culturally, sporting or spiritually, each Stuartholme girl is challenged and supported to perform to her best. The passion that my drama students show every lesson is my favourite part of my job. Every day, every term, the work my students create is innovative and unique. Each time I watch my students perform, whether it be for assessment, for a primary school audience, for Senior Production or for a State Final competition, I feel privileged to share the creative process with them.

HOW DO YOU KEEP THE GIRLS ENGAGED AND INTERESTED?

I engage the girls through both practical and theory based lessons in drama. I always try to ensure that all the dimensions of drama are interwoven within the lesson so that girls understand that theory does not have to be simply a written response. In drama, each lesson builds on the one before, so creating a performance becomes an experience that ends in performing for an audience. I try to ensure

that my lessons don't become routine, so I challenge the girls to think about their audience, to consider what impact they want to have and how they can achieve this. I also ensure that the girls have the experience of watching live theatre in every year level, not only for entertainment but to develop their appreciation and analysis of theatre. Not only do the girls enjoy watching professional theatre, but they begin to consider their own creative process and develop it further.

DO YOU HAVE ANY USEFUL TIPS FOR PARENTS?

That it's okay to stumble, it's how you get up and continue on that counts.

SHANNON LACEY

Teacher and Student Performance Data Coordinator

WHY DID YOU DECIDE TO BE A TEACHER?

My mother was a teacher of secondary English and I was always interested in literature because of her. My Year 11 and 12 English Teacher was also inspiring, his class was incredibly engaging and challenging. Ultimately, I can't really say there was one thing that made me decide to teach – it truly felt like a vocation.

WHAT IS YOUR ROLE AT STUARTHOLME?

I have a dual role at Stuartholme, I teach English, Social Science and Religious Education and I am also the Student Performance Data Coordinator.

The Student Performance Data Coordinator role is really interesting. I use both internal and external data to 'map' student performance with the goal of providing information to teachers that will inform their decision making about a student's performance. It can also be valuable for students when they need advice about their academic progress.

HAVE YOU WORKED IN A JOB OUTSIDE OF TEACHING, OR IN ANOTHER SCHOOL?

I have worked in state high schools in Far North Queensland and Brisbane, as well as a co-ed, independent school in Brisbane. I also spent two years in education recruitment, as an International Candidate Manager, both here and in the United Kingdom.

WHAT DO YOU LIKE ABOUT TEACHING AT STUARTHOLME?

So many things! The students are interested, engaged and personable. I find teaching here to be a joyful experience. The staff are so supportive. They live the ethos and Sacred Heart Goals every day and I really feel like this is my second home.

WHAT TYPES OF CAREERS CAN STUDENTS HAVE AFTER STUDYING ENGLISH, HISTORY AND GEOGRAPHY?

English, History and Geography open so many doors – the opportunities are endless. If students develop strong critical thinking and responding skills through these subjects, they will find it easier to think through complex issues and communicate their thoughts to others. These are vital skills in any career.

HOW DO YOU KEEP THE GIRLS ENGAGED AND INTERESTED?

I try to think of real-world examples and applications for the topic we're studying. If students feel the information and skills are useful for them, they are more likely to maintain engagement.

DO YOU HAVE ANY USEFUL TIPS FOR PARENTS?

Encourage your daughters to read widely and often. Spending time discussing current events and the many 'sides' to a story can develop critical thinking and responding that will always stand your daughters in good stead. Allowing your daughters to talk through issues can often develop ways of problem solving that lead to greater independence and confidence.

DR JANET WYVILL

Leader of Learning – Creative Arts

HAVE YOU WORKED IN A JOB OUTSIDE OF TEACHING, OR IN ANOTHER SCHOOL?

I have had a diverse career in Creative Arts as an educator, performer, Stage Manager, and musician for the past 30 years. I have taught in schools in New Zealand, and the USA as well as being Head of Performing Arts at Toorak College in Melbourne and Head of Department of Performing and Visual Arts at Redbank Plains State High School.

WHY DID YOU DECIDE TO BECOME A TEACHER AT STUARTHOLME?

It is a real privilege to work at Stuartholme and I am absolutely thrilled to be part of the Middle Leadership team. This is an amazing school and while it sounds like a cliché, it is truly a blessing to be here. Seven years ago I was recommended by a couple of Academics who had observed my classrooms, to come and lecture to pre-service teachers on how I create engagement in my classroom and to pass on the skills I was using in some very difficult school situations. I made the move from secondary school to lecture at Griffith University on Behaviour Management, Teaching Strategies and the Arts, in both Bachelor of Education degrees and the Masters of Education degrees.

After seven years in the tertiary education system I made a deliberate and conscious decision to return to secondary education at the end of last year. My passion has always been in teaching and while I love lecturing it was such a diverse job with research,

administration, and a small part in teaching. I believe that I can make a difference to students' love and passion for learning and foster the development of each individual to be outstanding in any area they choose to pursue. So when the Middle Leader position became available at Stuartholme, I was very quick to throw my hat in the ring. I am very pleased my love for teaching and girls' education in particular is being fulfilled.

WHAT IS YOUR PHILOSOPHY ON ARTS EDUCATION?

One of my main philosophies is that the Creative Arts are essential to the holistic learning of each individual and core to a progressive, balanced education. I am a strong advocate for taking this philosophy to the forefront of education and have been invited to write curriculum programs for Catholic Education, Education Queensland, and the Victoria Board of Studies on integrated and collaborative arts. Part of my role as an academic allowed me to design the Arts courses for a number of University's Teacher Education degrees, including online Arts Education courses for Music and Drama teachers. The results from this experience has given new rise to my current program writing for the Year 7 and Year 8 Collaborative Arts program here at Stuartholme.

HOW DO YOU KEEP THE GIRLS ENGAGED AND INTERESTED?

Keeping fresh and on the cutting edge of education while maintaining the rigour and integrity of the Arts keeps the girls challenged and engaged. I believe that as teachers we need to be informed through research about current education philosophies and also the way in which our youth are changing and are influenced by society. I was successful in gaining grant funds to conduct research on Education and schools. The most recent research I conducted was on 'Engagement and disengagement in the classroom' and 'What are the memorable messages students receive?' This research took me into schools across Queensland where I worked with over 100 students with observations in the classrooms, interviews with teachers and students about the way they engage in different activities.

HOW HAS YOUR PROFESSIONAL EXPERIENCE IN THE ARTS ENHANCED YOUR TEACHING?

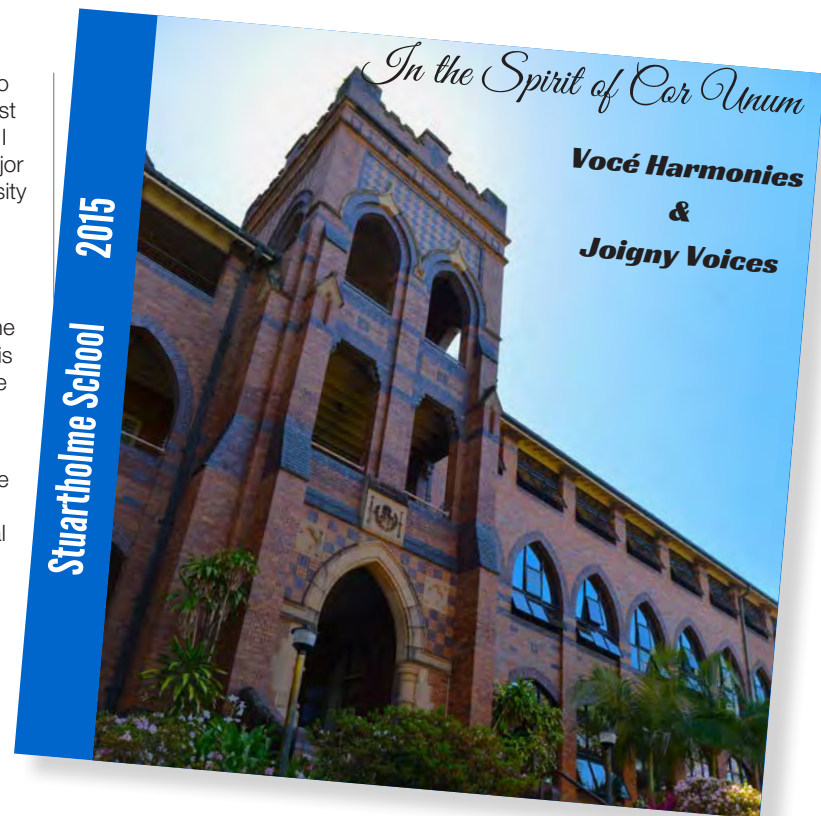
While in the USA I worked on Broadway as a Producers' Assistant during the day and a quick change dresser at night, all while I completed my Master's degree at New York University in Performing Arts Education, with a major in choral conducting. I have also been able to play in the pit orchestras for the early QPAC productions of Gilbert and Sullivan's HMS Pinafore and Pirates of Penance, and have conducted choirs for major events at QPAC and the Brisbane Exhibition. Knowing how the industry works from both on-stage and behind the scenes perspectives, and knowing the opportunities that are there for the students means that I teach my classes with the understanding of both learning and how skills transfer into a professional job environment. I also believe that having links with professionals within our community will enhance the education of our girls regardless of whether they want to pursue a career in Creative Arts, Medicine, Law, Education or any field. This is why I have brought in workshops and performances to generate engagement and links for Stuartholme with companies such as Queensland Theatre Company, Vulcana Women's Circus, and music ensembles from the university. All these activities act as an enhancement to the classroom and compliments what our teachers give the girls every day.

TELL US ABOUT YOUR PHD AND DOCTORAL RESEARCH ON CHORAL CONDUCTING EXPERTISE IN AUSTRALIA?

I have a great passion for choral music and bringing the joy of singing to all students and conducting choirs of all ages, from Primary and Secondary School age through to Adult community choirs. When I graduated as a teacher, my first teaching

placement was in Townsville and this gave me an opportunity to conduct new choirs and learn more on the job as well as my first opportunity to teach in a professional Theatre company, where I brought a lot of music and singing into the productions. My major study while completing my Master's degree at New York University was in choral conducting. This piqued my interest in why the American's have such a strong choral tradition and also have many internationally renowned choral conductors, while here in Australia we tend not to notice our expert choral conductors (who have more recognition overseas than in Australia) the same way we do the orchestral conductors. Hence I decided that this would make an interesting research study and as they say – the rest is history.

This also led me to bring the education and engagement into Stuartholme with the Voce Harmonies (Year 7 and 8 choir). We recorded a CD in October as a gift for Mrs Helen Sinclair. This was an amazing experience for the girls to have a professional sound engineer record their voices and for us to produce Stuartholme's first CD. They recorded contemporary Australian works such as *Enjoy the Storm* by Ian Jefferson alongside beautiful tradition works such as Mozart and Rutter's *All Things Bright and Beautiful*. This is a wonderful memory for Mrs Sinclair as well as inspiring the girls. We hope to record another CD next year and make it available for sale to the school community.



English Extension provides the challenge they need

For over 13 years Stuartholme has challenged and extended students through our English Extension subject. Taken in Year 12, English Extension is available to high performing students in addition to their normal English class.

Stuartholme's Leader of Learning – English, Dr Donna McGrath explained the English Extension subject is suited to students who are orientated towards English subjects or who are higher-order thinkers and need further engagement.

As educators of girls, our role is to ensure the students are being challenged in a way that prepares them for life after secondary school.

"English Extension is a university level subject; it sets the students up for university study in research, writing and literary based theory," said Dr McGrath.

Year 11 students are encouraged to apply for English Extension. If accepted they drop one of their other subjects.

Assessment for English Extension is not like that of normal subjects. Students need to complete a 1500 word task, an 8 to 10 minute oral defence of a complex transformation and a 3000 word fully theorised paper.

"Not every school offers English Extension," Dr McGrath said.

"But we have found the students rise to the challenge; in fact across the board, they are better than the state mean in English Extension."

The key to the success has been the focus of engaging the students.

While English Extension is not for all, engaging the students in reading is a priority for all teachers in the English Department.

"Girls aged around 15 years don't want to be told what to read; overwhelming research has shown that to get the best out of them we need to engage with them on their choices," Dr McGrath said.

In a classroom setting this can be done by offering students a range of books to study instead of offering only one choice to the class.

Dr McGrath explained that when provided with a choice, the students are able to select a book that interests them, which makes them more motivated to read it resulting in a deeper understanding at the end. It also allows teachers to vary the curriculum through creating activities suited to individual texts and student interests.

For more information on English Extension or English in general please contact Dr McGrath.

The Book Thief

In Term 4 Dr McGrath's Year 9 students studied *The Book Thief* by Markus Zusak.

Set in Germany during World War II, *The Book Thief* follows the life of a young girl, Liesel, who is the Book Thief in the title. Liesel is sent to live with a foster family after her parents are taken away to a concentration camp.

The story is narrated by Death, and visits Liesel three times throughout the story.

Near the end of *The Book Thief* there is a gap in time between Liesel and another character, Max, reuniting at the end of the war, to Liesel's death in Sydney.

As part of their assessment the Year 9 students were asked to:

Imagine you are 'Death'; emulating his point of view, describe and bring to life Liesel's life during this time. Show how she develops or changes as a result of her experience.

The Year 9 students produced excellent responses, however one in particular was outstanding. Georgia Perissinotto perfectly emulated 'Death' in her assessment piece.



The Book Thief – excerpt from the character, 'Death', written by Georgia Perissinotto, Year 9 English

After the bombing of Himmel Street, I began to watch the Book Thief; I'm not ashamed to admit it. Maybe it was because I'd already seen her so many times in her life. Maybe it was because I knew that I'd see her often in the future. Maybe it was because I had been haunted by her since that day in the immaculate snow, beside a small, unmarked grave.

I came for Alex Steiner just thirteen months after the Allies entered Germany. I think he was relieved, glad to leave the destruction his country had become. He was certainly glad to leave his regret behind. The only thing he was worried about as I laid him in my arms, was Liesel.

I know you wonder how I could take another person from Liesel, the girl who'd lost so much, but...

A Small Fact

I don't choose who gets to die.

After that, Liesel's days became bleak; so grey and worn out that it was like her days were an old dress. Washed and wrung by Rosa until there was no colour, no joy left. Except in Max. He would help her in Alex's shop, despite the knowledge it would never prosper. Along with Alex, it had lost its future.

It was the height of summer when Max said goodbye. It was not his wish to leave Liesel, but America and a future beckoned. As he waved goodbye to her on the front steps of the mayor's house, she held onto the few words that he had given her in parting, "True friends are never parted".

The sky was emerald green the day I came for Max. I picked him and his fellow passengers up out of the waves, between the bits of broken wood. How unfair the human life is; Max survived the Holocaust but not leaving Germany. There was no hope of saving him, after all, why would a German Jew need to learn to swim?

I was there when Liesel heard too; I must admit that I thought she wouldn't survive the news. If this was one of the movies you humans like to watch, it would have rained that day, but it didn't. The sun blazed overhead as though it were trying to bring tears to her eyes with its sheer brightness. But the Book Thief's tears didn't need the sun's help.

It was after that, that the Hermann's decided to immigrate to Australia. Liesel went with them. It could have been because she was past caring, but it was mostly, I think, that she couldn't bear the wreckage of post-war Molching. As she stood aboard the boat she looked brave to the crowds but it was all a façade. I later heard her admit that her knuckles were as white as freshly fallen snow the entire journey. I also know that Ilsa despaired that her fingernails were barely existent upon their safe arrival. I'd like to say Liesel settled perfectly into Australia. Certainly the climate suited her. But she struggled with the language.

Eventually she did learn. How? By reading. It was after having to learn to read a second time that she founded her school. Here she taught German children English. It was a schooling experience vastly different to her own. Her methods would have disgusted Sister Maria. Main principles were no whipping and much kindness. The number one thing taught though, was a love of words.

In the Nest

95 years ago when Stuartholme School opened its doors it was a boarding school only. Today Stuartholme is a dynamic day and boarding school, and boarding continues to lie at its heart. The school was built for boarders and their rooms are still in the historic Main Building and take in panoramic views of the Brisbane skyline.



Each boarder calls Stuartholme her home away from home, and together students form and share lifelong, special bonds; 'a sisterhood experience.'

In Term 4, the Boarders showed what their community can do when rural communities need help. The girls established a series of 'Reach out for Longreach' fundraisers, to help drought stricken communities in Western Queensland.

Deputy Principal Mission and Boarding, Andree Rice, said that Stuartholme has a number of boarders whose families have been experiencing drought in Western Queensland.

"The drought has had a devastating effect on their properties and local communities.

"As a School of the Sacred Heart, when someone is in trouble we do what we can to help. Over the weekend our boarders baked cakes, slices, brownies and cupcakes and held Stuartholme's biggest ever Boarders Bake Sale," Ms Rice said.

Annabelle Paterson, in Year 7, said drought affects the entire Longreach community, as all of the young adults and teenagers have to find work away from their family properties.

"My dream for after finishing school is to work on the property with my family, but now I feel that my dream will not happen, especially when I remember growing up with 7000 sheep and 500 cattle and now with seven cows and no sheep, my family finds this very difficult to accept," she said.

Annabelle's mother, Claire said that it's sobering to hear her thoughts on the drought.

"We know that bush kids are very resilient and we are very pleased that Stuartholme is supporting our daughters and helping to raise awareness of the devastating drought conditions throughout Western Queensland."

The students raised over \$1300 but they didn't stop there! Staff participated in a 'Jeans for Longreach' day in October where everyone made a gold coin donation.

And more recently, clothing company Ruby Yaya made a generous donation to the School of a range of their beautiful dresses and kaftans.

"We are really blessed to have such a generous community," said Ms Rice.

"The clothes came through clothing store Adrift, run by a relative of an Alumna. The Ruby Yaya designer is also an Alumna.

"Both Adrift and Ruby Yaya are thrilled with the work the students are doing to raise money and awareness for Longreach, and so are we!"

Finally, the Boarders have compiled a cookbook as another way to raise money.

"This is a very personal cookbook, the Boarders and Boarding staff have shared their favourite recipes which makes it very special," said Ms Rice.

"Not only is it a lovely keepsake, but it would make an ideal Christmas present. Copies are on sale via the School's Main Reception for only \$15."

All proceeds from the fundraisers will go to Our Lady's College Longreach, Drought Angels and Aussie Helpers.

Stuartholme's partnerships with rural and remote communities bring benefits not only to the affected communities but also towards awareness raising in the city about the difficulties faced in regional Australia.

BOARDING FACTS

- Each floor has its own House: Amiens, Grenoble and Cottesmore
- There are a number of Boarding options including:
 - Full-time Boarding
 - Weekly Boarding – Monday to Friday
 - Senior Boarding – for students in Years 10 to 12 participating in an enhanced academic care programme
 - Co-curricula Boarding – for Day Students involved in co-curricula activities with demanding hours
 - Extended School Day – assisting busy Day Student families, providing breakfast, afternoon tea, supervised study and dinner
 - Rural and remote girls in Years 5 or 6 may board at Stuartholme School while completing their primary schooling at St Ignatius School Toowong.
- 73% of our Boarders are from regional Queensland
- 6% are from New South Wales
- 0.7% are from Northern Territory
- 10% are International Boarders from countries including China, Papua New Guinea, Solomon Islands, Hong Kong and South Africa
- 'The Nest' is the name affectionately given to the Boarder's main common room
- Just like at home, our Boarders enjoy a wide range of activities such as movie nights, eating out, shopping trips, museums, theatres and theme parks.



The Oxbridge experience

Set in a university that has produced more Nobel Prize winners than any other, the Oxbridge Programme at Cambridge University was the ideal location for Year 11 student Jane McDonald to firmly establish her desire to enter the medical profession.

The programme invites intellectually adventurous high school students to take part in a four week course designed to extend and inspire them.

From a young age Jane had a passion for medicine, in particular, medicine of the brain. The Oxbridge Programme offered Jane the chance to study alongside students from all over the world and be taught by world-class medical professionals.

"As part of the programme you select a major and a minor to study, I selected medicine as my major and medicine of the brain as my minor," Jane said.

Jane's classes were six days a week from 9am till 12.30pm for her major and three days a week from 2 till 4pm for her minor.

"In the medicine class we looked at diseases, anatomy, and the circulatory system.

Oxbridge courses are designed to immerse the students in subjects with a strong emphasis on experiential learning. Jane's class were able to get hands on with pig dissections including heart and head as well as a good look around the internal structure of a pig.

"I really didn't know what to expect going over, but any expectation I had was exceeded," Jane said.

"The classes were very hands on and the teaching staff were amazing, I learnt so much."

To consolidate the learning process, each course culminates in a final assessment. For her major, Jane was required to work in a group to produce a poster about a topic of their choice, prepare a scientific practical report and a 10 minute speech.

"For my minor I also did a small exam and another speech."

For both her major and minor assessments Jane achieved an A+. In her report Jane's instructors praised her for her critical thinking, maturity, and her ability to think about the wider ethical and societal issues involved in her work.

In addition to providing world-class lectures, the Oxbridge Programme also aims to help students discover the cities and cultures they are in.

"I was overwhelmed by how beautiful Cambridge was," Jane said.

"It's actually a town, made up of 30 Colleges, I was in the Jesus College which is only a few minutes from the medieval marketplace.

"I met so many other high school students from around the world, including Columbia, France, Portugal, Canada and America.

"We also did sightseeing in London where we went to the National Museum of Surgeons, which was incredible. Back in Cambridge we went punting, which is similar to riding a gondola although not as big.

"I also highly recommend the ice-cream from Bennetts!"

Jane's biology teacher, Dr Trish Denton agrees that Jane has a very bright future in science.

"Jane has an enormous enthusiasm for science and a passion for learning. It's been wonderful to hear just how much she has gained from this rare opportunity. I'm sure her experiences at Cambridge will reinforce her motivation to forge a career as a young woman in science."

Passion for fitness

When you're passionate about something you work hard and for Brittany Yarde, Year 11, that means training twice a day, five to six days a week in running, cycling and swimming.

The training recently paid off with Brittany coming second overall in the 16-19 year old age group at the World Duathlon Championships held in Adelaide in October.

As a seven year old, Brittany was encouraged to enter her first triathlon and hasn't looked back. She competed in her first Duathlon in 2013.

"I love everything about the sport, from training to competitions," Brittany said.

Balancing such a demanding training schedule with school can also be challenging.

"It can be difficult to fit in schoolwork when I'm away for an event, so I've learnt to be extremely organised. My teachers are also understanding and they work with me to make sure everything is handed in on time."

In addition to training, Brittany works part-time at a local organic shop.

"Healthy eating is important to me, I see a Naturopath who helps me with my nutrition."

Not surprisingly, Brittany is keen on a career in the health and fitness industry.

"I'm currently doing a Certificate III in Fitness and will do a Certificate IV next year at Stuartholme, and I'd like to be a personal trainer or maybe do something in nutrition after I graduate," she said.

The next big event for Brittany will be the State Championship. Good luck Brittany!





Riding to success at Interschool Nationals

Competition at the Australian Interschool Championships, held at the Sydney International Equestrian Centre during the September holidays was fierce! But Stuartholme student Emily Rink, Year 10 and her horses Rosenthwaite Venice Beach and Heart of Hearts, relished the challenge and atmosphere.

Over the four days of the Championships, Emily and her horses took part in the Eventing classes involving Dressage, Cross Country and Show Jumping.

After the initial vet check, riders begin competing in their various disciplines. Emily started with the Dressage phase.

Scores are calculated from each event and the final placings are awarded based on accrued penalties.

This year, Emily achieved the outstanding result of Overall Reserve Champion in the Pre-Novice Eventing class on her horse Rosenthwaite Venice Beach.

"I was so thrilled with my result, there was only 0.7 point difference between me and the first place winner," Emily said.

Just making the Queensland team is an achievement. Emily was required to compete and place in at least two events to qualify for the Queensland team.

"I have qualified for the State team five times, and every year I think the competition gets stronger."

On her second horse and competing in the 1 star class Emily says "I was extremely happy with my dressage result because my horse, Heart of Hearts, was not happy in the closed arena and did not cooperate as well as he should have."

Despite some issues in the Dressage phase, Heart of Hearts or Ace which is his stable name, outdid himself in the Cross Country. "Ace was bred to be a racehorse so he loves the open spaces of Cross Country and so do I".

In the final Show Jumping phase Emily cleared all the rails and finished without time faults.

"I was so thrilled to do as well as I did and am extremely proud of my horses. Taking home National Reserve Champion was wonderful".

At home in Brisbane Emily has been riding horses since she was six years old. Her mother Lisa and sister Georgia are also accomplished riders and together they train their horses for Eventing.

"Riding is certainly a passion of mine and I'd love to one day represent Australia at International events," Emily said.

The science of helping

With a love of science, Mathilda Saunders, Year 11 is planning on using her passion to make a difference in the world.

"After reading about the work of Dr Sanduk Ruit in Nepal and Dr Fred Hollows I would love to be an ophthalmologist, and help people to see again, probably for the first time in years," Mathilda said.

Sadly there are nearly 150,000 Nepalese people struggling to see. The surgeries to restore their sight do not take long, in fact Mathilda knows an operation can be done in a matter of minutes.

"Around 24 hours after the operation a patient will be able to see again, this is an incredible gift to give someone, the gift of sight!"

"For many it will mean they can work again to provide food and shelter for their family, for others it will mean seeing loved ones for the first time in years."

Mathilda is well on her way to achieving her dream. This gifted science student takes biology, chemistry and physics at Stuartholme as well as being the School's UQ Science Ambassador.

"My role as Science Ambassador is to raise the profile of science within Stuartholme, I write a weekly piece for the newsletter and get the school involved with fun activities during Science Week."

Mathilda is about to add another string to her bow after being selected to take part in the 2016 National Youth Science Forum (NYSF) in January.

The NYSF, held at the Australian National University (ANU) in Canberra offers a range of programmes for Year 12 students interested in science as well as exposure to study, research and future employment opportunities.

"I can't wait for the NYSF, I'm especially interested in the guest speakers, who are all experts in their fields."

"I'm also really looking forward to being able to immerse myself in science for two weeks, surrounded by other students who share my passion."

Wendy Macdonald, Leader of Learning - Science at Stuartholme and Mathilda's biology teacher fully supports Mathilda's participation at the NYSF.

"Mathilda is a wonderful advocate for science, her passion and enthusiasm coupled with her natural abilities are something I want to foster."

"Stuartholme is always looking at ways we can extend our students, for Mathilda this has been through her role as UQ Science Ambassador, and now with her participation at NYSF."

"I am very proud of the work she is doing and I know she will continue to do great things."



The Semester that was...

Day by day we write the story of our lives;
no day in our life is without influence on the
last, for ourselves as well as others.

— JANET ERSKINE STUART, rscJ

Harmony Day

Stuartholme School welcomed students from Milpera and Yeronga State High Schools to a very special Harmony Day on Friday 31 August.

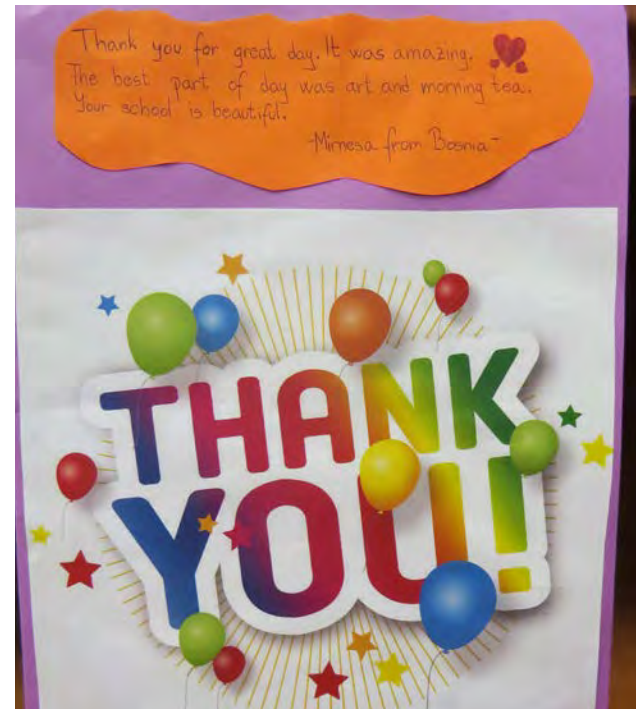
With a range of activities planned, it was a day of fun. Students took part in cooking, sport, swimming, art and music.

Milpera State High is totally dedicated to the settlement and English language development of recently arrived migrants from non-English speaking backgrounds. Yeronga State High also welcomes and cares for international students from many countries around the world.

Harmony Day gave all students the opportunity to understand the different cultures that make up our community.

Year 11 student Choeta Douglas summed up the day.

“My favourite part of the day was lunch, seeing them smile and laugh within our community. Not only did we make a difference in their lives, but they made a difference in ours.”





To educate to a deep respect for intellectual values

Academic Assembly

As a Sacred Heart School, the educational philosophy of Stuartholme is expressed in the 'Goals of Sacred Heart Education'. The preface for each Goal is 'to educate to' which denotes that this is a learning process not an end product.

Goal 2 is 'to educate to a deep respect for intellectual values'. This Goal provides a framework for each of us as a learner. Janet Erskine Stuart tells us that 'we should cultivate the wish to learn rather than the wish to be taught'.

In her address, Principal Helen Sinclair spoke about the qualities needed to succeed. She encouraged the students to be persistent, be tenacious and be prepared to work hard.

As a school community we were delighted to acknowledge the following students for maintaining a GPA of 43 or more, or for significantly improving their GPA by 3 or more.

Year 7

Hayley Bowden
Elizabeth Cook
Nieve Dickman
Samantha Kelley
Harper Kodicek
Eva Marks
Georgia Rivalland
Holly Roads
Taylah Tyerman-Webster

Year 8

Annabel Atterton
Amelie Carseldine-Toscano
Lauren Whitehead





Year 9

Caitilin Betts
Lara Boland
Ellen Bowden
Tessa Buzzo
Lily Chapman
Rhiannon Cook
Molly Cranitch
Caitlin Devonport
Sithara-Anne French
Grace Gaston
Lauren Gunther
Josie Kelley
Jessica O'Keeffe
Georgia Perissinotto
Bella Shanahan
Piper Smith
Chloe Venus
Paris Whelan
Grace White

Year 10

Hana Barretto
Marina Bishop
Peri Brown
Isabella Cattanaach
Ashine Dissanayake
Monique Evans
Macey Fegan
Chloe Grieve
Tara Griffin
Sophia Hardiman
Sarah Long
Annabelle McLellan
Jasmine Robertson
Abbey Thynne
Sarah Wohlsen

Year 11

Priyanka Bassi
Riannah Burns
Xue (Cher) Chen
Georgia Cohen
Matilda Cooper
Holly Dignan
Hannah Dyer
Isabelle Fitzgerald
Genevieve Groves
Isabella Guidotti
Claudia Hadenfeldt
Tallulah Lynes
Emma Macfarlane
Zali Matthews
Erinn Mattushek
Gabriella Murphy
Olivia Orchard-Gibb
Caitlin Rosengren
Tia Scott
Junmin Tan (*Maintained*)
Junmin Tan (*Improved*)
Eloise Vasta

Year 12

Claire Black
Kate Burch
Rowen Donlevy-Morrison
Francesca Harris
Wency Jin
Rhory Mackellar
Christie McConachy
Siân Murray Boyle (*Maintained*)
Siân Murray Boyle (*Improved*)
Thien-An Nguyen
Hannah O'Connor
Madeline Purkis
Milly Scott
Hannah Steffensen
Brigid Stitt
Hannah Wallace
Olivia Watkins (*Maintained*)
Olivia Watkins (*Improved*)
Margot Weis
Darci Wills
Karen Yamamoto



Grandparent's Day

On Friday 28 August our Years 7 and 8 girls excitedly welcomed their Grandparents to Stuartholme for Grandparent's Day.

The girls were thrilled to show the School to their Grandparents and to share the liturgy which acknowledged and celebrated the loving role Grandparents play in their lives.

Thank you to all the Grandparents who were able to attend and to the girls for making it such a special morning.



Year 9 Geography

Year 9 geography students welcomed family and friends to an exhibition of the work they did on either: food security and food production or geographies of interconnections.

The research projects involved collaborative research skills, which go beyond just team work, to develop skills in setting common goals, communicating and negotiating skills, presenting to the public, the use of technology, personal creativity and problem solving.

The girls assumed the role of an expert and, positioned at a display point, answered questions from parents and sometimes grandparents about the topics but more importantly, the process of their research.

Some students used the infographic software Piktochart, while others featured QR codes to link to websites or padlets for giving feedback.

Overall, the research project encouraged students to take personal responsibility for their learning.



History achievements

Stuartholme School was well represented in the recent Queensland History Teachers' Association (QHTA) essay competition with six students receiving an award.

The QHTA essay competition takes the best essays written by students from high schools across Queensland and the Northern Territory and awards prizes in each year level from around the state.

The essays need to demonstrate in-depth research, use of primary evidence and inquire into an issue of historical significance.

Monique Evans and Sarah Long, both in Year 10, were awarded Highly Commended with Sam Boland, Year 11 winning second place in Ancient History, and Mackenna Dries winning third place. Jane McDonald, also Year 11, was awarded Highly Commended in the same category.

Marina Bishop, Year 10, who was last years' runner up in the coveted Simpson Prize, not only achieved second place for her year level in the Historical Writing Competition, but was also the Year 10 State Winner in the National History Challenge.

Marina was joined by other winners at a special Awards Evening in Brisbane where she received her medallion.

Marina explained she loves studying history because it reveals that although the cultural framework we live within is subject to time and place, some central experiences transcend circumstance to remain intrinsic to the human condition.

"Through studying our past we can develop a greater insight into the shared emotions and instincts that drive humans throughout time and across the globe. This is not only essential in making sense of contemporary society, but in understanding our own experiences and sense of identity," she said.

Stuartholme History Teacher and Vice President of the QHTA, Ben



Hegerty said he was exceptionally proud of the work the students produced.

"As a panel member of QHTA I see essays from all over Queensland and Northern Territory and I know how well the Stuartholme girls compare.

"I believe this is a result of a robust curriculum combined with a group of teachers passionate about History.

"Ultimately, of course, it's down to these talented students. They work very hard and I'm thrilled to see their hard work being rewarded," he said.

CREATIVE ARTS

Rich Task Week

Stuartholme's Creative Arts department is fostering creative learning and understands that we need to think differently about education. The literature about learning in the 21st century states that rather than simply *knowing about things*, we want students to be able to *do new things* with what they know (Joyce, 2011). This is the case at Stuartholme, and we are actively ensuring students are provided with opportunities to develop competencies to do so, and that activities reflect that the *ability to do* is what is valued.

At Stuartholme we teach much more than just the topic or unit in Creative Arts. Our teachers strive to engage students in both the learning process and making the content meaningful. One way that our teachers can make this a highly effective learning process is through designing Collaborative Rich Tasks and our Rich Task week.

WHAT IS A RICH TASK?

These are extended activities that connect to the world beyond the classroom. Students engage and build understanding across a diverse range of Creative Arts.

The Queensland Studies Authority (2001), now known as the *Queensland Curriculum and Assessment Authority (QCAA)* emphasised the learning of key concepts in real-world contexts and Stuartholme recognises that Rich Tasks are an exciting way to invigorate such student learning. An excellent Rich Task should be transdisciplinary, and draw on the practices and skills across different disciplines while maintaining the integrity of each discipline.

A Rich Task should reflect the following three principles which parallel the criteria for engaged learning stated by Perkins (1992);

1. Focus on the learning discipline
2. Connections to a real-world context
3. Accessibility to all students

Rich tasks are consistent with the current calls for reforms in school-based education and for greater emphasis on higher order thinking, deeper understanding of concepts and better communication skills. Rich tasks also corroborate the research conducted by Anderson and colleagues (1994) showing the value of 'less is more' teaching fewer concepts in greater depth rather than teaching more content.

I wish we
had one of
these weeks
every Term

These included going into the depths of the secret areas backstage at QPAC and seeing firsthand the inner workings of a performing arts venue. The excursions also gave the girls freedom to explore the Gallery of Modern Art (GOMA) as independent young patrons of the arts. This excursion experience to our very own Performing and Visual Arts venues was one of the most talked about positive experiences of the week for the girls.

RICH TASK WEEK

The Stuartholme Creative Arts Rich Task week took all of these concepts and practices into account and designed a week of engagement and inspiration through Arts activities, performances and excursions. The girls were given the opportunity to see as many real world practices as possible as well as participate with working professional teaching artists.

"I loved being able to wander through the gallery and stop and look at the artworks that I liked". Year 7

"I never knew how so much went on backstage and all the costumes for one show!" Year 8

The balance to the girls having the real world experiences was for them to actually participate in activities with the time to go in-depth with a concept of learning. The workshop activities were divided into two different experiences. Firstly, every girl was given a day of 'tapas experiences' with professionals such as stage makeup artists, Queensland Theatre Company (QTC) actors, Visual Arts, African Drummers, Handbell experts and Professional Dancers. On the second day of workshops each girl chose a discipline they would like to take for a full day of in-depth exploration. These workshops included circus performance with Vulcana Women's Circus, Stage and Character acting with QTC, documentary film making, and Comedy improvisation to name just a few. The day was an opportunity to go deeper and develop the higher order thinking and problem solving in a creative and engaging manner.

"I loved circus, something I have never thought of trying before". Year 8

"I wish we had one of these weeks every term". Year 8

"I discovered so much more about myself and what I am capable of doing from this day". Year 7

The third component of this week was the performances by ensembles that came to the school as part of the girls' enrichment. We were privileged to hear three ensembles throughout the week. A performance by some of Brisbane Bells, a wonderful handbell group and two ensembles from UQ, The Brass Quartet and the String Quartet. For some of the girls this was a first experience of live music ensembles and they were very impressed with the young musicians who they can see are not that much older than our Year 12 girls.

Our most obvious outcome was that the week was subjectively positive overall, which is consistent with other studies of the creative arts (e.g., Larson & Brown, 2007; Sinclair, 1997). High levels of positive emotions, flow, togetherness, and integrity were found in both our real-time measures and in students' retrospective ratings of their experience.

Overall, the inaugural Creative Arts Rich Task Week was an exciting, challenging experience, which was true to most students' sense of self. As one student commented, "It was like being in a professional theatre company. It had everything, including the exciting week finale with our Drama night complete with storms."

As educators, we are responsible for the future of our country. It is our task to instruct, motivate, inspire, and nurture our young women, who will lead this country throughout the 21st century. That is a monumental task. One method of facilitating this goal is through instruction in the performing and visual arts. Within the Stuartholme Creative Arts department we are committed to keeping the arts vibrant by making engaging, exciting and well balanced learning experiences, such as Rich Task Week, at the core of our curriculum.



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Year 10 Camp

The Year 10s had four goals for their camp;

- 1. Challenge yourself**
- 2. Team building**
- 3. Extend friendship groups**
- 4. Enjoyment.**

On Wednesday 29 July the girls, accompanied by Stuartholme staff Jarod Costantini, Ben Hegerty, Sarah Adams, Juliette Johnson, Kerry Moran, Lucy Harkin, Hannah Robinson, Andrew Marshall and Amanda Huxham headed off for three days at Emu Gully.

The Emu Gully staff led the girls through a series of Anzac themed activities concentrating on the ideas of: mateship, courage, sacrifice and perseverance.

The girls were challenged through participating in activities such as 'Bridge over the River Kwai' and 'Tunnel Rats of Vietnam'.

There was also a very demanding night activity with the girls carrying a 'wounded' girl on a stretcher in the dark up and down a very steep incline/decline, and then as a group pulling a truck from one end of an airfield to the other.

The final activity 'Storm the Fort' involved girls throwing flour bombs at each other and was a highlight of the camp.

The goals of the camp were achieved. Each girl left with the knowledge they could work together to achieve goals and rely on each other when they needed it. Most importantly, they learnt to encourage the girls who were struggling.





Rowing

In 2015 Stuartholme had one of its most successful seasons on record, placing 1st in the Percentage Cup and 3rd in the Aggregate Cup. This is the first time in our 21 year history and one of only four schools to take home the Percentage Cup. Alongside that, Stuartholme's Open 1st 8 placed 4th at Head of the River, which is a fantastic achievement by those girls.

The Open 1st 8 rowed the brand new boat 'Cor Unum', appropriately representing the spirit of the crew and the squad with 'One Heart'. The Open squad had some challenges throughout the season and I sincerely congratulate the girls on their resolve, courage and comradery through these difficult times. The girls displayed the true friendships they have with one another and the spirit of Cor Unum.

The Open squad placed 2nd overall in their age group points ahead of Somerville House. This is an enormously strong performance and one that carried the squad home on Head of the River day.

The Year 8 girls had a remarkable season, placing 1st in 5/6 divisions, with the 2nd quad placing a very close 2nd. This made the girls Age Group champions, with a near perfect points score. The girls then went on to claim gold and bronze at the Queensland School State Championships in Rockhampton. This is such an amazing achievement by the girls and their dominance in the State is now well known throughout the rowing community.

The Year 9s and 10s both had great seasons. Both age groups are under-strength in regards to numbers, but still manage to compete at the highest of standards. The Year 9 girls achieved 3rd, 5th and 2nd in crews 1-3 respectively. These are great results and show great promise moving into the senior team next year.

The Year 10 girls achieved two 7th places in both the 1st and 2nd quads. 7th is 1st place in a B Final race and the girls certainly

showed that they deserved to row the A Final races, dominating their opposition in both races. Although unfortunate to row the B Finals, the girls showed fantastic spirit and determination as they came down the course.

There are so many wonderful activities that happen behind the scenes that most of the community don't get to see. The coaching staff work incredibly hard to provide a very high standard of rowing coaching as well as creating a welcoming environment for all girls to participate in our great sport. Many of the staff have been working with the School for a number of years, going from strength to strength. These people are so loyal and must be commended for their remarkable efforts.

The Stuartholme rowing Parent Support Group (PSG) has become the strongest PSG in the Brisbane Schoolgirls' Rowing Association (BSRA), with incredible fundraising efforts over the past two years that have allowed the fleet of rowing boats to improve dramatically. The PSG has managed to raise and fund equipment purchases up to \$45,000 in 2015.

Many fundraising efforts are already planned for 2016 and we are so excited for new parents to get involved.

Matt Marden
Director of Rowing



STUART HOLME SPORT

Stuartholme offers 28 sporting options for students including swimming, netball, touch football, tennis, equestrian, rowing and volleyball just to name a few.

This year has been a highly successful year for sport, with Stuartholme taking out the Percentage Cup for swimming, cross country, tennis and rowing.

This success is in no small part due to the number of girls involved. This year over 86% of the school population participated in one or more co-curricula sporting activity, which is a phenomenal statistic for this age demographic.

In addition to the outstanding achievements at school events, students also performed well at external events.

Congratulations to all of the Stuartholme athletes for your commitment and dedication to your chosen sport/s.

METROPOLITAN WEST REPRESENTATIVES

Athletics

Alex Fraser, Lily Hunter, Ella Howie-Roy, Dominica Fitzsimon, Hannah Baretto and Belle Townsend all competed with Dominica and Belle qualifying for States.

Swimming

Taylah Tyerman-Webster, Emma Tucker, Georgia Langford, Kate Ellerby. Kate Ellerby went on to compete at the National Swimming Championships.

Water Polo

Meg Manning, Hannah McWilliam, Sophie McWilliam and Sophie Raftery.

Cross Country

India Williams, Brittany Yarde, Dominica Fitzsimons and Lily Hunter. India and Brittany also represented Queensland at the National Cross Country Championships.

STATE ATHLETICS CHAMPIONSHIPS

India Williams competed in the 800m and 1500m. India finished fourth in the 800m final, and second in the 1500m with a four second personal best. India finished with two national qualifying times.

Dominica Fitzsimmons competed in the 400m and 800m. Dominica finished seventh also finishing with a personal best.

Lorraine Jaffer competed in the hurdles, and won both heats finishing third in the final.



QUEENSLAND SCHOOLS TRIATHLON CHAMPIONSHIPS

Brittany Yarde and Lily Chapman put in top class performances at the recent All Schools Triathlon championships. Brittany Yarde, Year 11 later secured a ticket to State Championships, with a safe second place at the 2015 Triathlon Queensland All Schools.

STATE CROSS COUNTRY

Queensland Schools Cross Country on the Gold Coast.

- Lily Hunter (Year 7) 3km, finished mid-field in her first State Cross Country.
- Dominica Fitzsimon (Year 11) came 21st in the 16 year girls 4km (up 10 places from last year).
- Brittany Yarde (Year 11) 5th in 16 year 4km.
- India Williams (Year 11) 4th in 16 year 4km.
- India and Brittany were also in the Metropolitan West relay team which won silver in the 4 x 1.5km relays.





WATER POLO TRANS-TASMAN CUP and EAST COAST CHALLENGE

April Edwards was a member of the Qld 14 & Under White team who placed 3rd in the East Coast Challenge, defeating NSW Waratahs in a penalty shoot-out earning her team the Bronze Medal.

Hannah Dyer, Meg Lawes and Caitlin Rosengren were members of the Qld 16 & Under White team who placed 4th in the Trans-Tasman Cup.

All girls played very well and were valuable members of these Qld teams.

KNOWLES' CUP

Stuartholme played a number of tough matches but brought home a win in all divisions (Open A, Open B, Intermediate and Junior) against Fairholme.



15 YEARS CRICKET STATE CHAMPIONSHIPS – PRESIDENTS TEAM

Ella Schubert (Year 8) and Bella Shanahan (Year 9) were selected into the 2015 Presidents Team for the upcoming Cricket State Championships.



STEAM Residential Programme

Stuartholme School together with Clearing Skies present the STEAM Residential Programme, a three day residential for gifted girls who are currently in Years 5 to 8.

The Residential aims to offer high ability students an intensive programme of learning in the STEAM areas: Science, Technology, Engineering, the Arts and Maths. Gifted girls will have an opportunity to learn alongside students with similar abilities and interests. Girls will have fun, learning with others who think like them. They will be encouraged to talk about issues that are important to learning, thriving and becoming the best they can be.

VENUE: Stuartholme School, 365 Birdwood Terrace, Toowong, Brisbane

DATES: Years 5 & 6: 6 – 9 April 2016
Years 7 & 8: 26 – 29 June 2016

STUDENTS: Gifted girls

COST: \$420 (includes accommodation, meals, workshops and activities). Subject to successful sponsorship, rural families may be eligible for travel subsidy.

INFORMATION: Contact Michele Juratowitch on email michele@clearingskies.com.au or telephone 07 3871 3561.

UPDATES: To receive updates, please email michele@clearingskies.com.au

Melbourne Cup Luncheon



The annual Stuartholme Melbourne Cup Day luncheon was once again a wonderful success. The change of venue to The Summit Restaurant on Mt Coot-tha was undoubtedly a contributing factor. The ambience, extraordinary views, beautiful weather, delightful food and company made the whole day lovely.

Additionally, the Alumnae art was a great addition and will feature again in 2016. The diversity of the displays was intriguing and reflected the contribution that art makes to the School and the girls.

Thank you to Melissa Simmonds, nee Hynes (Class of 1993), who brought her very colourful art works and gifts from Inverell. Melissa has been supporting the Equestrian Team's fundraising for the past four years with her donations to various raffles and silent auctions.

The more recent Alumnae artists were Ingrid Bartkowiak and Phoenix Kenny (Class of 2014) both of whom left a lasting impression on the guests with their remarkable displays. It was an absolute pleasure having them together with Lisa Rink, an Equestrian parent, at the event.

The Race held centre stage, especially when the winner was announced. Much to the delight and surprise of the guests a female jockey crossed the line in front. This was not lost on the parents who spend all year supporting their daughters in Equestrian sport themselves.

There was a sadness though as the Equestrian parents said farewell and thank you to Helen Sinclair who has supported this sport over the past 11 years. Helen has travelled to all venues between Maryborough and Beaudesert supporting the team over the years.

A very sincere thank you to everyone who came and on November 1 2016, we will be able to welcome you again to The Summit Restaurant for another wonderful and exciting day!

Anna Starosta

Teacher and Equestrian Coach





Ingrid... AN ARTIST TO WATCH

Ingrid Bartkowiak (Class of 2014) is a self-confessed planner, so in April 2015 she found herself in unfamiliar territory when she decided to withdraw from her university course after only six weeks.

"I have always loved art, but during high school I didn't know whether art would be a career for me or a hobby.

"For my university course selections I selected midwifery. Six weeks into the course I realised it was not for me, at least not now. Luckily I was able to withdraw and have now selected, what I should have done in the first place, fine arts," she said.

Despite her plans for 2015 being, as she called it 'kaput', Ingrid was determined to put together some ideas on how to make the year count.

"I was inspired by the company I work for to value what we have around us, and to see the beauty in everything.

Her latest collection of watercolours is a series that aims to raise awareness of and appreciation for the world around us.

Ingrid's Art Teacher at Stuartholme, Georgina Hooper said that from the very commencement of her high school art education, it was clear that Ingrid's gentle nature and kind character would influence her personal aesthetic.

"Ingrid has a special combination of artistic skill with a patience leading her on the path to technical mastery and a commitment to her work that heralds her as a young artist to watch.

"Her intelligent mind and keen social awareness has also led her to create works of significant meaning.

"I have no doubt that there is an emerging artist in this young individual and am so happy she has chosen to follow this path. It's been a privilege to teach her and to continue to mentor her as she moves into this next stage of professionalism. Watch this space!" Georgina said.

Ingrid's beautiful artwork was on display for sale at Stuartholme's Melbourne Cup Luncheon along with fellow Alumnae Pheonix Kennedy and Melissa Simmonds.

Stuartholme is extremely proud of these talented artists!

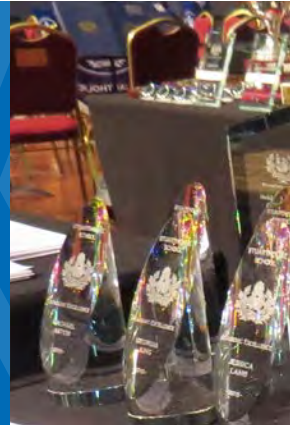
To follow Ingrid's blog and see more of her work go to <https://ohcrumbsart.wordpress.com/>

Celebration of Excellence Awards

The 2015 Celebration of Excellence was once again held in the beautiful Brisbane City Hall. Congratulations to all the award winners and thank you to all the girls involved.

Academic prizes are awarded to the top student in each subject as at the end of Term 3.

Academic Excellence Awards are awarded to students in Years 7 to 12 who have received an 'A' in all subjects or who have a GPA of 43 or above.



Year 7

Hayley Bowden

Equal First in Science
Academic Excellence

Jennifer Chung

First in History
First in Mathematics
Academic Excellence

Nieve Dickman

First in Health and Physical Education

Ava Hookway

First in French
Academic Excellence

Samantha Kelley

Academic Excellence

Harper Kodicek

Academic Excellence

Georgia Rivalland

Equal First in Religious Education

Charlie Stock

First in English
First in Japanese
Academic Excellence

Taylah Tyerman-Webster

Academic Excellence

Cameron Woodley

Equal First in Science

Rinka Yamamoto

Equal First in Religious Education

Year 8

Annabel Atterton

First in Health and Physical Education
Academic Excellence

Amelie Carseldine-Toscano

First in History
First in Religious Education
Academic Excellence

Jessica Froio

Equal First in Japanese

Lauren Gardner

Equal First in Japanese

Gabrielle Lynch

First in English

Catherine Ostwald

Equal First in French

Dominique Twigg

Equal First in French

Lauren Whitehead

First in Mathematics
First in Science
Academic Excellence

Year 9

Caitlin Betts

First in French
Academic Excellence

Lara Boland

Academic Excellence

Ellen Bowden

First in Design Technology

Tessa Buzzo

First in Drama
First in Health and Physical Education
First in Mathematics
First in Science
Academic Excellence

Lily Chapman

First in History
Academic Excellence

Caitlin Devonport

First in Interactive Multimedia

Sithara-Anne French

First in Enterprise Education
Academic Excellence

Grace Gaston

Academic Excellence

Susanna Groves

First in Art

Lauren Gunther

Equal First in Religious Education
Academic Excellence

Josie Kelley

Academic Excellence

Jessica O'Keeffe

Academic Excellence

Georgia Perissinotto

First in English
Equal First in Religious Education
Academic Excellence

Julia Trinh

First in Japanese
First in Music

Chloe Venus

Academic Excellence

Grace White

Academic Excellence

Year 10

Ruby Armstrong

Equal First in Health and Physical Education

Paige Barry

First in Mathematics A

Marina Bishop

First in English
First in Enterprise Education
First in Geography
First in History
First in Japanese
First in Religious Education
Equal First in Science
Academic Excellence

Georgette Bunn

First in Art

Ashine Dissanayake

Equal First in Science
Academic Excellence

Monique Evans

First in French
First in Music
Academic Excellence

Macey Fegan

First in Design Technology
Academic Excellence

Ellen Kneipp

Equal First in Drama

Sarah Long

Equal First in Health and Physical Education
Academic Excellence

Shaodan Ma

First in Mathematics B

Leilani Thomson

First in Interactive Multimedia

Imogen Weston-Kelly

Equal First in Drama



The Sister Mollie Ahern Service Awards

Bronze Awards presented to: Emmaliese Barbagallo, Maggie Bell, Ella Booth-Thomson, Matilda Cooper, Alice Martin, Jane McDonald, Saishnee Moodley, Caitlin Strange, Hane Thomson, Kelly Twist, India Williams

Silver Awards presented to: Tessa Buzzo, Laura Chapman, Josephine Copley, Georgia Cramer, Hannah Wallace

Gold Awards presented to: Megan Robotham, Bree Tully, Georgie Wilkinson

Year 11

Priyanka Bassi

Academic Excellence

Samantha Boland

First in Ancient History

Taylor Brent

Academic Excellence

Georgia Cohen

Academic Excellence

Matilda Cooper

First in Economics

Josephine Copley

First in Drama

First in Study of Religion

Academic Excellence

Lily Cunningham

Academic Excellence

Holly Dignan

Academic Excellence

Mackenna Dries

First in Japanese

Academic Excellence

Kate Ellerby

First in Physical Education

Academic Excellence

Alyssa Latorre

Equal First in Information Technology Systems

Emma Macfarlane

Academic Excellence

Zali Matthews

First in English

First in Modern History

First in Visual Art

Academic Excellence

Joanie May

First in English Communication

Sophie Nash

Academic Excellence

Olivia Nolan

First in Prevocational Mathematics

Alina O'Connor (Year 10 Student)

First in French

Erin Peters

First in Biology

India Scobie

First in Music

Tia Scott

First in Accounting

Academic Excellence

Madison Searle

Equal First in Information Technology Systems

Maria Snegovaya

First in Religious Education

Junmin Tan

First in Chemistry

First in Mathematics B

First in Mathematics C

First in Physics

Academic Excellence

Lucy Theodore

First in Health

First in Mathematics A

Charlotte Turnbull

Academic Excellence

Anna Varghese

First in Geography

Marcella Williams

First in Business Management

First in Home Economics

Year 12

Rachael Aston

First in Business Management

Academic Excellence

Eli Bennett

First in English Communication

Gabrielle Davidson

First in Health

Gabrielle Duff

First in Prevocational Mathematics

Kate Edwards

Equal First in Information Technology Systems

Jessika Green

First in Accounting

First in Physical Education

Francesca Harris

First in Chemistry

Equal First in French

Wency Jin

First in Japanese

Equal First in Music Extension

Georgia Jung

Academic Excellence

Jessica Lamb

Academic Excellence

Viviana Lloyd

Equal First in Drama

Rhory Mackellar

First in Ancient History

First in English

First in English Extension

First in Visual Art

Courtney McMillan

First in Economics

Sian Murray-Boyle

Academic Excellence

Thien-An Nguyen

Academic Excellence

Jessica Nicol

Equal First in Information Technology Systems

Hannah O'Connor

Equal First in French

Anna Reid

Equal First in Religion and Ethics

Milly Scott

Equal First in Religion and Ethics

Academic Excellence

Caitlin Strange

First in Geography

First in Mathematics A

Academic Excellence

Lily Taylor

Equal First in Modern History

First in Study of Religion

Genevieve Thorpe

Equal First in Modern History

Courtney Vedelago

First in Home Economics

Olivia Watkins

Equal First in Drama

Margot Weis

First in Biology

Karen Yamamoto

First in Mathematics B

First in Mathematics C

First in Music

Equal First in Music Extension

First in Physics

Madeleine Sophie Barat Academic Honours

Francesca Harris, Wency Jin, Rhory Mackellar, Hannah O'Connor, Hannah Wallace, Margot Weis, Karen Yamamoto

Alumnae Scholarships

Sharon Beirne Memorial Scholarship

Monique Evans

Moreen Acton Bursary

Marina Bishop

Academic Scholarships

Sr Mary Brennan Scholarship of Excellence

Year 7, 2016 – Jayde Lilli McCarthy

Year 10, 2016 – Ella Donaldson

Community Scholarships

The University of Queensland Award for Service and Leadership

Matilda Cooper

The University of Southern Queensland Year 12 Excellence Award

Francesca Harris

The University of Southern Queensland Year 11 Excellence Award

Zali Matthews

The University of Southern Queensland Year 10 Excellence Award

Tara Griffin

Queensland University of Technology Future Leaders Programme

Sarah Long

Bond University Collegiate Scholarship

Madeleine Davey

University of Southern Queensland Vice-Chancellor's Principal's Recommendation Scholarship

Sian Murray-Boyle

Dr Steven Miles MP Environment Award

Marina Bishop, Sarah Long

Australian Defence Force Long Tan Leadership and Teamwork Awards

This year Stuartholme School took part in the Australian Defence Force Leadership and Teamwork Awards. The Awards program has been created to acknowledge the achievements of young people who have demonstrated outstanding qualities of leadership and teamwork either within the School or the wider community. The recipients for this year are:

Year 10 – Hana Barretto

Year 12 – Caitlin Strange

Sister Philomene Tiernan rscJ Bursary

Torue Palm

Co-Curricular Excellence Award

Jacqueline Gout, *Member of the Queensland Ice Skating Team for the Australian National Championships*

Tara-Jade Garnsworthy, *Member of the Queensland Team for the National Youth Soccer Championships*

Brittany Yarde, *Member of the Australian Age Duathlon Team that competed at the World Age Championships*

India Williams, *Member of the Queensland Athletics and Cross Country Teams for National Championships*

Emily Rink, *Overall Reserve Champion in the Pre-Novice Eventing class at the Australian Interschool Championship*



Cultural Awards

Year 7 – Georgia Rivalland

Year 8 – Zara Munro

Year 9 – Lucy Sevil

Year 10 – Imogen Weston-Kelly

Year 11 – India Scobie

Sports Awards

Year 7 – Lily Hunter

Year 8 – Emma Cheel

Year 9 – Lily Chapman

Year 10 – Claudia Neill

Year 11 – Dominica Fitzsimon, Brittany Yarde

Service to Community Award

Year 7 – Ava Hookway

Year 8 – Sophie Fern

Year 9 – Sithara-Anne French

Year 10 – Lucy Lloyd-Morgan

Year 11 – Laura Chapman

Cor Unum Spirit Award

Year 7 – Imogen Fraser

Year 8 – Caitlin Scott

Year 9 – Elizabeth Judson

Year 10 – Annabelle McLellan

Year 11 – Anna Varghese

Stuartholme P&F Association Trophy

Lily Chapman

Senior Awards

Principal's Awards

Grace Kelly, Courtney McMillan, Hannah O'Connor, Anna Reid, Megan Robotham, Casey Schwarz, Milly Scott, Caitlin Strange, Hane Thomson, Karen Yamamoto

Cultural Award

Sian Murray-Boyle

Edwina Howard Sports Award

Lorraine Jaffer, Hannah McWilliam

RS Cooper Quiet Achiever Award

Rhory Mackellar

All Rounder Award

Georgia Jung

Janet Stuart Award

Thien-An Nguyen

Margaret Parer Award

Hannah Wallace

Spirit Cup

Margaret James

Cor Unum Awards

Margaret James, Georgia Jung, Anna Reid, Megan Robotham, Caitlin Strange, Hannah Wallace

Cor Unum Shield

Hannah Wallace

LEADERSHIP HANDOVER

A tradition at Stuartholme School was observed on Friday 6 November when the current School Leaders presented the incoming School Leaders for 2016 with their badges.

Congratulations to the girls who have accepted the responsibility and challenge of leadership.

Cor Unum Captain Jane McDonald
Committee Nina Coates, Eloise Dwyer, Bree Tully

Amiens Captain Sarah Cook
Amiens Vice Captain Shannon Baker
Grenoble Captain Claudia Hadenfeldt
Grenoble Vice Captain Seneva Newman

Student Mentors Samantha Boland, Josephine Copley,
 Lily Glennon, Ally Kemp

Community Engagement Captain Charlotte Turnbull
Community Engagement Committee Ella Booth-Thomson,
 Georgia Fraser, Ruby Isles, Erinn Mattushek

Drama Captain Josephine Copley
Drama Committee Abbie Douglas, Holly Richardson,
 Bella Starky, Ruby Walklate

Justice & Peace Captain Claire Hardy
Liturgy Coordinator Kate Lipczynski
Multicultural Captain Taylor Brent
Multicultural Committee Georgia Davis, Isabelle Holder,
 Amalia Merz

Music Captain Georgie Wilkinson
Music Committee Imogen Betros, Charlotte Dirou,
 Emily O'Keeffe, Chloe Wearne, Holly Wilkinson

Student Events Captain Eloise Vasta
Student Events Committee Matilda Cooper, Isabella
 Frecklington, Tallulah Lynes, Sophie Nash, Edwina Peisker

Technology Captain Madison Searle
Technology Committee Reilly Cronin, Alyssa Latorre
Yearbook Editor Flynn Smith
Yearbook Committee Lily Glennon, Kate Henderson,
 Emily McDougall, Olivia Yaksich

Athletics Captain Dominica Fitzsimon
Basketball Captain Laura Chapman
Cross Country Captain Zali Matthews
Equestrian Captain Shannon Baker
Hockey Captain Lucy Coughlan
Netball Captain Rhiannon Jones
Rowing - Captain of Boats Lucy Theodore
Swimming Captain Caitlin Rosengren
Tennis Captain Lilly Daly
Touch Football Captain Seneva Newman
Waterpolo Captain Sophie Cranitch

COEN House Captain Holly Dignan
Sport Vice Captain Kate Ellerby
Cultural Vice Captain Georgia Connelly
House Spirit Leader Bridget Dowdle

MACRAE House Captain Phillippa Moloney
Sport Vice Captain India Williams
Cultural Vice Captain Samantha Ridgway
House Spirit Leader Charlotte Sambell

PARKER House Captain Kimberley Ostwald
Sport Vice Captain Lucy Pradella
Cultural Vice Captain Lily Cunningham
House Spirit Leader Alexandra Kemp

STUART House Captain Anna Varghese
Sport Vice Captain Mackenzi Wareham
Cultural Vice Captain India Scobie
House Spirit Leader Samantha Boland

TOOHEY House Captain Maggie Bell
Sport Vice Captain Edina Trott
Cultural Vice Captain Maddison Dobson
House Spirit Leader Tannikah Kay

WOODLOCK House Captain Charlotte O'Sullivan
Sport Vice Captain Sarah Cook
Cultural Vice Captain Amy Brooks
House Spirit Leader Molly Routledge





Mixing learning with fun

For the second year Stuartholme School celebrated 'Hogwarts Day' from the popular Harry Potter series by JK Rowling. On Friday 30 October, staff and students dressed up as witches and wizards and enjoyed all things 'Hogwarts'.

Principal Helen Sinclair said the day was a collaboration between the students, Library and English Department to support reading.

"It is an immersion activity, where students can let their imaginations fly," she said.

Activities on the day included:

- Quizzes
- Judging of the owling colouring competition
- The opportunity to sit the Newt Hogwarts entrance exam
- Staff photo on the boarding stairs
- Invitation to enjoy some Butterbeer and Bertie Botts every flavoured beans at lunch
- Watching the annual Quidditch match on the oval

"Young visitors to Stuartholme often comment that it looks like Hogwarts, so we decided to have some fun with the idea!" she said.





Music showcase

It's often said that music is the soundtrack to your life. Hearing a song can instantly transport you to a specific time and place.

The same can be true for life at Stuartholme. Our choirs are the soundtrack to the Assemblies and Liturgies. Our ensembles provide the music for our parent events and official occasions.

On Sunday 1 November the choir opened the Mass of Thanksgiving and Farewell for our Principal, Helen Sinclair with 'In the Spirit of Cor Unum'. This song, written by a previous student, perfectly expresses what it is to be part of Stuartholme. I have no doubt that when the families and alumna in the audience heard that song, memories of Stuartholme came flooding back.

The Celebration of Excellence on Thursday 29 October gave the music students another chance to share their talents. The Concert Band provided the music as guests and students made their way into the auditorium at Brisbane City Hall and entertained later with the musical item, The King of Swing.

Our beautiful Joigny Voices choir performed Seasons of Love before they joined together with Voce Harmonies and the Concert Band for the School Hymn.

To close out the year, on Thursday 26 November the choirs and ensembles performed at the annual Christmas Carols. Dressed all in white, the students looked beautiful against the stained glass window of the Chapel. I am sure the traditional music of the carols evoked many memories of past Christmases.

Our music programmes cater for all students, regardless of their ability level, with the aim of fostering a lifelong love and appreciation of music.

I hope to see many parents at the various events next year, enjoying the sounds of Stuartholme.

Andrew Mear
Leader of Culture



Year 12 Visual Art



LEFT

RHORY MACKELLAR

3 skulls with shadows

My artwork is a projection of futuristic evolution, describing the shift from an organic to an inhuman, artificial human race.

BELOW

MEGAN ROBOTHAM

Mantanani is based on my photographs of a trip to Borneo to work on a community project. I wanted to show the viewer both the beauty and simplicity of this struggling community.



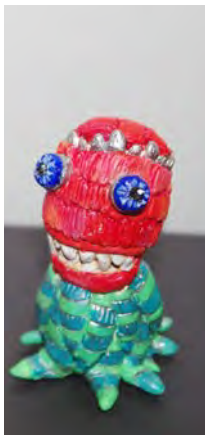
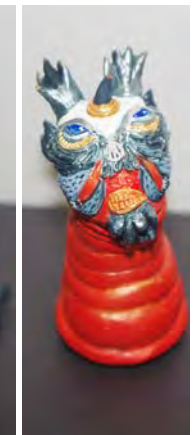
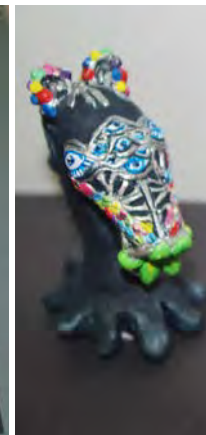
RIGHT & BELOW

RHORY MACKELLAR

Chess Set-Materials

Sand blasted glass chess board, accompanying ink drawings of chess pieces of *The Unconscious*, details of chess pieces.

The chess set represents the internal battle between the conscious and unconscious mind, between imagination and reason.



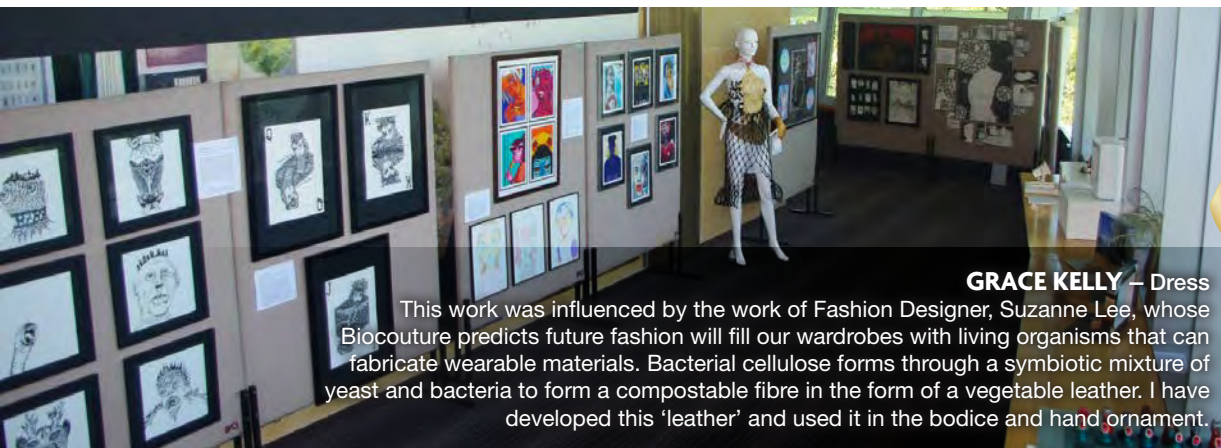
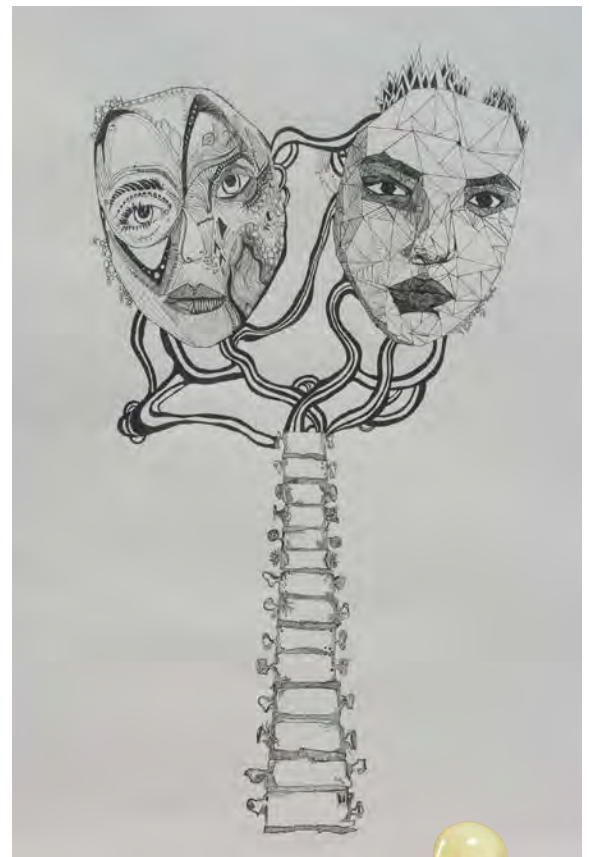


SABRINA GLIK – 2 of a set of 6 digital drawings

My interpretation of Beings of the Future shows an Earth governed by a dominant life form which is a fusion of technology and nature. These autonomous entities have developed an interdependency for the sake of survival, the flowers emphasise the beauty of this partnership.

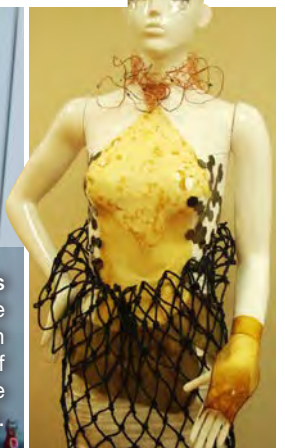
JESS FORSTER – Ink drawing

The Psyche- a series of 3 ink drawings that unravel the centre of thought, feeling and motivation, consciously and unconsciously directing the body's reactions to its social and physical environment.



GRACE KELLY – Dress

This work was influenced by the work of Fashion Designer, Suzanne Lee, whose Biocouture predicts future fashion will fill our wardrobes with living organisms that can fabricate wearable materials. Bacterial cellulose forms through a symbiotic mixture of yeast and bacteria to form a compostable fibre in the form of a vegetable leather. I have developed this 'leather' and used it in the bodice and hand ornament.



LAUREN NIELSEN
Photography

Being an ex-dancer, I am used to expressing myself through the use of my body to music. Now, due to a hip injury, I am expressing the movements of a dancer through visual art.

MAKING THE MOST OF AN OPPORTUNITY

When it was suggested to 17 year old Emma Campbell by her science teacher, Mr Ulcoq, to read $E=Mc^2$ by David Bodanis she found she was more interested in the global implications of Einstein's work and how he felt about his work, than she was in the actual science.

"At the time I don't think I realised that meant I was more interested in human rights and social change than physics," said Emma.

Lucky for her though, her interest in science during her school years and early adult life opened up opportunities to enter the field of health and human rights.

Dr Emma Campbell (Class of 2002) is a Doctor of Philosophy, holds a Bachelor of Science and Masters of Occupational Therapy Studies, all from The University of Queensland (UQ). In her current role as Associate Lecturer, School of Health and Rehabilitation Sciences at UQ, Emma teaches students about being an Occupational Therapist, and in their final year she teaches a course about human rights and what occupational therapists can do to create social change.

"I coordinate some student-led programmes in partnership with the Aboriginal and Torres Strait Islander Independent School in Brisbane that focus on literacy, life skills, and careers for Aboriginal and Torres Strait Islander children and teens.

"At the same time, these programmes develop cultural responsiveness and skills for working with communities for the occupational therapy students," explained Emma.

As a student at Stuartholme Emma always enjoyed science, so when the time came to fill out her QTAC forms, although she didn't have a career in mind, science seemed like an obvious choice.

"While I was studying, I had the opportunity to go to Canada and work on a neuroscience project which was all lab work. Labs are very quiet places and I realised that wasn't the environment for me. I wanted a job where I could talk with people, and make an immediate difference in people's lives."

Searching for career-guiding inspiration, Emma read a book called 'Race Against Time' by Stephen Lewis.

"My attention was captivated by the book's discussion of poverty and social inequalities, and I soon found myself arriving in Nepal as a volunteer in an orphanage.

"While I was there I worked with two children who had disabilities. An 18 month old had been hidden in a dumpster as an infant and had his legs crushed by rubbish bags before he was found and taken to the orphanage, and another was a 13 year old girl in a wheelchair, without any opportunities to do anything age appropriate because she was unable to talk or walk, though her face showed that she was very aware of what was happening in her surroundings."

Fast-forward six months and Emma began studies in occupational therapy, hoping to gain knowledge and skills for a career focused on helping disadvantaged people like the children in Nepal.

"I hoped to become an international aid worker – and a qualification in a health profession was the first step."



I realised that I didn't need to work overseas to make a difference to the lives of people who are disadvantaged...

Occupational Therapy is a profession that aims to help people to be able to engage fully in their lives regardless of any challenges they might face. Most occupational therapists work in aged care, with children with disabilities, in rehabilitation, and in mental health. While studying occupational therapy, Emma also learnt that occupational therapists (OTs) can work with asylum seekers and refugees.

"I started my work in this area as a student, doing a research project about the refugee settlement workers' experiences helping refugees to settle into their houses in Australia.

"I learnt about the changes that refugees experience when they first move into a new home in Australia, which can be quite different to living in a refugee camp or a home in a developing country."

After graduation, Emma found a position with Lifeline, working with their Refugee Claimants Support Service. There, she worked with asylum seekers who were living in the community.

"During this time I realised that I didn't need to work overseas to make a difference to the lives of people who are disadvantaged, there were so many people facing challenges and working hard to build meaningful lives right here in Brisbane. So I began my PhD in Political Science, hoping to learn more about how to create social change and reduce suffering for asylum seekers in Australia. I graduated in January 2015."

“Stuartholme was certainly a major influence in my career choice. It’s a school with a great focus on social justice – in extracurricular activities as well as within the curriculum.

“Things I learnt by deconstructing newspaper articles about asylum seekers in English class, in understanding global issues in Integrated Studies and the range of conversations we had in Religion class have all contributed to the decisions I’ve made.

“I was also involved in raising money for charities while I was at Stuartholme. Feeling like I could make a difference through these activities was probably a motivator for me to take the career direction that I have.”

In addition to the work with refugees, Emma spent two and a half years working with the Institute for Urban Indigenous Health. A large part of her job was doing home visits alongside an Aboriginal Health Worker and providing occupational therapy services to

Elders and younger people who had chronic diseases (diabetes, heart disease, lung disease, chronic pain, mental illness, stroke etc.).

“Through the relationships I’ve built in my work at the Institute for Urban Indigenous Health, I’ve learnt a lot and found a passion for working in Indigenous Health.”

Emma considers herself lucky to work in areas where care and compassion are valued as professional qualities as well as personal attributes.

My advice for current Stuartholme students would be to think about what’s most important to you and what professions might share those values.

“Also, make the most of every opportunity that comes your way, you never know where it might lead you!”



OT KIDS

OT KIDS is a programme that supports the social and emotional wellbeing of children in detention. Originally, in 2012, Emma acted as a mentor to the newly graduated occupational therapists who initiated the programme. She now continues in her mentoring role and coordinates volunteer recruitment and service planning for the programme.

Children in detention often have traumatic backgrounds and now live in a highly controlled environment (detention centres) without any certainty about what will happen next in their lives. To address this, the OT KIDS programme happens weekly, and aims to provide children with a chance to engage in the childhood activities of play and learning which can create opportunities to strengthen emotional wellbeing and resilience.

Therapists plan sessions that are fun and activity-based, where therapy strategies are integrated in the activities so that children can learn skills through their engagement, rather than learning them through a classroom or therapy style setting where an adult might explain some information to the children and then they might do an activity to practice a new skill. The programme involves 30 volunteers who are all occupational therapists.

IT'S TIME TO CALL HOME

Just like any family, we love it when you stay in touch. Recently we put out a call for everyone to 'call home'. We were thrilled when so many of you did!



HI, I'M KATH MCCARTHY (NEE LYNCH), CLASS OF 1950.

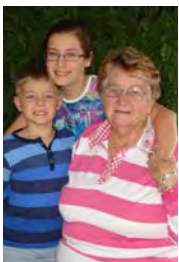
So many, many happy memories, but one favourite would have to be The Procession of the Lilies 'O Mary, I give you the lily of my heart: be thou its guardian for ever.'

Love Kathleen



HELLO, I'M GERALDINE MCCARTHY (NEE JOYCE), CLASS OF 1952.

After leaving Stuartholme, I studied Architecture at Queensland University of Technology (in those days it was QIT) and then married and had six children. After my youngest child was born, I started a homewares business called Alfresco in Indooroopilly. My daughters went to Stuartholme and two of my granddaughters are current students there. One of my favourite memories was playing Caché – the suspense while waiting to be found was quite thrilling. I still keep in touch with many Stuartholme friends and would like to share this picture of some of us taken in the early 1950s – that's me sitting on Morna O'Rourke's lap.



HELLO, I'M JANE HANCOX (NEE PHILP), CLASS OF 1952.

After leaving Stuartholme I spent a few years at home helping on the family property near Miles, Queensland. I then did my babies/children nursing training in Sydney and returned to Brisbane where I worked in private homes helping young mothers care for their new babies and young children. In the 1960s I began my child care career where

I met my future husband, Alan, an officer in the RAAF based at Amberley. After we were married we were posted to Butterworth, Malaysia, where we lived on the island of Penang – a truly wonderful experience. After Malaysia we had many postings around Australia and once our youngest were at school I continued to work in child care wherever we were posted, until finally retiring in 2002. I miss the little ones so much.

After Alan retired from the RAAF we came to live in Wynnum where we cared for my mother, Mary Bergin, who was among the early pupils at Stuartholme. Alan had three children when we married and we had three more. Our first, a little girl, was stillborn whilst in Malaysia; next came Hamish and later Sarah Mary. We have eight grandchildren our two youngest, Jasmine 11 years and Rory five years are in the photo with me.

I have many happy memories of my four years at Stuartholme and

learnt many things that have been so useful all my life, especially during my time as an officer's wife when Alan was in the RAAF. I loved the family spirit that continues even today, the discipline and the etiquette, and especially the Feast Days and the games of Caché – it truly was a home away from home. I am very proud to be part of the Stuartholme Family.

I'M CHRISTINE MCDONALD (NEE FISHER), CLASS OF 1955.

My warmest memories are of the friendships forged. I still appreciate the wonderful education with extra subjects like History of Art - a fond memory.

My daughter Susan and now granddaughter, Lucy Needham is enjoying Stuartholme.

MY NAME IS CAROLINE CRILLY (NEE FOTHERGILL), CLASS OF 1956.

My time at school was absolutely wonderful. My most often talked about memories are learning to make stained glass windows from the wrapping of caramel columbines, Sister Wisters favourite pastime and learning to dive into a brand new swimming pool as taught by Sister Antill.

HI, I AM JILL UHR (NEE MCLAUGHLIN), CLASS OF 1957.

I was a physiotherapist before marriage and four children. Later I did social work and worked as a marriage and family therapist. I am now widowed and retired with ten grandchildren. My three daughters and three of my grandchildren attended Stuartholme. The most valuable legacies of school are lifetime friends and a firm faith.

HELLO, I'M CAROL ROSS (NEE CARTER), CLASS OF 1957.

I loved my time at Stuartholme despite the long distance from my home and family in North West Queensland, and the friends I made there are just as dear to me today.

I AM AILEEN GILLES (NEE CARROLL), CLASS OF 1959.

I left Stuartholme after four happy and carefree years, though maybe I did not appreciate that until sometime after I 'hit' the real world. I completed my general nursing training at St Vincent's in Toowoomba and midwifery training at Calvary in Adelaide. After moving about here and there, nursing, I ended up in Canberra.

Here I married Vic Gilles, who had a menswear business and had five very precious children - John, David, Jennie, Joseph (stillborn at full term) and Myolene. Jennie and Myolene boarded at Kincoppal during their last four years of high school.

Over the years I have to say my Stuartholme education has stood by me very well. There have been many occasions when the wisdom of those wonderful, dedicated teachers has been very helpful - often when I least expected it. Having spoken to many others of my vintage who attended boarding schools in other towns and cities, I have come to realise how lucky I was to be exposed to those strong, open minded and such well-educated and generous spirited women. Ours was a very different experience in many ways.

Over the years, thanks mainly to Margot Kirby, we have had several reunions and it never ceases to amaze me how we all just

'pick up where we left off' all those years ago. Several are still on my Christmas list.

I have been and shall forever grateful to my parents who made that generous decision so many years ago.



HI, I'M MARY CUMMINS (NEE POWER), CLASS OF 1961.

I loved my years at Stuartholme, both as a day pupil and boarder, especially under the guidance of Mothers McRae, Anthill and Mary Shannahan who all played a great part in my life.

Many, many of my relations attended Stuartholme, and it gave me great pleasure to send my daughters to Kincoppal Rose Bay.

Mother Percy Dove taught my mother when

she attended kindergarten at the Mother House, which at that time was located in Annerley whilst Stuartholme was being built.



HI, I'M TRICIA AHERN (KNOWN AT STUARTHOLME AS PATRICIA MARY), CLASS OF 1961.

I worked at the Australian Broadcasting Corporation (ABC) for just over 23 years in administrative roles, finally becoming the Industrial Officer for Queensland. Tennis played a major role in my life, both as a player and an umpire. I umpired games at Wimbledon, US Open and Davis Cup. I was also selected

in the Queensland Catholic Lawn Tennis teams to compete in the National Championship where I worked with John Newcombe and Tony Roche.

My fondest memories were of Sister Parker and her great mate, 'Cocky' the sulphur-crested cockatoo, winning the inaugural 'Under Lights School Championship' which I was not favoured to do, hitting a tennis ball on the brick wall out the back and running up and down the back stairs with a couple, numbers 33 and 71 (I think, who will remain nameless) which was a 'no no' in my days but I got away with it on many occasions.

My family history with Stuartholme is very different from others. My mother, Kathleen, and her two sisters, Mary and Eileen MacDonnell, were the first three pupils at Stuartholme and my two sisters, Mollie and Allison Ahern, attended for nine years and 11 years respectively. Mollie subsequently became Sister Mollie Ahern, rscJ and Allison (Ovenden) taught there.



I AM PETA ZAFIR, CLASS OF 1974.

My Mother Dulcie Servin (deceased, 2015) also attended Stuartholme during the Southport years. I am a Dr, Ed and Counsellor and extended into complimentary medicine attaining Naturopathy; Reflexology, Certified SCENAR Practitioner; Internationally Certified NES Practitioner and AIM Health Coach in my own Pain and Health Clinic called Coolum Therapy Clinic.

My favourite memory would be Tennis with the Fancutts and the ghost stories going up the back stairs to the dormitories.

I'M DIANE PURKISS, CLASS OF 1978.

I'm Professor of English Literature at the University of Oxford, England. I have been married to a wonderful man for 30 years, and I have two children, aged 20 and 15. I am still a devout Catholic.

JANE MCMILLAN (NEE CARMODY), CLASS OF 1986.

I am Councillor in Cloncurry Shire where I live on a cattle station. I am also a Clinical Nurse at Cloncurry Hospital.

My two daughters are current Boarders at Stuartholme.

HI I'M CAITLIN CARLTON-SMITH (NEE BELL), CLASS OF 1989.

One stand out memory was dressing up as a jar of vegemite with Emma Quinn.

We performed "we are happy little vegemites" in French on St Madeleine Sophie Day Celebrations.

(Des heureuse petite vegemites!!!!)



I'M NYREE MCKENZIE (NEE SIMSHAUSER), CLASS OF 1989.

I am the owner of a communications consultancy, Thought Bubble. I attended Queensland University of Technology (QUT) and completed a degree in public relations and organisational communication before

completing a Master of Business in Marketing.



I'M YOLANDA GARCIA, CLASS OF 1989.

Since leaving Stuartholme I followed a creative path in visual and communication design, working in design studios and corporate organisations in Brisbane. I've travelled and lived overseas. Now back on the Sunshine Coast, I have a young family, a girl and a boy on the way. I have fond memories of my years at Stuartholme, both as a day scholar and boarder. The friendships I made in those

years remain today as strong as ever.



HI I'M JACKIE STRACHAN (NEE WARLOW), CLASS OF 1989.

Since leaving school I've spent 10 years travelling working in five star hotels and then had a career change to Human Resource Management which I'm very passionate about.

I have so many wonderful memories of school but one of my favourite memories is spending my lunch times chatting with friends around the fishpond out the front of the school.



HI, I'M VICTORIA BERRY (NEE STONE), CLASS OF 1990.

When I left Stuartholme I completed a Bachelor of Business Accounting and have been working as an accountant ever since. I am the senior partner in an accounting firm on the Sunshine Coast as well as two other online businesses – bookkeeping and tax returns. I have three children aged 8, 10 and 13 and am still married to Daniel after 16 years.

My best memory of Stuartholme was the fun the boarders had on weekends. At the time I thought we were hard-done by but in hindsight – what a blast!

Thank you to all the Alumnae who sent in an update. Look out for more updates in the next edition of Cor Unum.

REUNIONS AND KEY DATES

ANNETTE NEEDHAM'S LUNCH



Maryanne Roberts and Rita Carroll



Eylece White 1955, Diane Neve 1978, Jan O'Sullivan 1954



Julie Mintz 1966, Annette Needham 1948



Patricia Ryan 1955, Leona Romaniuk 1965, Jennifer Parer



Morna Douglas 1951, Helen O'Brien 1948, Genny Bannon and Anne Breen rscJ

SYDNEY REUNION



Back: Petae Frazer (nee Anderson) 1974; John Deloughery; Diane Neve 1978.
Middle: Mary Kinna 2002; Carolyn Deloughery (nee McAuliffe) 1959; Suzanne Cunningham (nee Anderson) 1966; Suellen Wilkinson (nee Liddy) 1960; Wendy Fothergill 1955.
Front: Rhyan Grayson-Morison 2002; Sarah Keayes 2002; Jane Moran 2002; Helen Sinclair



Suzanne Cunningham (nee Anderson) 1966;
Helen Sinclair.



Petae Frazer (nee Anderson) 1974; Suellen Wilkinson (nee Liddy) 1960.

CLASS OF 1985



1st step: Sharon O'Dea, Catherine Ross, Dominique Hall, Megan Stirling
 2nd step: Caroline Nehill, Gesine Cheung, Catherine Gunn, Jane Andrews, Julie Manifold, Elizabeth Steele, Megan Geraghty
 Middle: Casey O'Hare, Peta McCafferty, Marguerite O'Sullivan, Christine Roiter, Karin Myer, Natasha Shaw, Eve La Rosa
 Back: Sara Nedderman, Kristin Mountjoy, Geraldine Dann, Nicola Hall, Sophie Mitchell, Megan Doherty, Juliet Wolfe, Janey Saunders, Carolyn Butt



Marguerite O'Sullivan, Casey O'Hare, Julie Manifold, Elizabeth Steele



Eve La Rosa, Natasha Shaw, Karin Meyer, Megan Stirling

ALUMNAE REUNIONS & EVENTS 2016

May 20, 2016 at 7:00 pm - May 22, 2016 at 1:00 pm

All past students are invited to attend the following events in 2016. If you are celebrating a reunion during 2016, we kindly ask that you coordinate your reunion around the following events.

ALUMNAE COCKTAIL PARTY

Friday 20 May, 7pm

You are warmly invited to attend the Alumnae Cocktail Party from 7-9pm at Stuartholme School. We will acknowledge and celebrate our valued past students and announce the Erskine Stuart Alumnae Recognition Award Winners.

ALUMNAE REUNIONS & FAMILY DAY

Sunday 22 May, 10am

Please join us for Mass at 10am, followed with the Annual General Meeting in the Chapel. Morning tea will be served at 11.30am in The Australian Room. Boarding tours will be available at 12noon.

Keep an eye on the Events page of the School's website for details on when and how to register.

OUR ALUMNAE STORIES

For over 95 years Stuartholme has challenged our students through a broad range of academic, sporting, social and cultural experiences to become confident, committed, compassionate young women capable of transforming their world.

Each year we catch-up with a few of our Alumnae to talk about their journey after Stuartholme. This year we talked to Mattea Davidson, Laura Neville and Kristy Jones and we are delighted to share their stories with you.



MATTEA DAVIDSON

EQUINE VETERINARIAN

Mattea studied at Stuartholme School from 1999-2003

Mattea Davidson is an Equine Veterinarian, Federation Equestrian Internationale (FEI) Eventing Rider, Equestrian Australia Level One Coach, and owner of Davidson Equestrian, based at Kings Siding near Toowoomba.

Mattea also works as a Human Pathology Dissectionist once a week.

WHAT'S THE BEST THING ABOUT BEING AN EQUINE VETERINARIAN?

My favourite part of working with horses and being in the equine

industry is being involved with people's lives. I get to be there through the good and rewarding times and also offer support through the difficult and tough times too.

WHAT DID YOU NEED TO STUDY TO QUALIFY AS AN EQUINE VETERINARIAN?

Following graduation from Stuartholme, I went on to study at the University of Queensland. For two years I studied a Bachelor of Science. Then I transferred over to a Bachelor of Veterinary Science, which I graduated from in 2010 with Honours.

WERE YOU INVOLVED IN EQUESTRIAN AT STUARTHOLME?

I participated in the school's equestrian programme all through my time at Stuartholme. I ended up being the Equestrian Captain, which gave me the opportunity to test out my leadership skills. This has really helped me as a coach and also as a business owner.

HOW DO YOU STAY CONNECTED TO STUARTHOLME?

I often see the current girls competing at equestrian events. It's great to see that equestrian is still so strong at Stuartholme. I also keep in touch with the friendship groups I developed while I was there.

DO YOU HAVE A MEMORABLE MOMENT FROM YOUR SCHOOL DAYS?

The most memorable moment for me was spending time with friends at the Stuartholme sporting carnivals. Being a part of the team environment and the sportsmanship at Stuartholme has left an impression on me and are important parts of my life today as an equestrian competitor.



LAURA NEVILLE

CHARTERED ACCOUNTANT - HONG KONG

Laura studied at Stuartholme School from 2000-2004

Laura Neville is currently based in Hong Kong and working as a Chartered Accountant for an Australian Financial Services Company.

WHAT DO YOU LIKE ABOUT LIVING IN HONG KONG?

Hong Kong is such a vibrant and exciting place. I live and work in Central (Hong Kong CBD) so life tends to move very quickly during the week. I love to get out to one of the many smaller islands or beaches on the weekends, and walking up to the Victoria Peak is a very important part of the weekly routine – looking down over the city from the leafy trail is an incredible feeling. Hong Kong is seen as a concrete jungle, but there's so much greenery and plenty of quieter nooks to explore. I find there to be a great balance between relaxing spaces and fast paced ones, and I always make sure any visitors have their sneakers packed as getting a hike in while here is an absolute must!

WHAT WERE YOUR FAVOURITE SUBJECTS AT SCHOOL?

I studied all of the sciences but particularly loved the drama curriculum in senior. I didn't study accounting at school but moved into that field at university.



KRISTY JONES

SENIOR MARKETING MANAGER - HONG KONG

Kristy studied at Stuartholme School from 1997-2001

Kristy Jones is based in Hong Kong and is the Senior Marketing Manager for LexisNexis Hong Kong and Taiwan.

LexisNexis is a global content and technology organisation and Kristy moved to Hong Kong with the company in 2014. .

WHAT'S LIFE LIKE IN HONG KONG?

Hong Kong is a really busy place so it's important to find balance, and I've been able to do that in a lot of ways. I go to Hong Kong Park each morning and train with a group of friends, I go to the beaches on the weekend. I do a lot of hiking in the mountains and of course, visit the array of great restaurants Hong Kong has to offer.

WHAT WAS THE ENVIRONMENT LIKE AT STUARTHOLME?

Stuartholme fostered the attitude of 'showing up and giving it a go.' You didn't have to be the best at it – be it an athlete or student, but there was importance placed on developing your strengths and achieving your individual best. The environment was hugely supportive, which encouraged us to try out new things and speak up with our opinions and questions in class. Some of my fondest memories are days spent at sports competitions – there were certainly more than a few times where rowing into a bottom place or losing a tennis match were quickly forgotten on looking back to a spirited crowd of red and yellow supporters loudly cheering you on anyway.

WHAT HAVE YOU TAKEN AWAY FROM YOUR TIME AT STUARTHOLME?

The emphasis on self-belief and confidence, as well as the importance of good teamwork were the most significant life lessons for me. Being able to positively influence people and standing behind my opinions and ideas is very important in my

DURING YOUR TIME AT STUARTHOLME, WAS THERE ANYONE IN PARTICULAR WHO MADE A DIFFERENCE IN YOUR WORLD?

Many people had a lot of influence on me and really impacted me in my time at school but I think I got the most from my rowing coaches. They really helped to shape who I am and had a big influence on teaching me everything that you don't learn in a classroom.

WHAT IS THE MOST MEMORABLE THING ABOUT STUARTHOLME?

I think one of the most memorable things for me is really just the spirit of Stuartholme. I was really into sport and so I loved taking that spirit into my sporting life as well as really applying myself to study. It really was an atmosphere where you were encouraged and supported by both your friends and teachers to give it your all.

HOW DO YOU STAY CONNECTED TO STUARTHOLME?

I'm able to stay connected with Stuartholme through a number of ways but it's most predominately through the very close friendships that I still have with a lot of the girls. My friendships expand not only to people in my own year group, but some of my best friends are from other grades as well.

WOULD YOU RECOMMEND STUARTHOLME TO OTHERS?

I would absolutely recommend Stuartholme School to all girls! I always rave about it anyway to my friends so you could say I'm a bit patriotic. It's a place where you really are given the freedom to grow and become your own person and I think it's really been (Sacred Heart) Goal 5 – 'Personal growth in an atmosphere of wise freedom' that has absolutely stuck with me throughout my whole life.

If you would like to see more from our Alumnae Stories videos are available on the website under 'Community and Alumnae'.

career, as is working productively with a very diverse group of people in many locations across the world. Through my involvement in a number of different sporting teams during my years at Stuartholme – often with girls from different year levels or social groups – I was able to gain a great sense of the value of each individual to the team's end goal and the need for strong communication skills.

DO YOU STILL CATCH UP WITH THE GIRLS YOU WENT TO SCHOOL WITH?

I think there's a special bond between Stuartholme girls. I've got school friends across Australia and all over the world doing such a range of interesting and incredible things. We're very good at keeping in touch and I'm forever boasting about their achievements. It's not just girls that were in your grade either, I have close friends who were both above and below my year group and I've also met a number of alumnae from other Sacred Heart schools over the years and found there to be an instant connection. There's always been a great sense of community at Stuartholme – we're very lucky to have such a wonderful network of women.

BIRTHS, BAPTISMS & MARRIAGES

Births

- 12 October** Penelope, daughter of Lara Rich (Teacher) and John Rich.
- 5 November** Caleb, son of Lourdes Rosentengal (Teacher) and Brendan Rosentengal.
- 10 November** Lilian, daughter of Georgina Hooper (Teacher) and Edgar Choy.

Baptisms

- 21 June** Maeve and Hannah, daughters of Shannon Lacey (Teacher) and Stephen Lacey.
- 9 August** Silke, daughter of Amelia Gundelach (Class of 1992) and Edward Slaughter.
- 22 August** Stella, daughter of Emma Whelan (Class of 2012).
- 24 October** Evie, daughter of Laura Stevens (Class of 2009) and Peter Fazackerley.

Marriages

- 18 September** Emma Hogan (Class of 2002) and Charles Wood.



Stella Whelan



Silke Slaughter



Emma Hogan



Penelope Rich

Our Alumnae are important to us. We are proud of what you have achieved. Connect with Stuartholme and share your successes. It's more than a network... It's a global family.

Update your contact details so that we can stay in touch with you.

You can update your details anytime via the Stuartholme website www.stuartholme.com/community-and-alumnae/alumnae/update-your-contact-details



STUARTHOLME SCHOOL

Open Day
Saturday 21 May
10am – 1pm

Register at Stuartholme.com





Saturday Choir and Drama classes

8-11 year olds

Let her shine! To enrol now and learn more, register at **Stuartholme.com**

Birdwood Tce, Toowong



STUARTHOLME SCHOOL



100year Photo Anthology



Your family
is a part of
Stuartholme School's
history.

To celebrate 100 years of Stuartholme history, the School has partnered with Kiss Photography to produce a limited edition Photo Anthology hard cover book, to be released in 2020.

As you are an important part of Stuartholme's history, we invite your family to participate in a beautiful family portraiture session and share your Stuartholme story.

Don't miss out! For more information and to register, visit www.stuartholme.com/events



STUARTHOLME SCHOOL

To be the best she can be



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