

The Quarterly

STUARTHOLME SCHOOL
AUTUMN EDITION 2015

A HOLIDAY
WITH A
PURPOSE

FIND OUT MORE
ON PAGE 14

OUR NEW FACILITIES

PAGE 8

AGILITY IN MIND AND
TECHNOLOGIES

PAGE 12



FEATURES

- 02 From Borneo with love
- 04 10 years as a FINA Referee
- 04 Simpson Prize
- 05 Why just survive the year when you can Flourish!
- 06 A Boarder's Life
- 07 Farewell to a little known Stuartholme icon
- 08 New facilities
- 10 Fundraising
- 11 2014 Japan Trip
- 12 Agility in Mind and Technologies
- 14 A holiday with a purpose

THE TERM THAT WAS...

- 16 Opening Mass
- 17 Year 7 Camp
- 18 Year 8 Camp
- 19 Academic Assembly
- 21 Stuartholme wins Interschool Team of the Year
- 21 Harmony Day
- 22 International Women's Day
- 22 Lions Youth of the Year
- 23 Music and More
- 24 Open Day
- 26 Wesley Internship
- 27 Swimming Carnival
- 27 CaSSSA Trophy
- 28 Exchanges
- 30 Parent Daughter Breakfast
- 31 Bush Dance

ALUMNAE

- 32 My Stuartholme Story - Pip Coore
- 33 GIVIT
- 34 Economics opens unexpected doors
- 35 Celebrating 95 years of Sacred Heart Education
- 36 Stay in Touch with Stuartholme
- 37 Baptisms, Births, Deaths and Marriages

CONTACT US

EDITOR: Amanda Houston
e. ahouston@stuartholme.com

JOURNALIST: Kate Gilmore
e. kgilmore@stuartholme.com

CONTRIBUTORS

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.



MESSAGE FROM THE PRINCIPAL

Carolyn Nolan's 'Ribbons Beads and Processions - The Foundation of Stuartholme' chronicles the first 75 years of our story. In this the 95th anniversary of our beloved school we have much to celebrate as we look back over the last 20 years. This has been characterised as a period of growth, development and change, dynamic and exhilarating in its force. Yet, the words in a promotional pamphlet that I read at the time of my interview in 2004, beautifully resonate with today 'we have come so far but, stayed so close'. Most significantly, as a school of the Sacred Heart it is our charism that is the 'constant' in our journey. It is our charism which gives us the lens through which we give expression to Gospel values and give authentic expression to our ministry as Sacred Heart Educators and as Children of the Sacred Heart. It is this which distinguishes us as a school, which sets us apart and which makes us unique. It is the 'blessing' which we are privileged to share.

In January 1924, the Queensland Magazine, noted that 'the visitor approaching Brisbane will have his attention attracted by a very imposing building situated on a summit of the range of hills which form so picturesque a background to the city. He will soon be informed that this is the Convent of Stuartholme, in charge of the Sisters of the Sacred Heart...' We can thank Archbishop Duhig for our location. This story is worthy of another time!

The late Sr. Philomene Tiernan rscJ in her Foreword to 'Ribbons Beads and Processions' reminded us that 'it is inevitable that this quaint picture of life upon the hill will evoke many memories: some good, some painful, some hilarious, some critical'. Most significantly, it is the people who have made up the tapestry of Stuartholme. It is they, it is you, who best characterise the school we are. The natural beauty, the architectural beauty, these are the assets that form the backdrop to our story. In this anniversary year with the Focus Goal of educating 'to build community as a Christian value' we need to stop and share the stories of people. And so, in this edition of The Quarterly, I would like to begin by highlighting both groups and individuals who have and are contributing to the story of Stuartholme.

Firstly, let me begin by recognising both Year 7 and Year 8. Each year group represents a significant change for Stuartholme, indeed Queensland Education. Whilst there have been Year 7s before at Stuartholme, never before have they been within the Secondary school. The first Year 7s in this context have embraced the opportunities and learnings before them and have become part of the fabric of the Stuartholme community with a sense of joyous commitment and a spirit of daring.

Year 8 girls have been part of a 'pioneer' group in Queensland. The first Preps, their commencement in 2015 positions them as the last Year 8 cohort in their first year of Secondary education. These girls, whilst smaller in number, have shown it is not quantity, but quality which is most important. Open-minded, flexible, discerning and tenacious these girls, too, have embraced Stuartholme. Most significantly, it is they who have modelled to us what it means to be open-hearted. They have inclusively shared their commencement with Year 7 and by so doing, have actively sought to build community. For the girls within both these year

groups their stories will unfold over the years and will enrich the collective story of Stuartholme School.

This year, we were deeply saddened by the death of Mrs Sandy Maynes. Sandy's role as Careers Advisor from 1997 through to 2014 touched the lives of numerous girls as their outpouring of grief and tributes attested. Sandy was one of those colleagues you are blessed to meet and work with. Highly intelligent, always up to date with the requirements for University and other Tertiary providers, Sandy was lateral and out of the box in her thinking, her commitment to the girls was outstanding. And this did not stop when they finished at Stuartholme! Many girls have shared how they would ring Sandy for advice before they changed courses, pursued post-graduate study or were readying themselves for employment interviews. Sandy Maynes was an authentic Sacred Heart Educator who exemplified a whole-hearted embrace of the Goals as guiding principles for her life. In this year of celebration, we celebrate Sandy and continue our support of her husband and family.

In July 1993 Mrs. Christine Dunbar was appointed as the Curriculum Deputy Principal at Stuartholme. Over the years the role portfolio changed in response to the direction and needs of the school. Chris stepped down from the Deputy Principal role in 2008 to become the e-Learning Director in 2009. In this role she helped to position Stuartholme as a 'lighthouse school' in the use of technology. Quiet and unassuming there is much that people, including her colleagues, do not know about Chris. A highly regarded and respected administrator, she is a passionate Geography teacher who is greatly admired and loved by her students, who themselves often express wonder at the way her mind works! Chris has held both state and national professional association roles, is the author of Geography textbooks and numerous professional articles, has critiqued and authored articles on the Goals of Sacred Heart Education which have informed Professional Development for our own ANZnetwork and the US Network of schools. Chris was one of the founding members of the IDEAS project at USQ and has gone onto co-design and present at ISPAL Conferences. A voracious reader and active learner, Chris has modelled to both staff and students the reality of being a life-long learner. Chris's contribution to Stuartholme has indeed been profound. Sr. Joan Pender rscJ, Provincial of the Australian and New Zealand Province together with Mr. Daryl Hanly, Chair of the Stuartholme School Board have expressed their deep appreciation for Chris's contribution and recognise her as an outstanding Sacred Heart educator. I have been blessed by Chris's support, her challenge, her inspiration. In all that Chris has done she has given herself, often at personal cost. Chris has explained her commitment in terms of the enduring impact of the educational philosophy which is espoused in the Goals.

As I close this article, I am challenged by the stories of families so devastatingly impacted by the drought in western Queensland. How do we as fellow members of the Stuartholme family support them, support the communities of which they are a part? How do we give expression to 'building community' in a practical and loving way? During Term 2 I hope I am inundated by ideas, hopes and dreams. Let us be 'the bridge' to each other. God Bless.

Helen Sinclair

From Borneo with LOVE!



"The expedition challenged all girls and allowed them to learn their strengths and weaknesses in teamwork and in leadership. Through the trip, we experienced the incredible culture of Borneo and were able to give our helping hand to those less fortunate than us. The trip brought many memories and formed new friendships between the girls and teachers. It really was a once in a life time experience."

GRACE KELLY, YEAR 12



As the ferry approached Mantanani Island the first impression the girls had was how idyllic it appeared.

The Mantanani Islands form a small group of three islands off the north-west coast of the state of Sabah, Malaysia, opposite the town of Kota Belud, in northern Borneo. And for the next two weeks was home for the Antipodeans.

Reality was a little different though, with no waste management system on the Island, the girls were shocked to see the state it was in.

As one of their first tasks on the Island, the girls collected discarded water bottles that were littering the beach.

"The water bottles formed the basis of the new greenhouse," said Teacher and Antipodean Staff Member Jennie Warrick.

"The girls filled the empty water bottles with cement which they then used to construct the walls."

For the local community a greenhouse means they can grow their own vegetables for the first time.

Before this, a huge population of unowned cows that roam the Island would destroy anything they planted.

"Making the community a little more self-sufficient was the goal of our trip and the girls worked tirelessly to make it happen," Jennie said.

The Antipodean experience also included a trek to the summit of Mount Kinabalu.

"Once again the girls outdid themselves, at one point we walked up rocky pathways for over 12 hours.

"But the result was well worth it, and the girls could feel proud of their efforts."

The students returned home in time for Christmas with their families and with the memories of an amazing adventure. They were touched by the kindness and hospitality of their host families while on Mantanani Island and the care taken by Antipodeans Abroad.



10 years as a FINA Referee

Announced in January, Stuartholme's Deputy Principal Staff Wellbeing and Administration, Nicola Johnson became a FINA accredited Water polo Referee for the 10th year in a row.

FINA, Fédération Internationale de Natation (International Swimming Federation) is recognised by the International Olympic Committee (IOC) for administering international competition in Aquatics, including swimming, diving, water polo, synchronized swimming and open water swimming.

Nicola is one of seven Australian Referees to make the FINA list, the only Australian woman and one of only 10 women world-wide.

As a FINA Referee, Nicola has been to events all over the world including USA, China and Greece.

"I have been fortunate enough to referee games for the Junior World Champions, World League, Super Finals, Commonwealth Champions and World Universiade.

"I'm yet to referee at an Olympic Games, but with the games in Rio in 2016 I would love to get the call up," said Nicola.

Her love of the game started in high school, when a persistent water polo coach finally convinced her to give it a try in Year 12.

"I played netball and volleyball, but since Year 8 my coach tried to get me to try water polo.

"I eventually did and loved it. I played up until my early twenties when the commitment to training became too much with a full time job."

Nicola introduced water polo to Stuartholme and over the years the teams have grown to a point where the School has fielded 12 teams.

"I still love coaching and am currently the coach of the Stuartholme under 13 A girls".

"Although I've coached at higher levels I love being able to train the younger girls, if they get the basics right, the rest will follow."

We wish Nicola and the girls all the best for the season and will cross our fingers for Rio!



OUTSTANDING ESSAY LEADS TO Simpson Prize

The Simpson Prize is a national essay competition open to students in Years 9 and 10. Last year, students were asked to explore the factors that drove Australians to enlist at the beginning of World War I and write an essay on the topic.

Last year, Year 9 History were studying WWI and students were encouraged to enter their assignments into the Simpson Prize.

Marina Bishop achieved second place in Queensland and was granted the amazing opportunity to travel to Canberra with the Simpson Prize programme for several days.

"It was the experience of a lifetime, and truly enthralling to be able to connect what I saw back to what we had learnt at school," Marina said.

"It was also fantastic to meet students from around the country who are as passionate about the importance and relevance of history as I am, and many close friendships were formed.

"We visited the 'behind-the-scenes' of Parliament House, and were presented with certificates and medallions in a ceremony run by the Minister for Veteran Affairs and the Director of the Australian War Memorial".

The students were also able to tour the Australian War Memorial and Old Parliament House, and had the honour of laying wreaths at a memorial ceremony in commemoration of the many ANZACS who suffered and died at war.

"We were also treated to a formal dinner and private tour of the Royal Military College in Duntroon, and it was certainly an enlightening and thought-provoking experience to witness the discipline and austerity practiced by members of the Australian Army in their everyday lifestyles."

For Marina, the most poignant aspect of the tour was the viewing of primary sources at the National Archives of Australia. Each student was able to choose either an individual they had researched or a personal relative, and handle the original documentation pertaining to that person. Examining actual enlistment forms, personal letters, medical checks, the Oath to Country and finally the dreaded telegram home informing a devastated family of a loved one's death.

"It was a very emotional and humbling experience, and this small insight into the sorrow and suffering of war seemed to morph my classroom knowledge of WWI into a tragic reality.

"Both the writing of my essay and the trip to Canberra were incredible opportunities for which I am extremely grateful, and I encourage all students in Years 9 or 10 to give the Simpson Prize a go – it is definitely worth it!"



Why just survive the year when you can *Flourish!*

An emerging model in psychology that focusses on harnessing the strengths and competence of a person, rather than treat their deficiencies, to help them move towards enhanced wellbeing is Positive Psychology. Dr Martin Seligman is the Director of the Penn Positive Psychology Centre and one of the first to vigorously promote the Positive Psychology movement, through his pioneering book; 'Flourish' (2011).

So what is Positive Psychology? Grounded in the belief that people want to lead meaningful and fulfilling lives, Positive Psychology aims to cultivate what is best within a person, and enhance their experiences, including work and play. Dr Martin Seligman coined the term 'flourishing' to describe someone who has optimised their levels of wellbeing. They experience positive emotions, enjoy healthy relationships and have high levels of engagement, meaning and purpose.

Many professionals in the field of youth mental health and wellbeing have identified the usefulness and applicability of the concept of Flourishing in an educational context. In a recent article by Dan Haesler, a leading educational mind in the relationship between educational engagement, wellbeing and achievement, he described the five ingredients necessary for flourishing.

The five components of wellbeing are summarised in the acronym PERMA. By helping young people to achieve these components we can assist them to flourish:

1 – POSITIVE EMOTION:

The experience of positive emotions such as happiness, satisfaction and joy and other good feelings and ways in which we can access those feelings.

2 – ENGAGEMENT:

Also known as flow or 'being in the zone.' It is the experience of being fully immersed in an activity to the point where we lose sense of the passage of time, feel energised and seem to function better despite the extra effort.

3 – RELATIONSHIPS:

Positive relationships not only increase happiness but also buffer against stress. Skills to create, build and maintain positive relationships are essential.

4 – MEANING AND PURPOSE:

Doing things that have a higher purpose or altruistic rationale can give meaning and purpose to daily life.

5 – ACCOMPLISHMENT:

There is much satisfaction to be gained from even small accomplishments. So a certain amount of goal-oriented, task-oriented activity allows that satisfaction to grow.

Stuartholme leads the way in student wellbeing. Opportunities for engagement abound with hard working teaching staff who are committed to a pedagogy, the way of teaching and learning, focussed on meaningful relationships and getting the best out of students.

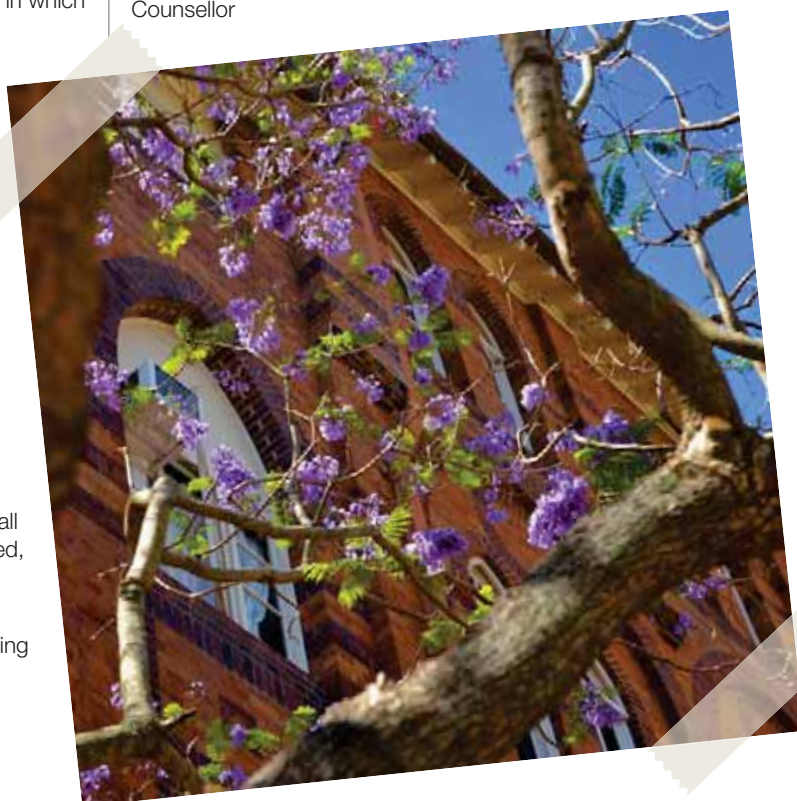
Relationships are integral to student learning and engagement, which is reflected in many aspects of the whole school environment. Every student has a Teacher Mentor and each year group has a dedicated staff member whose job it is to look after the wellbeing of our students.

Students who need additional support can access specialist staff in the areas of psychology, counselling, careers guidance, diverse learning and health. Our specially trained Year 11 and 12 Peer Helpers are also available to be another source of support for all students who may need an empathic ear.

Most importantly, the overarching concepts of the Sacred Heart philosophy permeates all aspects of the day student and boarding experience. It is our belief that Stuartholme not only gives each individual the tools to be the best person they can be, but lifelong skills that will allow them to flourish!

For more information on Student Wellbeing at Stuartholme please contact Andrea Reddan, Deputy Principal, Student Wellbeing or the respective Leader of Student Wellbeing for your year level.

By Danielle Baker
Counsellor



Life in the Boarding House

The Stuartholme Boarding House might have changed over the last 95 years, but one thing that remains are the bonds and friendships the girls make at their home-away-from-home.



Describing life in the Boarding House to prospective families can be a challenge. How do you put into words the feeling of being part of 'Boarding family'?

To solve this problem Stuartholme developed a video; a Day in the Life of a Boarder. The video shows a snap shot of how three Boarders spent a normal day.

Each girl takes the camera through a part of their day, which could include Co-curricula activities, sport, study, or just spending time with their friends.

If you haven't already seen it, take a look at the video on the Stuartholme website;

<https://www.stuartholme.com/boarding/life-in-the-house/>

Holidays are a special time of the year for our Boarders, and as much as they love Stuartholme, nothing beats your own bed!

Bree Tully shared her story about life back home during the Christmas Holidays.

Home for the holidays

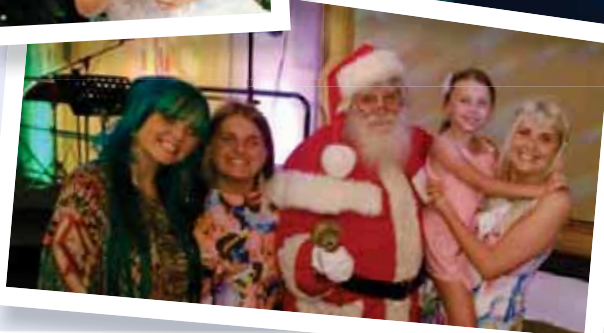
My Name is Bree Tully and I am a Boarder from the town Mount Isa. I have been boarding from Year 8 and have loved every minute of it.

Mount Isa is located in North-Western Queensland. Over the holidays, I went back to Mount Isa for the first few weeks. I enjoyed being at home as I got to spend some quality time with my family, especially my little sister who is six years old.

While being at home, I got to see my little sister's end of year Dance Recital, go skiing/tubing in the lake, swim, learn how to drive (which was very entertaining for myself and my dad) and of course just relax!

I love going home as it gives me a chance to catch up and spend some time with my friends and family at home. I enjoy being at home, but I always look forward to coming back to Stuartholme to see all the familiar and friendly faces that make up the Stuartholme family.

Even though I miss my family and home, I couldn't imagine myself not being a Stuartholme girl.





Remaining bones of the chook shed

Farewell to a little known Stuartholme icon

As Stuartholme celebrates its 95th anniversary, we reflect on how the School has changed and grown. Recently, we lost an important part of our history, so to keep the memory alive, Sister Rita has shared its story with you.

Here is the story of the Stuartholme Chicken Coop.

There are probably a number of things that could spark off reflections about chooks in an older Queenslander, recent references to the politics of the Bjelke-Petersen era for example. In my case it was the demolishing of a little known Stuartholme icon, the old chook house behind the convent, at the end of last year. It would be a pity to let the disappearance of this surprisingly substantial building go without some record of its inhabitants.

Those of us who attended Stuartholme in the 1950s certainly knew that the School could boast of a large flock of the finest egg-laying chooks in Brisbane. We 150 Boarders, were served eggs in some form or other at least one meal a day – or so it seemed to us. In the days when highlights in a school year were few and far between, on at least one holiday a year the Seniors were allowed to wake the school with a loud and entertaining ‘call’ which set the theme for the day. It was our delight to keep this activity a secret from newcomers to get the best possible value from their reactions. I still remember a fragment from a chant on one of these days when we woke to find ourselves back in a convict settlement for the day. It went “Queen Victoria, gracious donator of all our victuals, turnips, parsnips, cabbage and EGGS!”

We only had a vague idea of where these champion egg layers were housed as that part of the property was out of bounds to students. One of our Sisters remembers that Sister Minnis used to sell a few eggs to parents who came to collect their children for a Sunday outing. The chooks and their eggs surely were free range for who in Brisbane would have heard of ‘battery hens’ in those days. They were still a feature of Stuartholme as late as the 1960s when the Chapel was built because I can still point out the location of the ‘Egg Room’ in the newer part of the building. Today it bristles with a spaghetti of wires and electronics.

I knew that there had to be a good story about chooks in the archives and they did indeed arrive here with the foundresses

ninety-five years ago when they came across from Annerley. Mother Joan Percy Dove recorded a little history of the early days:

“...it might be of interest to hear of the doings of the feathered flock. They arrived on a lorry, with the other possessions, though in a private compartment, their worst misadventure being a jolt on the ground as the lorry passed out of the gates at Ipswich Road. On arrival they enjoyed the hospitality of Mrs Ward at Joigny, and it became the absorbing puzzle of the Sisters to manage to feed the fowls without being caught by their talkative hostess! At length a fowl palace and a cow house were erected out of the ghost of an antique shed which had been one of the curiosities of the place. At nightfall went the Sisters to bring home the fowls. Loud squallings soon told the neighbourhood that something unusual was happening, and half an hour later an extraordinary procession wended its way along the high road. Mr Hennessey (Clerk of Works) with the kerosene lantern, his newspaper under his arm, led the way, next followed the Sisters in line, each with her complement of squalling feathered life, bunched together, and held by legs, heads downward, wings spread, last but not least came Mrs Ward and the baby, ready to pick up what was dropped en route, and determined not to miss such an exciting break in the monotony of bush life. One does not care to make rash reflections, but it was certainly a very long time before the Stuartholme fowls so far recovered their good habits as to begin to lay again, but of course the dynamite shocks from the second well in the gully opposite may account for this strange behaviour.”

When our Convent was built in 1986 the ‘feathered flock’ had long since gone from their once palatial home. But they weren’t the last of our feathered friends to stake a claim on the chook house. Our resident scrub turkey, ‘Hereward the Rake’, discovered its roof as a great source of leaves for his mound below. Little did he know as he scratched and scraped with rhythmic beat that he was beating out a funeral march for the Stuartholme chook house.

Sister Rita Carroll rscJ

New facilities

A major transformation occurred over the Christmas Holidays as Stuartholme remodelled older classrooms into the new Years 7 and 8 Precinct.

Built as part of the original building, these rooms have been dining rooms, kitchens and classrooms over the last 95 years.

At first glance you would think little remains of those original rooms. Gone is the dark timber, replaced with bright colours, interactive whiteboards and modern furniture.

Designed with energy efficiency in mind, the rooms are also fitted with motion sensing lights, which turn off when the rooms are not being used.

If you look closely though, elements of the old rooms are still there including the beautiful cornices, timber frame doors and exposed beams shipped from London during construction.

In addition to our Years 7 and 8 Precinct, the A Floor toilets have also been remodelled.

During construction an old fireplace was uncovered which had been boarded up for years. Keen to keep it a feature of the room, it was turned into the vanity you see in the pictures.

The School Canteen opened in the first week back to the delight of both students and staff. The menu offers a range of hot and cold food at reasonable prices, although you do need to get in quick!

Next on the agenda will be an outdoor learning area where students can take advantage of Stuartholmes' beautiful grounds while they learn. We look forward to bringing more updates on this work shortly.







Our 2020 Vision

Building a strong future for Stuartholme so that every individual girl is given opportunities to be the best they can be.



THE BOARDING HOUSE

Stuartholme School has a proud history of producing girls keen to make a positive difference to the world they live in. When Stuartholme School opened its doors in 1920, it was a boarding school only. 95 years later our School is a dynamic day school, strongly enriched by an active boarding community of approximately 160 girls.

Stuartholme is the only Catholic Girls Boarding School from Years 5-12 in Brisbane.

As the School approached its 100th year, there is no better way to celebrate this significant milestone than by a redevelopment of the Boarding House. The new Boarding House is planned for the end of the covered archway near the Aquatic Precinct to allow the girls to enjoy a space amongst the bushland that they can call their home away from home.

Once the Boarding House is relocated, the heart of the school, the Main Building, will be renovated into a number of learning precincts, similar to the new Years 7 and 8 spaces on A Floor.

This capital project is the first stage of a larger plan for the campus, including an upgrade to the road infrastructure and an indoor gymnasium/sports facility.

A number of Boardroom Breakfasts will be held through-out 2015 to share with the community the Board's Master Plan. Please email Amanda Houston, Director, Advancement ahouston@stuartholme.com to register your interest in attending on of these events.

The School Board, Principal and Leadership Team would like to sincerely thank all those parents, support groups, past students and community members who generously donated to the School in Term 1. This continued support from our community dramatically enhances our facilities and enables us to continue to improve the educational programmes on offer.



Japan Trip 2014

Snow, snow and more snow was the theme of the 2014 Japan trip!



Over the Christmas holidays a group of students along with Teachers, Ben Webb and Kerry Moran enjoyed two weeks visiting Stuartholme sister schools, touring fabulous sites and establishing life-long friendships with their wonderful host-families.

"While Brisbane was sweltering, Japan was experiencing near freezing conditions," said Ben.

"The girls were amazing though, and all made the most of the conditions to have a wonderful time."



Students stayed with host families from the Sacred Heart Schools in Obayashi and Sapporo. This experience enabled the girls to have firsthand insight into the culture and use their Japanese language skills in real life situations.

"Spending time at our two sister schools was also an enriching experience.

"Even though the girls study Japanese, it is very different to speak to someone who is Japanese, so there was still a degree of a language barrier.

"There were some cultural differences but it was fascinating to share the common bonds that exist among Sacred Heart Schools worldwide," he said.

The Stuartholme girls gave delightful speeches introducing Stuartholme in Japanese, which thoroughly impressed the audience.

Ben said that overall the trip was an enormous success.

"The friendships established between our girls and their host families are and will continue to be very special.

"As a school community we have deepened our ties with our sister Sacred Heart Schools in Japan - we also saw plenty of snow!"

“To meet the demands and challenges of the 21st Century requires agility in educator’s minds, agile technologies, agility in student’s minds and agile learning environments.”

“SHIFTING MINDS REPORT” – C21 CANADA SUMMIT: FEBRUARY 15 2012
KINGBRIDGE CONVENTION CENTRE, TORONTO, ONTARIO

AGILITY IN Mind & Technologies

Agile teachers with flexible mindsets and agile ubiquitous technologies are essential within today’s learning culture in order to promote continuous learning with a clear purpose and connection to the real world for students. This objective is at the forefront of all coursework within the Technologies Department.

The ‘Technologies’ curriculum at Stuartholme School includes digital technologies and design and technology. Digital technologies is comprised of elements of; computer science, building client solutions, computer programming, information technology, robotics, animation and other multimedia aspects. Conversely, design and technologies incorporates; textiles, food technology and home economics. Teaching strategies within these subjects include open-inquiry learning and problem-based computational thinking. The project-based learning approach stimulates critical thinking, collaboration, and decision-making processes and focuses on student-centred learning with authentic tasks.

All Years 7 and 8 students study design and technologies and digital technologies. Years 9 and 10 students have the opportunity of selecting two electives: **design and technologies**, which incorporates textiles and food technology; and / or **digital technology (Interactive Multimedia)** which incorporates elements of computer science, computer code programming, robotics, game design, and multimedia. Years 11 and 12 students can continue understanding and acquiring skills by selecting the OP subject, Information Technology Systems as they have the opportunity to respond to a broad range of complex technological challenges. “Our students are seekers of knowledge rather than receivers of information” by offering a coursework framework of skills and thinking that can be built into lessons and learning experiences that are rich in creativity and technology (Mishra et al, 2012; Brown, 2009).

There are many benefits of studying in the Technologies Department including learning the art of time management, an increase in decision-making and organisational skills, engaging with other learners, and encouraging independent learning where the students can manage their own learning. Most importantly, students face challenges in inquiry and problem-based computational thinking. In response to the need to improve problem-solving skills, innovations in teaching methods such as problem-based learning (Perrenet et al. 2000, Du et al. 2009, Gomez-Ruiz et al. 2009) and cooperative learning (Heller et al. 1992, Mourtos 1997) have been successfully deployed by

many universities and have shown promising results.

Problem solving is fundamental to education because educators are interested in improving students’ ability to solve problems. If we agree to read ‘problem’ in a broad sense then problem solving may be regarded as one of the most common and important human activities. Throughout our lifetime, we are continually identifying problems and attempting to solve them.

Technology offers an approach to problem solving that differs from the typical routes that are learnt in English and Maths based subjects. However, all these aspects of problem solving are complimented and corroborated by each other to produce a well-rounded mind. In a malleable and progressively computer based world, students will learn skills to help with, not only, proficiency but also excellence in their knowledge and skills. High school technology is a chance to invest in a student’s future within our contemporary world.

Problem solving can be frustrating but inevitably rewarding, progressive and essential. Most problems can be solved easily by approaching them systematically. Underpinning all Technologies subjects are the design, development and evaluation of problem solving cycle (DDE cycle). The DDE problem solving cycle is based on the ADDIE model (Danks, 2011). Based on the model by the mathematician, George Polya, the ‘four problem solving process’.

The four steps are:

1. DEFINE THE PROBLEM where the student can formulate briefly, but clearly, just what the problem is. It may be more efficient to redefine the problem in more general terms to make its solution more adaptable to future applications. Refinement can be a subsequent step.

2. DEVISE A PLAN after ensuring the student understands, and is clear about, what sort of problem it is; for example, ‘can a probable solution be induced?’, ‘Is it solvable by computer?’, or ‘Can others help the student with the problem?’ then it is advisable to divide the plan into sub-plans. This method of dealing with the problem individually is often



called a 'divide and conquer' strategy. It may help to work backwards from the answer using 'sub goals' to the original idea. This 'backward chaining' approach is also useful in testing to see if a hypothesized answer is actually correct. In some cases, a 'systematic trial and error' technique may be useful. Diagrams may be utilised wherever it is most helpful for the student. If you can not get started, write down any thoughts you may have in any order (brainstorming) and then see if you can bring these together. If the student is still having a lot of trouble devising a plan than restate the problem in a different way and the student can form new or more helpful pathways to approach their problem-solving skills.

3. CARRYING OUT THE PLAN will come easy to the student if a lot of time and attention has been paid to the first two steps. If the plan is divided into sub-plans then check each step.

4. LOOK BACK AND REVISE over the solution. 'Does the solution make sense?', 'Can the solution be tested?', or 'Can the solution be used to help solve other problems?'. In some cases, consideration of questions, such as these, will lead to reformulation of the problem or the plan, and the problem solving process will circularly continue.

Although, many problems in life may be solved algorithmically, there remain a large number of tasks for which no algorithm can be formulated. For example, how to pick the winner or a race!

In today's age of information, success hinges on the successful application of knowledge to solve problems and create new ideas and information. Having students work together to achieve a goal helps them recognise the value of the contributions and perspectives of all team members and prepares them for life in the 21st Century.

Leigh Ferguson
Leader of Learning - Technologies

BIBLIOGRAPHY

Brown, T. (2009). *Change by design*. New York: HarperCollins Publishers.

Danks, S. (2011). The ADDIE Model: Designing, Evaluating Instructional Coach Effectiveness. *American Society of Quality*, 4 (5).

Du, S., de Graff, E., & Kolmos, A. (2009). *Research on PBL practice in engineering education*. Rotterdam, The Netherlands: Sense.

Gomez-Ruiz, S., Perez-Quintanilla, D., & Sierra, I. (2009). *Problem-based learning: an approach to chemical engineering education within the EHEA*. Retrieved March 13, 2015, from Technology education and development: <http://www.intechopen.com/books/technology-education-and-development>

Heller, P., Keith, R., & Anderson, S. (1992). Teaching problem solving through cooperative grouping. Part 1: group versus individual problem solving. *American Journal of Physics*, 60 (7), 627-636.

Mishra, P., Henriksen, D., & The Deep-Play Research Group. (2012). *Rethinking technology and creativity in the twenty-first century: On being in-disciplined* (Vol. 56). TechTrends.

Mourtos, N. J. (1997). The nuts and bolts of cooperative learning in engineering. *Journal of Engineering Education*, 86 (1), 35-37.

Perrenet, J. C., Boujuijs, P. A., & Smits, J. G. (2000). The suitability of problem-based learning for engineering education: theory and practice. *Teaching in Higher Education*, 5 (3), 345-358.

Polya, G. (1957). *How to solve it*. Princeton, NJ: Princeton University Press.

A holiday with a purpose

In early December Georgia Patchett and her mother Jo-Anne left Brisbane for a three week trip to Cambodia. But it wasn't just temples and shopping they were looking for, Georgia and Jo-Anne weren't too keen to play tourists. They wanted to experience the realities of life in a poorer country.

After some research they settled on Cambodia because their volunteer programme was one of a few that allowed young people under the age of 18 years to participate. The volunteering programme included a week in Phnom Penh, Cambodia's capital, working in a school dedicated to teaching English to children from the neighbouring slum districts.

They really didn't know what they were stepping into until they arrived. The school was in one of the city slum areas, where over 200 families made their homes out of discarded billboards, bits of galvanised roofing material and anything else they could find.

"Life for children in Phnom Penh is so different to what we experience," said Georgia. "Parents often can't let their children go to school because they need them to work to help bring in money for the family."

'Work' is unskilled labour, one of the usual jobs the children can do is scavenge in rubbish dumps to collect things like empty plastic containers and other recyclables which can be cleaned and sold.

The organisers of the school entice a family to let their child come to school in exchange for 50kgs of rice per month. The schools are little more than shacks themselves, with crowded classrooms, very poor facilities, poor (if any) computer access and limited books and other learning materials.

Georgia was initially given a classroom of about 25 children aged 3 to 5 years.

"I felt a bit overwhelmed because I spoke no Khymer and they had very few words of English," she said.

So she was moved to a class of 8 to 12 year olds who had better English. Her mother taught a class of older teenagers.

"Teaching these children was an amazing experience – they were so eager to learn and so beautiful. On my last day they threw confetti over me as I came in. Many of them wrote thank you letters to me in English – I will cherish these letters always. In reality I think they taught me more than I taught them."

After Phnom Penh, Georgia and Jo-Anne travelled to Siem Reap in the country's north-west to spend a week in a local orphanage.

"The orphanage is run by only one young man, so he relies heavily on volunteers to help. Again we taught English to the children and helped out where we could," said Georgia.

Once again struck by the poverty the children live in, Georgia and Jo-Anne bought blankets and basic essentials such as toothbrushes and soap from a local market for each child.

"At night the temperature drops and the children were freezing, it's hard to imagine anyone, let alone small children living like this."

Many volunteering organisations take advantage of good natured foreigners and build programmes such as the one Georgia and her mother participated in. Unfortunately the majority of the money lines the pockets of the volunteering organisation rather than assisting the children. Determined to continue on with their work, Georgia and Jo-Anne are building a website to facilitate volunteers and encourage donations which will go directly to the people who look after these children.

"We plan to return to Cambodia again toward the end of the year to embark on some projects to help raise the living

standard and the education of the children at both the slum schools and the orphanage. We will be trying to collect everything from clothing, books, computers, towels, sheets etc, anything that can improve their quality of life. A number of people are joining us on these projects and we welcome anyone from the Stuartholme community who is interested in a unique experience in a country full of a sad history but wonderful people to come along."

We will share details of how to help or get involved in a subsequent edition of The Quarterly.

...it's hard to imagine anyone, let alone small children living like this.



The Term that was...

Welcome to 2015.

Not only have we welcomed new Years 7 and 8 students to the School, but we are celebrating our 95th anniversary.

This is the Term that was.

It is always here and now, there is always the present moment to do the very best we can with, and the future depends on the way these moments are spent.

– JANET ERSKINE STUART, rscj



Opening Mass

Every year the School holds a Mass of Commissioning of Student Leaders and Staff. This year the Mass also officially opened the 95th year of Stuartholme School.

We were honoured to have The Most Reverend Mark Coleridge, Archbishop of Brisbane preside over the Mass. His Grace was joined by Father Peter Quin SJ as Concelebrant.

Central to the Mass is the pledge taken by 2015 Seniors after the blessing of their Senior badges.

Students pledge:

"As the Senior Class of 2015, we accept these Cor Unum badges and the responsibility that we recognise goes with them. We welcome our responsibilities and commit ourselves to nurturing our faith life, dedicating ourselves to our learning journey, building the community of Stuartholme, being active global citizens and growing in personal wisdom. With God's grace, we will strive to live out our School's motto, COR UNUM, and to fulfil our obligations as servant leaders of our Stuartholme community."

A second pledge is taken by all Academic Staff. This tradition is not just Stuartholme's, it is said by Staff in every Sacred Heart School worldwide.

"Recognising the gifts we have to offer, we have accepted the call to serve this School. Facing the year that lies ahead, as disciples of Christ and with the support of this community, we welcome our responsibilities and commit ourselves to live out and promote the Goals of Sacred Heart Education, working together in the spirit of Cor Unum. We will serve the Stuartholme community with a spirit of humility and generosity."

After the Mass, the Archbishop and members of the Stuartholme community moved to the Madeleine Sophie statue where His Grace blessed the plaques for our new buildings. Spruson Precinct and Cottesmore – the Year 7 Boarding Facility, both of which were refurbished with funds from the Queensland Government. He also blessed the plaques for the Percy Dove Middle School and Toohey Senior School. The naming of these structures within our School celebrates the early story of Stuartholme.

Year 7 Camp

The Year 7 girls have experienced many firsts in 2015 and the outdoor education experience, or 'camp' they recently shared is another.

The camp is the beginning of a three year graduated sequential programme developed by Stuartholme School and 'Adventure Alternatives' which links in with the key themes and goals of both the Australian Curriculum, Assessment and Reporting Authority (ACARA) and Stuartholme's wellbeing programme.

Leader of Student Wellbeing, Year 7 Graham Woodward said that within an outdoor setting, using a wide range of activities, the girls were able to explore 'connections'. After exploring the 'connections', the girls could work out the actions, thoughts and mind sets that helped or hindered them in completing the task.

"As an adjunct to this programme, five 'Peer Helpers' (Year 11 students) ran an evening programme, forging friendships with the girls and between the girls which will enable them to more comfortably seek out others if they need support or guidance," Graham said.

Amidst the squeals of excitement as the students flew down the flying fox; the machine gun rate of suggestions as they tried to solve the activity before them; or the quiet statements made as they reflected on the reasons why their raft disintegrated as they tried to round the buoy in the middle of the dam, it is true to say an interesting and productive time was had by all.

"We shouldn't forget the great food, the discovery that it is possible to have an adequate shower in three minutes with nine litres of water and that we have a fantastic Year 7 cohort!" said Graham.





Academic Assembly

On Friday 6 February, the School was delighted to welcome back the Seniors from 2014 to a special Academic Assembly.

Stuartholme has a long tradition of academic excellence, and at the Assembly the School was able to celebrate the performance and achievements of the Class of 2014.

The commitment and dedication by these students is reflected in the following results:

5% of OP eligible students have received an OP1

34% of OP eligible students are located in the OP 1-5

50% of OP eligible students are located in the OP 1-7

68% of OP eligible students are located in the OP 1-10

In addition to celebrating the success of the 2014 Seniors, awards were also presented to the Years 8 and 9 students who achieved Academic Excellence or 'First Place' in their chosen elective as at end of Term 4, 2014.

Congratulations to the following students:

Year 8

Georgia Bailey..... Shared First Place Art

Isabelle Townsend..... Shared First Place Art

Grace White Shared First Place Art

Naevie Fraser..... First Place Design Technology

Tessa Buzzo..... First Place Drama

Lily Chapman First Place Geography

Ella Hookway First Place Music

Year 9

Marina Bishop..... First Place Geography

Congratulations to these students.



Year 8 Camp

Despite the impending arrival of Cyclone Marcia, the Year 8 girls were determined to enjoy their first camp together and the location at Alexandra Park Bungalows was ideal.

Amazingly, the group of 60 day-girls and 10 boarders have come to Stuartholme from 31 different primary schools so many new friendships were formed.

The girls enjoyed time at the beach sand modelling, water polo in the pool and planned a sensational flash mob, which they performed for the School during a 'Dance off Friday'. Indoor activities included a trivia evening, an Ash Wednesday Liturgy, ten-pin bowling, making seaside photo frames of themselves, and stitching a square each for their Year 8 patchwork.

Students Cate Ostwald and Amelia Walton said that although the weather was bad, the beach was still fun.

"We couldn't swim, but we had a great time doing sand modelling.

"It was also good to get to know the other Year 8 girls, we knew everyone's name, but we didn't know anything about each other, so camp was great for that," they said.

"I'd like to thank Miss Melissa from Boarding, for joining us, and Wendy Macdonald, Nicole Bradford, Lucy Harkin and Hannah Robinson for a wonderful array of activities, as we began the Lenten season and thought about ways we can each 'Be the Bridge' in 2015", said Jennie Warrick, their Leader of Student Wellbeing.



STUARTHOLME WINS

Interschool Team of the Year

Congratulations to the Stuartholme Equestrian Team who was announced as 2014 Interschool Team of the Year at the Equestrian Federation of Australia Queensland's Annual Awards Evening on Saturday 31 January.

Equestrian Captain 2014, Hannah Lewindon was thrilled to accept the award on behalf of the Team.

"I am so proud of the girls, horses, parents and the team coaches on achieving this wonderful result. Not only did they work hard all year on their riding, but they continued to support and encourage each other with our indomitable Stuartholme spirit," said Anna Starosta the School's Equestrian Coordinator.

The 2014 winning team was Hannah Lewindon, Holly Ferrier, Brittany Murphy, Charlotte Stephens, Jessica Deere, Aleira Woodward, Madison Searle, Shannon Baker, Kodi Woerner, Emily Rink, Amy Munro, Julia Rathie, Isabelle Gilley, Olivia McSwan and Emma Bickford.

The Stuartholme Equestrian Team competes in the Interschool Competition who are affiliated to Equestrian Queensland. The events are hosted by the various member schools and are held at venues around Brisbane and regional areas. The riders aim to represent their respective schools at the annual State Titles and ultimately the Interschool Nationals as part of the Queensland Team.

Equestrian Queensland, the peak body for horse sports in Queensland, has a membership across Queensland which now exceeds 100 Affiliated Clubs, approximately 700 Interschool

schools competitors and 3000+ registered riders and horses.

The Association provides a broad range of services and benefits to its membership and has a major focus on servicing member clubs, to ensure they are well equipped to professionally deliver quality horse sport programs to the community.

Well done girls and good luck on another great year in 2015.



PHOTOGRAPH BY OZ SHOTZ

Harmony Day

Stuartholme celebrated Harmony Day 2015 by showcasing the gifts and talents of our students on Assembly and at lunchtime on a special national day designed to highlight Australia's amazing cultural diversity and richness.

Prayers of Intercession were said in French, Arabic, Portuguese, Italian, Chinese and Tok Pisin. The community was then treated to a poetic rendition of the South Africa National Anthem, a vibrant South Pacific Dance performance and a lyrical Chinese love song. At lunchtime, Iraqi pastries, Vietnamese spring rolls, Sri Lankan sweets, Chicken Adobo, Coca-Cola Chicken, Portuguese chocolate sweets and South African mini burgers proved extremely popular!

The day reminded us of the incredible richness of cultures we are privileged to have at Stuartholme and of how much more we can learn from each other.





International Women's Day

To celebrate International Women's Day, seven Year 12 girls were guests of Captain Angela Langdon for High Tea at the Marriott Hotel.

The theme of the Morning Tea was 'Make it Happen' and the guest speakers were amazing women who exemplified this.

The first speaker was 21 year old Madeline Price, a Law student and Director of the One Woman Project. Madeline was inspired to create the One Woman Project: an eight-seminar programme that explores global gender inequality. The programme, which is offered to female and male high school and university students in the Brisbane region, aims to empower young people to create active and sustainable change. Madeleine was a 2015 finalist in the Qld Young Australian of the Year Awards.

The second speaker was Alyssa Azar, who at the age of only 18 is a career Adventurer. At the age of 8, Alyssa became the youngest Australian to trek the Kokoda Track. This set the scene for more adventures including climbing Mt Kilimanjaro at 14, and recently Ama Dablam in Nepal. Alyssa leaves shortly for Mt Everest as she aims to become Australia's youngest ever person to reach the summit.

The last speaker was truly an inspiration. Lieutenant Colonel Louise Martin, 40 years old, joined the Adelaide Reserve Band as a 16 year old girl. After finishing school and starting a university degree that did not suit, Louise decided to join the Reserves and therein forged an amazing career which has seen her rise through the ranks to command operations at various world hotspots. Louise shared her personal '5 Lessons Learned':

1. You can have it all, just not all at once!
(quote from The Hon. Dame Quentin Bryce)
2. Define your own success
3. Aim for the moon, even if you miss, you'll land among the stars (quote from W. Clement Stone)
4. Every job is an opportunity
5. Love what you do

Louise's parting wisdom: You can be in the right place at the right time, but you still need courage.

Lions Youth of the Year



On Thursday 26 February, two Year 12 students, Maddie Davey and Megan Robotham, represented Stuartholme at the Lion's Youth of the Year Quest.

Lions Youth of the Year is designed to encourage, foster and develop leadership in conjunction with other citizenship qualities in our youth, at the age when they are about to enter the fields of employment or higher education.

Maddie and Megan were interviewed individually at school during the day by a panel of three judges who spoke to them about their contributions to the community and asked them a series of questions on current affairs.

In the evening the girls, along with two students representing Kelvin Grove State College and two students representing St Joseph's Gregory Terrace presented a five minute prepared speech, as well as being asked to consider and answer two impromptu questions.

The standard of speaking was outstanding as was the presentation of all six students. The judges in their summary commended all of the competitors. Both girls were very worthy representatives of Stuartholme.

'I was extremely honoured to be chosen to represent Stuartholme along with Maddie for this competition, whilst it took me way out of my comfort zone, I was happy with my performance and learnt so much about what to do and what not to do when being asked to make a presentation and answer impromptu questions – especially the importance of being well prepared and rehearsed, believing in yourself and the confidence you can get from presenting something you are passionate about.' **Megan Robotham**

Music and More

Delighting the audience



On Friday 20 March the Music and More Concert was held in the Joigny Auditorium. The evening began with sushi and drinks hosted outside the Joigny Cafe by the Music Supporters Group.

The concert opened with performances by the Barat and Duchesne String Ensembles directed by string teachers; Emma Nixon and Lynne Backstrom and supported by Ellen Mclean presenting works by such composers as Antonio Vivaldi, Peter Warlock, Edvard Grieg and the local Brisbane composer, Loreta Fin.

Congratulations to Anna Reid and Georgie Hallinan (Year 12) for their stunning performance of Vivaldi's Concerto for Two Violins. The Celtic Ensemble then performed traditional arrangements by their conductor, Emma Nixon.

Concert Band, conducted by Andrew Mear, Leader of Culture, performed three contrasting works; *Symphonic Chorale*, *Cinema Paradiso*; featuring flute solos from Margie James and Olivia Ginman, Year 12 and the spirited *Danse Carnivale*.

The Jazz Band, conductor Mr Chris Baldwin, followed on stage with two exciting jazz works by Thelonius Monk and Scotty Morris with solo contributions from Anna Reid Year 12 on alto saxophone and Karen Yamamoto Year 12 on piano.

The Flute Ensemble, Percussion Ensemble and Piano Collective delighted the audience with three diverse performances. All three ensembles are to be congratulated for their interesting selection of repertoire and their discipline on stage.

The Voce Harmonies; Years 7 and 8 Choir conducted by Dr Janet Wyvill and accompanied by Ms Melanie Stewart, sung two delightful works; *L'entends Le Moulin* and *All Things Bright and Beautiful*.



The Stuartholme Choir and Vocal Ensemble were conducted by Mrs Murtagh and Miss Saal and performed a selection of challenging choral repertoire including music by local composer Paul Jarman, a traditional folk song, and an arrangement of George and Ira Gershwin songs.

The new Stuartholme on Stage Project concluded the concert with an energetic performance of School Song from the musical Matilda.

Many thanks must go to the Music Supporters Group who once again catered for all the hungry students and parents, Brisbane Sound Group for designing and co-ordinating the sound, Jessica Fenton and Sian Murray-Boyle for lighting design, the Senior Music Committee, Paul Taylor for filming the concert and to Sandy Beanland for organising the programme.

The video of the concert is available to view on the school portal.

Andrew Mear, Leader of Culture







OPEN DAY



The doors of Stuartholme School were opened to the public on Saturday 7 March for our annual Open Day.

With help from students, parents and staff, the day provided visitors with an insight into how a Stuartholme School education provides opportunities for girls to be the best they can be.

Visitors enjoyed being hands-on with displays from the various departments, including making lava lamps, hieroglyphic and Japanese writing, jamming in the music rooms and getting technical with some robots.

The School not only looked beautiful, but sounded beautiful too, thanks to the music ensembles and choirs.

If that wasn't enough the French students put on a play – all in French of course, and girls from drama entertained everyone with their street theatre.

Thank you to everyone involved, especially Susan Gibson and Fe Raftery from the Stuartholme Ladies Committee and the P&F for organising the delicious sausage sizzle!





Wesley Internship

Students considering a career in the healthcare sector have the chance to take part in a highly sought after programme at the Wesley Hospital.

The Wesley School Internship Programme is the first dedicated intensive hospital school internship in Queensland. Offered to only 25 Year 11 students, Stuartholme had two students selected: Jessica Deere and Hannah McWilliam.

During the week the students were involved in a range of activities including:

- Presentations by and discussions with healthcare leaders
- Tours of departments including theatre, wards and kitchen areas
- Education sessions including learning new skills in simulation labs
- Practical work placements with practitioners
- Daily debriefing sessions

Jessica Deere said both she and Hannah McWilliam were lucky to have been selected to participate in the programme, especially as there were over 400 applications.

"On the first day we met all the students and focused on the core skills and knowledge involved in the healthcare industry.

"Every day followed a format of guest speakers in the morning, which ranged from nurses and doctors, to the Director of Medicine. After morning tea, the whole group of 25 students went to visit certain areas of the hospital, such as theatre, the kitchens and intensive care," she said.

Hannah said her favourite part of the Internship was when they visited the theatres and watched surgeons perform orthopaedic hand, foot and shoulder surgery.

"We were also lucky enough to see spinal and heart surgery taking place," she said.

"This Wesley Internship experience has given Jessica and I, along with the other 23 students, a real idea of what it's like to work in a hospital and has given us the inspiration to become the next generation of nurses, midwives and doctors."



CaSSSA Trophy

It was vision, courage and determination from our Swim Team that led them to win the 'Percentage Cup' at the CaSSSA Cup Swimming on Thursday 12 March at Chandler.

The team had been training hard for the last six months including the 100 x 100's distance challenge, a swim tour to Scotts Head, a tortuous three days in late January tagged as 'Swim Camp' and numerous weekend competitions.

With training under their belt, the 92 members of the 2015 swim squad headed to Chandler where they proved hard work pays off.

When Stuartholme was announced as winners of the 'Percentage Cup' everyone leapt off their seats to cheer. The Percentage Cup trophy is adjudged by taking the overall points score and dividing it by the number of students enrolled at the school. It measures the best performing school with regard to numbers.

It has been a long time coming in one sense. Stuartholme last won this Trophy in 2003 when we truly had a stable of stars in the team. This year our champion team deserved its success like perhaps no other in recent times. One of our proudest achievements as a squad is that our squad is full of swimmers who started out believing themselves to be no more than fitness swimmers but have matured into very good competitive swimmers.

"Winning this trophy was so unexpected and the level of excitement from the School was incredible. I was so proud to be able to accept it on behalf of the hard working and deserving Swim Squad. After training so hard over the season, this is a great reward for all the efforts of the girls and coaches," said Swim Captain Erica Hartley.



"Being your best is not so much about overcoming the barriers other people place in front of you as it is about overcoming the barriers we place in front of ourselves. It has nothing to do with how many times you win or lose. It has no relation to where you finish in a race or whether you break world records. But it does have everything to do with having the vision to dream, the courage to recover from adversity and the determination never to be shifted from your goals." **KIEREN PERKINS**

Interhouse Swimming Carnival



There wasn't an empty lane in the pool for the Years 7 and 8 first Stuartholme swimming carnival.

School spirit was everywhere and the House cheering did not stop with House Captains and Sports Captains leading the charge.

Coen House took out the 2015 title on 972 points, second on 924 was Macrae, third on 782 was Parker followed by Stuart, Woodlock and Toohey.

Congratulations to Coen House on a wonderful win.

Congratulations too, to our Age Champions:

YEAR 7 1st Taylah Tyerman-Webster, 2nd Sammy Kelley, 3rd Holly Roads

YEAR 8 1st Emma Tucker, 2nd Eliza Wregg, 3rd Charlotte Walker

YEAR 9 1st Sophie Bolton, 2nd April Edwards, 3rd Kate Davidson

YEAR 10 1st Claudia Neill, 2nd Gemma Rose, 3rd Ellen Kneipp

YEAR 11 1st Kate Ellerby, 2nd Meg Lawes, 3rd Georgia Langford

YEAR 12 1st Emily Watson-Brown, 2nd Violet Edwards, 3rd Rosie Pinn

OPEN AGE 1st Kate Ellerby, 2nd Erica Hartley, 3rd Georgia Langford

50M FREESTYLE CHAMPION Kate Ellerby

Congratulations again to Coen on breaking the longstanding 16 years 4 x 50m Freestyle Relay 2:03:58.



A world to explore

Stuartholme is connected to approximately 25 Sacred Heart Schools worldwide. Through this network our students have the chance to experience life in another country. Exchanges are an ideal platform for fostering maturity, personal growth, building confidence and gaining independence.

Over the Christmas holidays, 11 Stuartholme girls went on exchange to Louisiana, California, New York, Seattle, Halifax, Barcelona and La Perverie.

The girls all made the most of their experience. For some, their visit coincided with one of the coldest winters on record. In all cases however, the girls soon adjusted to their new surroundings and made friendships that will last for years to come.

If you are interested in finding out more about the Exchange Programme visit <https://www.stuartholme.com/beyond-the-classroom/student-exchange-programme>

IN THEIR WORDS

Going to, and literally being on the opposite side of the world on a school exchange is a feeling you can't really comprehend until you're actually there. Halifax is a beautiful little town with lots of markets, good shopping and has an outdoor ice skating rink, which I particularly enjoyed.

After being there for a month, with a wonderful host family and having made lots of new friends and eating sooo much good food, I would definitely recommend this exchange as it is an experience like no other. **Meg Manning - Halifax, Nova Scotia**

My experience at 91st Street is something I will never forget. The people were all incredibly kind and welcoming, making me feel at home from the moment I arrived.

This school operated very differently to Stuartholme which I was intrigued by. From their 'sign in' and 'sign out' method to their lunch time arrangements, I had to do some quick adjusting to fit into life at 'the convent'. Nevertheless, by the end of my trip I felt like this was the norm for me. All these amazing new friends I made and my wonderful exchange sister Emma and her mother made my trip special. **Viviana Lloyd - New York**

The most memorable experience from the exchange was visiting my host sister Alyson's, father's crawfish farm. I don't usually enjoy eating seafood but the crawfish tasted delicious. I highly enjoyed the trip and was so happy to be experiencing it with the people I did, I strongly recommend this exchange to any girls wanting to meet some truly lovely people. **Anna Clatworthy - Louisiana**

Over the Christmas holidays I was blessed with the opportunity to partake in the Sacred Heart Exchange Programme. I ventured over to America for a two week jam-packed exchange. I am grateful I went and experienced for myself what it is like to live as an American student. SHP (our sister school) that I visited had a well-structured programme. While I was there I visited Oak Wood, the home for retired Sacred Heart nuns. I went to Convent and Stuart Hall (schools) and spent a day as an inner San Francisco student in both the boys school and girls school. At SHP I felt very welcomed by everyone. I even got to pick my own subjects such as farming, ceramics, studio art, Spanish, fender with religion, relationships and weight class. **Hannah Dyer - SHP Atherton California**



SHANNON JOINS US FROM TAIWAN

Last year, Ruby Armstrong spent two weeks in a Sacred Heart School in Taipei. On 2 February, Shannon Cheng from Taiwan joined Ruby on exchange until 20 February.

Shannon enjoyed the experience of going to school in Australia, and said the students had more time to do different things outside of the classroom.

When not at school, Ruby and her family have shown Shannon some of Brisbane's iconic tourist attractions, including GOMA and Lone Pine Sanctuary.

"I also loved the Gold Coast, and the beaches," said Shannon.

MY EXCHANGE TO SACRED HEART SCHOOL OF HALIFAX

Going on exchange to Canada was one of the best experiences I have had so far. The program not only allowed me to travel to a destination half way around the world, but also allowed me to form connections with some amazing people. One of the best things about the exchange was experiencing the freezing cold, snowy climate that I was not accustomed to. Seeing it snow for the first time was such an amazing experience that I will never forget. Attending school in at the Sacred Heart School of Halifax in Canada made me realise how similar our schools really are, in relation to being formed around the goals of Sacred Heart. It amazed me how even thousands of miles away, the schools are still governed by the same values and beliefs. Overall, exchange was an amazing experience that I would definitely recommend to other students. **Christie McConachy - Halifax, Nova Scotia**



Exchange students teach respect for proximity

Jan Risher 9:06 p.m. CST December 20, 2014



HER name is Hane.

"How is your name properly pronounced?" I asked moments after we loaded her luggage into our car at the airport.

She said, "Beyoncé has this song and she says, 'honey' in the chorus. The way she pronounces 'honey' is the closest way I can explain how

to say my name."

"Does she say 'honey'?" I asked.

"No, it's more like 'Honaay," she said.

We drove to our house where we found the Beyoncé video of the song. Sure enough, there in the chorus, "honaay."

"I've got this," I thought.

And it wasn't just her name pronunciation that I believed in at that point. I knew that any 17-year-old girl who figured out a way to work a Beyoncé reference into explaining how to pronounce her name was going to be just fine.

I was right.

Sharing our home with an exchange student who attends the Sacred Heart School in Brisbane, Australia, and hales from Papua New Guinea has been a real joy.

By the time you read this, she will be somewhere between here and Papua New Guinea — likely somewhere over the Pacific, approaching Australia. From there, she'll catch a flight home to her beloved PNG — that's what the natives call Papua New Guinea.

In fact, Hane has been beyond just fine. She has been a delight and a gift to our family.

Through the years, we've opened our homes to a variety of exchange students. The hard truth is that every exchange visit is not about the joys of the sharing of cultural insights. Maybe it's not a good personality fit, maybe it's the cultural differences are too great. Or sometimes the student may not be mature enough to put him- or herself out there far enough to gain benefit or appreciation from the opportunity, leaving the host family feeling exhausted from the effort and the student scared and ready to go home.

We've been down a variety of roads with exchange students from nine different countries. I am grateful to say that our experience with Hane has restored my faith in the process. She has taught us as much about her part of this world as we've shared with her about ours.

Her father is originally from Australia and met her mother, a native of PNG, years ago. Early in our visit, she was telling us about her family in PNG. "And my grandmother lives in a village," she said.

I've heard plenty of references to villages throughout my time with students from around the world and wanted to put her at ease.

"My parents live in what could be considered a village, too," I said, referencing the small town where I grew up.



Hane Thomson, Year 12, went on exchange to Louisiana, USA. This is a story her host family wrote about her.

Hane looked at me kind of funny.

"My grandmother lives in the kind of village with straw huts and people bathing in the river," she said.

"Oh," I said. "Different kind of village."

Reconciling the distance between a grandmother who lives in a straw-hut, river-bathing village and a granddaughter who tells you how to pronounce her name by referencing a Beyoncé song takes some effort. The gap between her grandmother's village and her own sophisticated worldview is mind-boggling. She's as urbane as any teen I've ever met. She's also a girl who loves her country and wants to do what she can do to help it find a better future — and that kind of heart always pulls at my own.

These people who come into your heart for a little while sometimes steal pieces of it — and then they go off to the other side of the world. Or sometimes you go back to your side of the world. That's the beauty and pain of coming to love people from somewhere else, isn't it?

Yes, life is all the richer for their gifts of friendship, but I've also gained a lot of respect for proximity. Relationships apart are just not the same as relationships together.

As Hane makes her way home to be with her family for Christmas, I wish her and all of her people peace and prosperity in the new year to come and those that follow. Her trip across the globe is a reminder that even with our ever-growing global community and virtual means of communication, being home for Christmas still matters.

Courtesy The Advertiser — <http://www.theadvertiser.com/story/life/2014/12/20/exchange-students-teach-respect-proximity/20713221/>



Breakfast

PARENT
DAUGHTER

Bek Gilchrist (Class of 2001) was the special guest at the first Parent Daughter Breakfast for 2015.

Parents and their daughters in Years 10-12 were able to mingle over breakfast outside the new Joigny Café before heading into the Auditorium to listen to Bek's presentation, 'If I could do it all again I wouldn't change a thing'.

Born in Hervey Bay, Queensland, Bek Gilchrist relocated to Brisbane with her family in 1998 where she commenced her studies at Stuartholme.

After graduation from high school Bek participated in a 12 month Rotary Exchange Programme in Brazil. The experience abroad strongly influenced her study and career path. Bek went onto study Business Management with a focus in Marketing and International Business at UQ, and started working with Australian Internships in 2003. Since joining Australian Internships, Bek has moved through a range of different departments and now holds the role of Marketing & Operations Manager and is based in Sydney, Australia.

Rebekah spent two years living and travelling through Latin America and is fluent in Portuguese. She is extremely passionate about education and youth empowerment, and has dedicated many years to either working or volunteering with children. Bek recently got engaged and is in the middle of planning her wedding and relocation to Brisbane with future plans to start a family.

Her inspirational talk was appreciated by both students and parents.

Bek's final advice to the girls was:

"Be empowered to follow your dreams, no matter what they are, listen to your instincts (the gut feeling and the voice deep down), make mistakes, live, laugh, cry, fall down, get back up and try it all over again."

The next Parent Daughter Breakfast for students in Years 7-9 will be on Thursday 25 June.



Yeee-hhhhaaaa...

On Saturday 14 March, from 6pm, our Boarders and Years 7 to 9 families put on their best bush dancing gear, ready for the inaugural Bush Dance.

The Smashing Bumpkins had everyone up and dancing in no time. Thanks to Ben, David, and Tim for their renditions of the heel and toe polka, hokey pokey, nutbush, drongo, stockyard and strip the willow, to name just a few.

A special thank you to the kitchen staff who served a beautiful carvery diner. It was great to see a few of them also get involved in a dance or two!

For more information about the Smashing Bumpkins visit <https://www.facebook.com/thesmashingbumpkins>



MY STUARTHOLME STORY – PIP COORE

Our Stuartholme Alumnae are very important to our community and we love it when they let us know what they are doing.

Recently, we heard from Pip Coore, who graduated in 2006. Pip is now studying for a Master of Studies in Legal Research at Oxford University, United Kingdom. Here is her story.

1. WHAT ARE SOME YOUR LIFE HIGHLIGHTS SINCE LEAVING STUARTHOLME SCHOOL?

My most recent 'life highlight' since leaving Stuartholme was being accepted to study my Master of Studies (MSt) in Legal Research at Oxford University which I commenced in September 2014. My desire to study at Oxford began at an early age when I discovered my great grandfather studied there. It is a dream come true for me to be studying at Oxford and I am loving every minute of it!

After I graduated from Stuartholme, I completed a Bachelor of Journalism and a Bachelor of Communication from the University of Queensland. I then went on to complete my Bachelor of Laws (Hons) from Queensland University of Technology (QUT) and commenced my Masters of Law at QUT. In 2013, I was invited to be a Visiting Junior Academic to Oxford University where my research concerned the difficulties older persons face in obtaining protection against financial elder abuse under the guardianship regime in Queensland. Another highlight during this time was being invited to present my research to the Medical Law and Ethics Discussion Group at Oxford, which was an amazing experience. I then returned to Brisbane to commence my graduation position at an international law firm and was admitted as a Solicitor of the Supreme Court of Queensland in September 2014.

2. WHAT WERE THE HIGHLIGHTS OF YOUR STUARTHOLME EXPERIENCE?

I will always remember the wonderful time I had while playing tennis for Stuartholme. The experience of being involved in a team sport like tennis enabled me to make close friendships with girls not only within my year but the wider school community, including parents, teachers and coaches. The stunning city view from the tennis court made early morning training sessions worthwhile and the dreaded stair runs more enjoyable! The many Interhouse competitions such as swimming and athletics carnivals were also a highlight as were the weekly Chapel services in front of our iconic stained glass window.



Oxford Womens AFL Team



Geoffrey Robertson QC with Pip

3. HOW HAS YOUR SCHOOL EXPERIENCE HELPED YOU IN YOUR CAREER/FURTHER STUDY?

My School experience taught me the importance of lifelong education, which is one of the most important core values of Madeleine Sophie Barat. My passion for investigation and further learning has been ignited by my legal scholarship, more recently though my research in my MSt. Having the opportunity to participate in a variety of extra-curricular activities at Stuartholme gave me confidence and strengthened my communication skills, which has been invaluable in my career and my tertiary studies.

4. WHAT SKILLS DID YOU LEARN THAT ARE PROVING PARTICULARLY HELPFUL?

Playing tennis at a competitive level at school taught me the value of teamwork but also developed my ability to work autonomously. I learnt how to be resilient and how to manage time effectively. Participating in a variety of extra-curricular activities at school made me appreciate the importance of maintaining a work/life balance. Since commencing my studies at Oxford I have immersed myself in all aspects of collegiate life. I was fortunate to meet Geoffrey Robertson QC during his recent visit to the Oxford Union and I recently played in the first ever Oxford University Australian Rules Football Club Women's Team.

5. WHAT ADVICE DO YOU HAVE FOR OTHER FAMILIES CONSIDERING STUARTHOLME SCHOOL?

I would highly recommend Stuartholme as it offers students a balanced and well-rounded education. Stuartholme encourages every girl to achieve her individual potential while ensuring the wellbeing of all students. The mixture of boarding and day school allows students to make life-long friends both from regional and international locations. It has nearly been 10 years since I graduated from Stuartholme and I am still in regular contact with my friendship group. Since moving to Oxford, I am amazed at how many Stuartholme girls are living in the UK. I have had a number of friends visit me in Oxford and I am very fortunate to have a Stuartholme support network on the other side of the world.

We would love to hear from more of our Alumnae, to share your story, go to <https://www.stuartholme.com/community-and-alumnae/alumnae/our-alumnae-success-stories/tell-us-your-story/>

GIVIT



What do you do with your unwanted furniture? What about a bike you bought with good intentions to start cycling but gave up after a week?

Australia is the land of the plenty, yet for so many that is not their reality.

Juliette Wright (Class of 1990) found this out when she tried to give away baby clothes following the birth of her second child in 2008.

"Trying to give away our baby clothes gave me huge insight into the gap we had in Australia to give directly to those in need," Juliette said.

"It was impossible to ring around to the thousands of charities which exist to find out who needed baby clothes. I wanted to make giving simple and easy and what better way to do this than online."

Within six months, Juliette had set up a website and recruited 15 charities to request items. After launching the website to her friends on Facebook, the first items were donated and the great need for these items became quickly evident.

A donated bike enabled a single mother to get to work and a donated microwave heated meals for a man who had recently lost his wife and was unable to cook. Soon donors were lining up to give and charities were lining up to receive.

Within a few weeks more than 80 charities were requesting items and GIVIT quickly turned into a national network, connecting thousands of Australians wanting to support hundreds of charities.

Many Australians need the support of others - there are currently more than 105,000 people homeless in Australia (Australian Bureau of Statistics Census of Housing and Population 2011) and

2,265,000 people living below the poverty line (Australian Council of Social Service Poverty Report 2013).

As Stuartholme begins our 95th year, our 2015 Goal is 'Building Community as a Christian Value'. The work Juliette has done with GIVIT is an inspiration to us.

Driven, inspired, connected and relentlessly ambitious, Juliette has also recently launched her 'new baby' - GIVIT Kids, an online portal providing a fun and safe way for children to give new or pre-loved belongings to meet the urgent material needs of Australian families and children.

GIVIT Kids aims to engage youths in giving and help develop a philanthropic culture in young Australians. The unique, fun and interactive website www.givitkids.org.au empowers children to support others by safely and anonymously giving to impoverished, isolated and marginalised members of their local community.

Why not take a look around your house and see if you have an item that could make a difference in someone's life.

Thank you to Juliette for allowing us to share her story. If you would like to give, please go to www.givit.org.au

Juliette was named
Australia's 2015 Local Hero.

ECONOMICS OPENS UNEXPECTED DOORS

After being introduced to economics at the age of 14 while at Stuartholme, Dr Abby Kamalakanthan (class of 1998) fell in love with the field. This love has led Abby to become a highly respected Economist, author and commentator on Health Economics issues.

"I found Economics to be both intuitive and diverse and I knew straight away that my future career direction would have to include it," said Abby.

"Stuartholme, and especially Mr Michael Elliott, played a major role in cultivating my love of Economics."

After graduating from Stuartholme, Abby undertook a Bachelor of Economics and Bachelor of Business Management (Information Systems) dual degree at The University of Queensland (UQ).

"During my undergraduate degree, I completed various work experience stints at Government agencies which proved to be highly valuable experience."

After completing her degree, Abby then went on to complete a Master of International Economics and Finance at UQ, graduating in 2004.

"While undertaking my Masters degree I juggled two jobs, working at the Brisbane City Council as a Systems Analyst and as an Economics Tutor at UQ. Suffice to say I had to learn to manage my time wisely during this intense period!

"My Masters degree also introduced me to the world of research, and deciding I wanted to do more of this, I embarked on a PhD in Health Economics (researching the Supply of Doctors in Australia).

"This was quite the journey and while completing my research over several years I also worked as a Health Economics Lecturer at UQ and wrote journal articles and spoke at various national and international conferences," she said.

The hard work paid off and not only was Abby's thesis published into a book but Business Review Weekly (BRW) magazine wrote an article about it.

In 2010 Abby entered the private sector and kick started her consulting career as a Consultant in the Strategic Planning and Advisory team at AECOM. Since then, Abby has worked for PricewaterhouseCoopers – a Big 4 Accounting Firm, a boutique consulting firm in Sydney and is now back in Brisbane working at Grant Thornton Australia as a Manager in their Operational Advisory practice.

"I love my job because Consulting is a unique profession where every day is different and you learn to expect the unexpected!

"I also get to work on a wide variety of large and small projects across a number of different sectors, including the Health sector which I am most passionate about.

"Most importantly, I'm lucky enough to meet and work with great people every day and do a lot of international and national travel which I love and is part of my DNA."

Economics has opened up many unexpected doors for Abby and created amazing opportunities to help her realise her full potential.

"Life is certainly not boring and it is not all about work! I have been supported and encouraged by my wonderful family, friends and mentors along the way, and have had plenty of fun over the last 16 years.

In her spare time, Abby is the current President of the Queensland Branch of the Young Economists (part of the Economic Society of Australia), which takes up most of her spare time.

"We organise events where young Economics and Finance professionals can get together, network and have fun.

"In addition, in my spare time I like to spend time with my family and friends, go to the movies, go to the theatre, visit art galleries, go hiking and to the beach, try out new restaurants, and watch the tennis and cricket.

"I hope my experience inspires many girls at Stuartholme and helps them to believe that nothing is impossible and that girls really can do anything!"



CELEBRATING 95 YEARS OF SACRED HEART EDUCATION



Kathleen McCarthy (Lynch) Stuartholme Alumna, was awarded a Master of Theology with High Distinction for a research thesis on *The Visual Transmission of Tridentine Eucharistic Theology* from the University of Divinity, Melbourne, in 2014. The examiners have recommended that it be published.

REMINISCENCES OF STUARTHOLME IN THE LATER '40'S

Kathleen McCarthy (Class of 1950) used her love of history to create a remarkable career. After leaving Stuartholme, Kathleen completed an Arts Degree at the University of Queensland (UQ), graduating with first-class honours in History and was about to join the Department of Foreign Affairs and Trade when she met and married Brian McCarthy in 1956.

Kathleen had five children and spent the next 11 years homemaking. When her youngest was three years old she was offered a part-time teaching position at Sacré Cœur, Glen Iris in Melbourne. Kathleen remained there for 17 years, holding the positions of Head of History, Curriculum Coordinator and Deputy Principal.

When Kathleen retired in 1985, she started a Bachelor of Theology, and last year received her Masters of Theology from the University of Divinity.

FOLLOWING IS A REMINISCENCE OF STUARTHOLME BY KATHLEEN.

My sister Margaret began at Stuartholme in 1945 when the school re-opened following the exit of the United States Army's occupation of the school as the 42nd General Hospital for the US Army during World War II. I joined her the following year. In 1946, right through to my leaving at the end of 1950 there was still ample evidence of that occupation. The operating theatre (the 'new wing') with its concrete floor and peep-hole window door became the bedroom I shared with my sister, and in my last year with Mary Brennan. Below was the Linen Room where on each Tuesday at 10.10am 'Break' we collected our *paquet* (change of clothes for the week), which had obviously been where military ambulances delivered the stretcher cases which could then be wheeled to the large lift, a bonus installed by the army. The camouflaged painted out building with the huge Red Cross painted on its roof became 'Joigny' where the bedrooms were allocated mainly to Boarders who were sisters (on bath nights we walked in our dressing gowns under the stars across to the Main Building); the large white painted outdoor picture screen on the driveway, erected for the patients who could be wheeled onto the balconies for movies, was retained for good use. The highlight at the end of many a 'Holiday' (e.g. Reverend-Mother's Feast) was to sit on the steps under the stars viewing Greer Garson and Walter Pidgeon in 'Pride and Prejudice', or Bing Crosby in 'The Bells of St. Mary's' and 'Going My Way' with Mother Spruson as projectionist.

Evacuation of the School, first to Canungra and then to the Grand Hotel at Southport had severely reduced student numbers but in 1946 or '47 Archbishop Duhig gave us what was celebrated as 'The 100 Holiday', as enrolment now numbered 100. We were all Boarders apart from a very few in the lower classes of the Junior School. We had numbers for marking pigeon holes for sports shoes, and rosters. To this day I can remember the numbers of most of my fellow Boarders. My sister was 24, and I was 26, taking over Mary Shanahan's number who had finished school in 1945, her sister Morna was 25. There were only five of us in 1950 in *Upper First Class* (Year 12) Mary Brennan (85), Mary Byrne (56), Judith Joyce (14) and Annette Walsh (76).

There was much discipline in our daily routine: silence was a big part of that - silence in the Study Room, always in 'ranks' as we moved to Chapel, to classes, to the Dining Room where we waited until the supervising Nun rang the small bell permitting talking. For a wise apologia for discipline in Schools of the Sacred Heart see Janet E. Stuart, *The Society of the Sacred Heart*, where from memory she commented ... "for it is in the small things in life we are made".

At the beginning of a new school year at a formal Assembly with Reverend Mother and the Community and all students wearing gloves, the Mistress General read aloud the "Rule of the Schools of the Society of the Sacred Heart". The students were told "By their fidelity in following this rule, they will form the habit of never shirking a duty, and will acquire the strength of character which will make them truly virtuous women..." One 'Rule' or custom I remember to this day was the section on needlework. I quote:

Needlework is suitable to women of all ages, and of every position. For some it is a necessity, for others an agreeable occupation, for all a duty.

That *duty* begat the tradition on 'Work and Story' when on Saturday nights sitting at our desks in the Study Room we did our mending, darning the holes in our stockings while the Mistress General read us a story. I can still remember some of those books - *Hugh Danner's Diary*, and *The Trapp Family Singers*. As that School Rule stated 'During the time given to needlework there will be reading commented on, which will be a help to interesting conversation.'

I returned to Stuartholme in 1954 as a Resident Mistress teaching History in the Senior School. I still have my mark books from that year and remember each student with affection. Phil Tiernan was in *First Class* (Year 11) and I treasure an email she sent me only a few years ago.... "Have I ever told you that you awakened my life-long love for history in First Class with your fascinating, challenging teaching? It was another 'touch of God' for me, and has always graced my life since."

Looking back now to those times of over 60 years ago I am filled with admiration and gratitude to those rscJ's of my school days. Their workloads were heavy yet meticulous attention to detail and supervision were never sacrificed. One woke to the far off sound of the Community chanting the Divine Office as the dawn broke over the sleeping city below. The sound of the Chapel bell tolling for Mass and Benediction still echoes in my memory. Every child was known and loved. I say now to those Religious that still live and to those who have gone before me, *Deo Gratias*.

After completing a History Honours degree at the University of Queensland, I married Brian McCarthy in Melbourne, in January 1956. We have five lovely children (my three daughters all went to Sacré Cœur) and thirteen grandchildren and three great grand-children.

Kathleen McCarthy (Lynch) Stuartholme 1946-1950

STAY IN TOUCH



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





London Restaurateur and Author

She went to Stuartholme

Empowered to be the best she can be.

Shelagh Ryan



Discover Shelagh's story www.stuartholme.com

STUARTHOLME SCHOOL

BIRTHS, DEATHS & MARRIAGES

Weddings

7 February Kate Barry (Class of 2005) and Damian Vanthoff

Deaths

8 February Sandy Maynes who passed away peacefully with her husband Onus by her side. Sandy was a much loved staff member at Stuartholme for 19 years. She leaves behind her husband and children Dougal, Stephanie, Campbell and Rebecca.



Left to right: Hannah Wilson, Maddie Powell, Erin Glass, Emily Barry, Kate and Damian Vanthoff, Nathan Van Den Broek, Damien Szwaja, Jarrod Kemperman and Tom Van Diemen.



STUARTHOLME SCHOOL

Birdwood Terrace
Toowong Qld 4066 Australia

T: +61 7 3369 5466
E: admin@stuartholme.com
www.stuartholme.com

Provider No: CRICOS 00524E