

# cor unum

Stuartholme School

Summer Edition 2016



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

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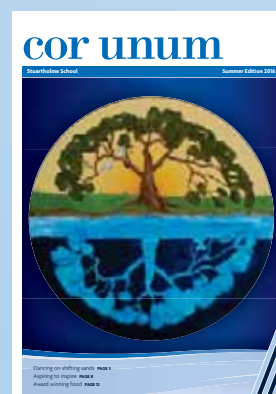
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## DISCLAIMER

The Cor Unum 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

**We have recently farewelled our Graduates of 2016 at a beautiful Valedictory on Thursday 17 November and at a whole school Assembly on Friday 18 November.**

In her speech to the School, our Year 12 Cor Unum Head, Jane MacDonald, wrote her reflections on how the Goals of a Sacred Heart Education are a strong foundation on which to build young women of profound integrity. Coincidentally, her speech paralleled my own reflection in my Valedictory address. In the true nature of the Sacred Heart, Jane and I found our own meaning and interpretation of our values. Consequently, I thought it would be interesting to compare and contrast a graduate's interpretation to an older woman's perspective.

Jane's interpretation: 'The education of a personal and active faith' has shown to be continually relevant in our world, together and individually. We have been taught that here and out there we are never alone, that we carry with us the spirit of Cor Unum, and that we are loved. We understand faith at a deeper level, where we appreciate the existence of divinity in every corner of life, in every corner here at Stuartholme.

My observations are that Stuartholme's liturgical life is engaging, contemporary in relevance and challenging the norms of popular culture, lifting our girls' focus from their needs to others. Each Stuartholme girl is asked to reflect on what is in her heart, what is her core value and on what value will she build her own personal integrity.

Jane's view: 'To be educated to a deep respect for intellectual values' means our teachers are aware that we are leaders of the future and we will be game changers, and they prepare us for this. To have someone who genuinely believes in you is an incredibly powerful and profound experience. So to our teachers, on behalf of Stuartholme, thank you for believing in us. Thank you for enlightening our minds. Thank you for sharing your wisdom. Thank you for respecting us, and thank you for guiding us.

My focus was to look at the diversity of our talents and gifts. At Stuartholme we individualise our programs so each girl can explore their love of learning and to identify what truly gives them deep joy. They develop and polish their passion, skills and knowledge. I emphasised the need to prioritise emotional intelligence above all other forms of intelligence. Relating well to others is in greater demand than any other form of intelligence.

Jane's insight about how 'To build a community' is sharing a common ground of common attitudes, beliefs and values and it is the selflessness of giving yourself. Those attitudes and values are something we have at Stuartholme, where with love, selflessness, strength and encouragement we have the determination to travel far and get over the finish line together.

I mimicked Jane's reflection asking our graduates to reflect on whether in every situation, both professional and/or personal, do they enhance the situation? Do they leave a place in a better condition than when they found it?

Jane's favourite goal is 'To educate to a social awareness that impels to action'. Jane is a powerful advocate for social change. She truly believes in the power of women, and it is with that awareness and belief she challenges us to lead a life of selfless action, advocating for justice and the promotion of equality to lead positive change across the globe.

While Jane's focus is in our global community, my focus is in our everyday interactions. How will young women ensure everyone is safe in their professional and personal contexts? Will our girls stand up for the 'underdog' at work or in their social group? Will they break through the glass ceilings? Will they dedicate themselves to careers that improve others' context?

Our final goal: 'Personal growth in an atmosphere of wise freedom'.

Mother Janet Erskine Stuart:

*"our education is not meant to turn the children out small and finished, but seriously begun on a wide-basis."*

Jane's wisdom: Stuartholme is built on the value of allowing individuals to find their purpose and flourish through an atmosphere tailored to your own personality. This atmosphere is one characterised by intelligence, passion and knowledge, with so many aspects to discover, learn and guide us. And, undeniably, through this atmosphere each of us have grown immensely and we are 'seriously begun'.

My emphasis was on their responsibility for their own personal growth as they stride into their world. Personal growth is never ending and is constant. Self-reflection and self-awareness ensures you will always be enabled to grow. Our graduates have more freedom at this time than ever before. They live in a time and place where they can challenge anything that hinders their growth. Their freedom will only be limited by their lack of effort or lack of emotional intelligence. Our graduates have been taught to think, to discern. We have deeply formed them to have a personal integrity built on the Christian commandment of "be good to others". It is now our graduates' responsibility to be self-reflective, hardworking and to relate well to others. They are seriously begun....

**Kristen Sharpe**  
Principal

**Jane MacDonald**  
Cor Unum Head 2016

## INTRODUCING OUR NEW Commercial Director



...I could combine my financial and commercial skill set and work in an organisation where I was contributing to something meaningful...

### In early November Stuartholme School welcomed Laura Jones to the role of Commercial Director.

Laura will oversee the 'business' side of the school, from finance to marketing as well as managing the upcoming construction work.

Laura comes to Stuartholme from Coca-Cola South Pacific where she was Head of Revenue Growth.

"In my last role, I was part of the Commercial Leadership Team, which was responsible for building, influencing and leading long-term strategy.

Prior to this, Laura was Commercial Finance Manager with a fast moving consumer goods company.

"In my previous roles I worked in Papua New Guinea and the Solomon Islands to improve finance and business processes, as well as audit management."

Laura's career path has always been to be the CEO of a multi-national organisation, however with only two promotions standing in her way, Laura reevaluated her decision.

"I had never questioned my career path up until a couple of months ago, I had just followed opportunities and promotions as they came by without realising that I could combine my financial and commercial skill set and work in an organisation where I was contributing to something meaningful and special in the world," she said.

Stuartholme is Laura's first time in the Education sector and she is excited to be able to combine her financial and commercial skills with one of her passions, female leadership.

"My passion for female leadership started when I was in my final years of high school, I started the first ever all-girls BMX coaching clinics in Australia."

Since then, Laura has participated in female mentoring programs and in 2016, was a nominee for the Zonta Prize for the most outstanding female graduate in the Master's degree of Business Administration (MBA) at University of Technology, Sydney.

"I'm very excited to be working at a leading Brisbane girls' school where my work and values align so well."

# Dancing on shifting sands

**‘Dancing on shifting sands’: the challenge of reshaping learning and teaching from an Industrial Age model to a Knowledge Age curriculum.**

*To bring about curriculum change required for reinventing schooling for the future requires ‘the flexibility grace and balance necessary when everything seems to be changing at once, to say nothing of artistry, passion and commitment’.* (Degenhardt, L & Duignan, 2004)

The challenge for schools in Australia requires a paradigm shift to counter Industrial Age systems of education and move towards a Knowledge Age system of education. Interestingly, this important change is not fully supported by the structural and organisational system governments have put into place to ‘churn out students’ studying discreet subjects. This system rarely measures interdependency, cooperative learning or ‘knowledge as needed’ skills required to succeed in the globalised world of the 21st century. In Queensland secondary schooling, the Industrial Age system emphasises measurement within discreet subjects, and the skills testing regime associated with NAPLAN and Queensland Core Skills (QCS) testing which has posed significant challenges to teaching and learning for the 21st century.

While schools and teachers acknowledge the urgent need for transformative education necessary for a knowledge age, that is a learner centred, collaborative, interdependent and focussed on flexible and creative problem solving skills (Cheng, 2000, p. 25), the lived experience is one of testing regimes and school accountability that fits comfortably within an industrial age system of education. Our challenge, therefore, is to bring about transformative change to empower and enable students to think creatively, flexibly, collaboratively and to be able to access and use knowledge to develop and apply skills in a global world and a future that we cannot predict.

Educational Literature (Senge, M., 2000) (Delitt, 2001) (Beare, 2001) identified the need to challenge the Industrial system of education. This system is characterised by production line processing of students and their learning, based upon age rather than acquired learning. The students are churned out products of education tested and measured to ensure they meet the standards required to participate in the work place. Like a factory line, faulty products – students - who could not learn at the appropriate speed were identified as defective.

The Industrial Age assumptions of learning as identified by Senge has come under considerable scrutiny in the late 20th century and 21st century thinking, focusing on a shift from teacher input, subject specific learning to a focus on creative problem solving, flexible thinking and collaboration. The 21st century learner will need to think ‘outside the square’, working and living in a global community of proactive, life-long learners who will be able to work interdependently and collaboratively in a technically sophisticated information rich environment. (Beare, 2001, pp. 18-20). Senge’s position that ‘*by continuing to prop up the Industrial Age concept of schools through teacher-centred instruction, learning as memorisation, and extrinsic control we are preparing students for a world that is ceasing to exist*’.

Senge (2000, p. 52) challenges schooling systems to transform schools into ‘living systems that focus on relationships, not things’. While the Commonwealth Government ‘Building the educational revolution’ and ‘one to one’ computer programs have assisted schools to build infrastructure such as open classroom spaces, wireless connectivity to deliver an interconnected, global and knowledge rich information and communication learning environments, school systems have not kept up with the evolving knowledge age. External high stakes testing, on the whole, fails to acknowledge

many of the skills associated with the technical revolution associated with advanced computing and communication (Brock, 2010, p. 13).

Throughout Australian secondary schooling systems, students memorise information and practice testing undertaken in a pen and paper format that is graded and scaled, failing to take into account individual learning needs and learning styles, and finally assigns a number that ranks students; in essence maintaining the deficit industrial production line. While educational research (Delitt, 2001, pp. 6-7) acknowledges the need to explore brain function, gender differences in pedagogy (Degenhardt, L., & Duignan, P., 2010, p. 15), the relationship between individual and collaborative learning, efficacy of age commonality and ability groupings, school systems have not adequately provided funding or structures to focus on the individual as central to the education of adolescents.

The current review of Queensland curriculum in secondary schooling sadly fails to adequately prepare students for a 21st Century education, with the return to external assessment that cannot in its current form meet the needs of the ‘*knowledge age*’ model. This is not to say that schools are complacent. Our teaching instruction has incorporated digital pedagogies, however, this has been frustrating and sometimes stressful for educators unfamiliar with the technology and unsure how to integrate technologies to empower students to take responsibility for their learning and develop and apply creative problem solving skills (DEST: Commonwealth department of Education, 2003, pp. 15-16).

The Stuartholme School 2020 strategic intent identifies key areas for school policy that acknowledges the importance of a global society that is literate, numerate, socially competent, comfortable and skilled in any medium of communication. Our key focus and challenge is to provide our students with a life-long, student centred, flexible, individualised, culturally sensitive, inclusive learning environment that values the individual and embraces the holistic education of Intellect and the heart.

Stuartholme’s *Teaching and Learning Framework* addresses the need for students to be independent thinkers unafraid of the unknown and comfortable with the fact that failure is an important aspect of success. The curriculum supported by passionate teachers instils and ensures that students are engaged in learning, skilled and comfortable in problem solving, logical and concise communication, metacognition and reflection. Our teaching practice ensures that our students are prepared intellectually and spiritually and are imbued with confidence and ability to bring to the world beyond school a commitment to ethics, integrity and empathy, and are comfortable in generating thoughtful, insightful productive conversations.

Clearly, the Industrial age system that served past generations is obsolete, as the 21st century learner will live in a knowledge saturated environment which is less about basic skills, to sustain society and more about entrepreneurial skills. The learner of the 21st century is mobile, skills-hungry, multi-skilled, increasingly expert, expecting to learn and apply their learning in actual situations (Delitt, 2001, p. 5). The knowledge age learner of the 21st century is adept at finding information that is purposeful, and thus the educational system will need to transform into a system that embraces interconnectivity, shared and collaborative learning, and the tools and skills to search for and access ‘just in time knowledge’. (Delitt, 2001, p. 5)

**Ken Turnbull**

Deputy Principal, Learning





Spruson Wing



1991 R Carroll, J Spruson, R Bedford



Sr Spruson



1991 building Spruson

# Spruson Building

**In the last edition of Cor Unum we talked about the renaming of the Main Building to Renard, after Mother Renard. This followed a history of naming buildings, rooms and dormitories after Saints and Sisters.**

Spruson is our other building named after an rscJ Sister, in fact, Spruson was named after two Sisters. As with so many of the women who opened Stuarthome School, these Sisters demonstrated courage, intellect and most of all, a desire to constantly learn and teach.

Clare Spruson rscJ was born in 1876 and attended Kincoppal Rose Bay as a Boarder. Records reflect her as being a lively, intelligent, gracious student, loved by all.

When she left school she became the centre of her family, devoting herself to helping in addition to looking after the parish church. Clare often prayed before the Blessed Sacrament when there was no one else there.

After the death of her parents, Clare stayed at home and looked after her brother and two sisters, she found it difficult to make the decision to leave her family and enter the convent.

In September 1909, Clare finally decided to enter the Society at Roehampton when Janet Stuart was the Superior of the community. She made her Vows there in 1911 and stayed on to do her teacher training. After teaching Years 8 and 9 in Rose Bay for a few years, Clare went off for her final profession where she assisted the Director of Novices with the care of the young women in training.

In 1917 she travelled to Rome for her Final Profession and, according to her niece, Joan Spruson, had to return via Portugal for safe passage to Australia. On the way, according to Joan, she was attacked on the train and ended up having to stay in Spain for a year in the houses at Barcelona, Sarria and Bilbao. The formal report on her life says that she had a 'strange illness' during her travels. In 1920 she was sent to Stuartholme to be Principal (of 12 students!). It is clear that her health was not good but she was described as happy, charming and generous.

Much is written about how holy and prayerful she was. When she was ill, Archbishop Duhig often visited her, he admired her and was struck by her saintliness and spoke of this to her superiors. Her only brother made a trip from Sydney by train to bring to her a crucifix that all the members of her family had held when they were dying. He asked if her remains could be returned to Sydney to be interred in the convent cemetery at Rose Bay. It was during this time that Mother Renard was also ill so Reverend Mother Salmon came up to Brisbane to comfort the members of the community.

In 1921, Sister Spruson died at Stuartholme but was buried at Rose Bay at the request of her family.

Joan Spruson rscJ, as mentioned, was Clare's niece. Joan entered at Rose Bay in 1939 and took her First Vows in 1942 and her Profession in 1948.

Joan held a Bachelor of Science (Honours) and was at Stuartholme from 1948 to 1972. While at Stuartholme, Joan shared her passion for science with the students.

As a Sacred Heart educator, Joan was always looking ahead. In our archives is a press clipping showing Sister Joan at the Queensland Institute of Technology's (QIT) electronics summer school. Sister Joan was quoted as saying she was not doing the course so much because girls were interested in electronics, but "These days you just can't keep ahead of the students unless you know much more about the subject and can teach with confidence".

It is no wonder Stuartholme wanted to remember her and her aunt by naming the new Science building after them.

Stuartholme was honoured to have Joan attend the opening of Spruson Building.

# New Roles

**A key outcome of our Curriculum Department is to ensure our students have high-quality, well-considered, challenging units of work that develop their skills and understanding.**

In response to this, two new roles have been created, Senior Studies Director and Junior Studies Director. We are pleased to announce Shannon Lacey has been appointed to the role in the Senior School and Michael Elliott to the role in the Junior School.

Both Shannon and Michael will provide support to the Curriculum Office in the areas of QCAA (Queensland Curriculum and Assessment Authority) compliance, assessment development and management, curriculum design and delivery, and ensuring that pedagogical practice throughout the School is intellectually challenging so every student can experience learning opportunities at the highest possible standard.

In the Senior School, Shannon's role was also created with a view to the future.

"Given the new External Senior Assessment Program being rolled out in 2019, my role will encompass overseeing design and delivery of units in this new phase of Queensland Senior education," Shannon explained.

Stuartholme is committed to ensuring all members of the Learning Teams are aware of, and compliant with, all QCAA and Australian Curriculum, Assessment and Reporting Authority (ACARA) requirements in regard to course specifications, mandatory hours, assessment tasks, assessment criteria and accurate record keeping.

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**The Senior School and Junior School roles have a strong connection to ensure there is an understanding of teaching and learning in both areas.**

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In addition to compliance, these roles will manage both recording and tracking individual student's academic progress across all faculties. This will be done in collaboration with the Deputy Principal Learning, utilising TrackOne learning analytics.

"These roles will also ensure a strong and smooth transition into the new external assessment program"

"This transition is a high priority for us, our planning always puts the students' welfare at the heart of what we do," Shannon said.

The Senior School and Junior School roles have a strong connection to ensure there is an understanding of teaching and learning in both areas.

In the Junior School, Michael is working to develop and model a common language about teaching and learning which reflects Stuartholme's school-wide pedagogy. When we talk about pedagogy, we are referring to a set of principles that underlie our classroom practices.



*Shannon Lacey (left) and Michael Elliott.*

"Over the last few years, we developed a school-wide pedagogy, so one of my roles will be to work with teachers to develop and implement those principles across the school," Michael said.

This will also involve working closely with the Deputy Principal-Learning and the Leaders of Learning team to develop, maintain and model quality learning and teaching practice to ensure our pedagogical practices throughout the School are authoritative and informed by research and evidence, intellectually challenging, support diverse learning styles and are appropriate to the interests and developmental stages of the students.

"The reason behind our work is to ensure each student experiences learning opportunities at the highest possible standard," Michael said.

The Junior School educates over 300 individual students, which means success could have 300 definitions.

"Regardless of where a student sits academically, we want that student to grow and progress.

"In my role, I will be focussing on further developing more consistent ways of working in the classroom to reflect both a consideration of our context here at Stuartholme as well as the best available research about effective teaching and learning," explained Michael.

TrackOne will also play a vital role in the Junior School as a way to track a student's progress through each year level.

"We use TrackOne for not only mapping progress, but also to provide feedback on how to improve for both students and teachers.

"Stuartholme has always been committed to educating the individual child and both Shannon and I are excited to be in roles where we can further enhance this commitment."





Back row: Mathilda Saunders, Georgie Wilkinson, Marina Bishop, Holly Wilkinson  
Front row: Skye Ebertson, Hana Barretto, Anna Wilson

## Using the opportunities you are offered

*Cultivate the wish to learn, rather than the wish to be taught. Be determined to “pick up” and do not wait for the Professor and the pedagogical devices of his or her craft...Do not think that lessons will do it, if you wait for lessons you will wait a life-time...If we wait to be taught, we shall never learn. Janet Erskine Stuart*

This quote by Janet Erskine Stuart is not only still relevant in 2016, it is still at the heart of how we educate at Stuartholme. Our goal is for our students to develop a love of learning, that leads them to discover more so they can grow into the very best person they can be. We recently interviewed some students who have taken the opportunities presented to them, and achieved some truly wonderful results.



### MARINA BISHOP, YEAR 11

Year 11 student Marina Bishop recently won two writing competitions, Future Leaders Writing Prize and the University of Southern Queensland Get Writing Prize.

A passionate advocate for Social Justice, Marina uses her writing as a way to share her views with the wider community and hopefully provide a viewpoint to inspire others.

"I enjoy writing, and it is something that I'd like to do when I finish school," Marina said.

"Entering writing competitions not only helps improve my writing, it gives me the platform to share my opinions and hopefully make a difference.

"I think Stuartholme gives you opportunities that not every girl is offered, and I want to make the most of them. The teachers encourage us to enter competitions as a way to extend, and I'm really grateful to them for that."

### SKYE EBERTSON, YEAR 12

Born with very mild cerebral palsy, Skye Ebertson, Year 12, has never let her condition get in her way. In fact, Skye considers herself lucky that she can help young children with disabilities to see what they can do, rather than what they can't.

"I recently helped out with Sony Camp and it was an experience I will never forget!

"It was wonderful to see the bonds created between the campers and their companions, and I really enjoyed knowing I was helping these kids and their parents, if only for a few days.

"Stuartholme provides so many opportunities outside of the classroom for students to volunteer, such as Orange Sky Laundry, Rosie's Street Vans and Sony Camp to name a few. It really helped to add another dimension to my education."

After graduating, Skye hopes to continue helping others with a career as a Social Worker.

### ANNA WILSON, YEAR 8

Anna Wilson may only be in Year 8, but she is already a very talented artist. Anna can remember being interested in art from a young age, even before she started school she was drawing and painting.

"For me, art is my way of expressing myself. I sometimes don't have the words when I'm put on the spot and I can have issues saying what I'm feeling, so art is my way to communicate."

After leaving Stuartholme briefly to concentrate on her art, Anna is now back and enjoying the small school community.

"I like the fact that Stuartholme is a small school. The teachers can really get to know you and I've found them to be very open to ideas which makes learning interesting."

"I'm looking forward to doing more Art next year, but I'm also looking forward to exploring more subjects. The academic side is just as important to me as my art is, and I like being challenged in the classroom."

### GEORGIE AND HOLLY WILKINSON, YEAR 12

As young children, Georgie and Holly both started playing a musical instrument at Primary School.

When they came to Stuartholme in Year 8 they both took the opportunity of private music lessons with one of the School's music tutors.

"Music is very much encouraged at Stuartholme, and there are plenty of opportunities to join a choir, band or ensemble," Holly said.

Georgie found the private lessons were a great way to improve faster than being in a bigger class.

"Music does require discipline, you need to practice if you want to improve, but once you do get better you can join one of the bands which is so much fun!"

"Studying music also helps you to learn to juggle rehearsal times and school work, it makes you more disciplined with your time."

Georgie and Holly are in the School's Concert Band, Holly on clarinet and Georgie on saxophone. Georgie also plays in the Jazz Band.

"We have both loved being part of the School bands, it's a really fun way to perform, rather than just being a soloist."

Although the girls don't plan on studying music at University, they will have a life-long love of music.

"We are very grateful for the opportunity to study music, it certainly enriched our time at Stuartholme."

### MATHILDA SAUNDERS, YEAR 12

As a naturally curious child, Mathilda Saunders, Year 12, entered Stuartholme in Year 8 with a basic understanding of science.

"I had done one year of science in Year 7, but at that age, I was definitely more interested in music," she said.

Over the next couple of years, Mathilda's interest in science grew and it is now her number one passion.

"I do biology, chemistry and physics and I really enjoy them all."

This passion for science was encouraged by her teachers who suggested she attend the National Youth Science Forum in Canberra last January.

"I was thrilled to be offered the opportunity to be part of the National Youth Science Forum, it was an incredible experience."

From there, Mathilda applied to be part of the International Youth Science Forum in London. She was accepted, and recently spent two weeks in London learning about science from some of the world's leading scientists.

"The International Forum was an incredible experience; we listened to lectures and got hands-on with experiments, plus had time to explore the museums and galleries in London.

"I am so grateful to my teachers for encouraging me to take these opportunities, I am even more passionate about a career in science now."

### HANA BARRETTO, YEAR 11

Hana Barretto, Year 11 has one piece of advice, "You will never know if you'll enjoy a sport until you try it."

When Hana came to Stuartholme in Year 8, she brought with her a love of sport.

"When I came, I signed up for athletics and netball, it was a great way to make new friends and be involved."

Hana proved to be very talented on the netball court and was quickly selected for the Western Districts Representative team.

By Year 9, Hana was selected in the School's open team and enjoyed learning new skills from the senior players.

"I also decided to try touch football, which is a great sport. We play on Thursday nights and it's a really fun social game."

Following her own advice, Hana has also put her hand up to play water polo, basketball, soccer and just about every athletics event on offer.

"Just like anything, with training and practice, anyone can improve at a sport. But to me sport is more than that, it's a great way to make new friends and form bonds with your team mates.

"If you are thinking of taking up a sport, do it! You have so many opportunities at Stuartholme."



## Aspiring to inspire

**'Aspire to inspire life-long health and wellness', this is the vision of the Stuartholme Health and Physical Education Department.**

Like any good vision statement, this one clearly describes the department's purpose, it articulates the values and gives direction for staff behaviour.

It's fair to say we're more used to seeing vision statements on a company's boardroom wall than in an HPE Department, but when you look at the depth of the current HPE curriculum you can see why this guiding statement is so important.

HPE is not just about sport, or physical health. HPE is a fully holistic curriculum that equally looks at the human body from the inside out, including emotional resilience, mental health, anatomy, exercise science, public health and social work to name a few.

The HPE staff, under the leadership of Geraldine Ebbrell, are passionate about health and have developed a curriculum that sets students up for life-long health and wellness.

"The biggest myth about HPE is that it's just about sport," Geraldine said.

"At one time, many years ago, that may have been the case, but the curriculum has progressed way beyond that and I don't think people realise exactly what it incorporates."

More recently, HPE is a subject that retracts from the increasingly complex and sedentary changes as a result of technology and media to teach students to not only cope with life's challenges but also to flourish as healthy, safe and active citizens in the 21st century. Movement is at the core of HPE, where it is a powerful

medium for learning through which students can practice and refine personal, behavioural, social and cognitive skills. For Year 7 students, their introduction to HPE looks at emotional resilience.

"Transitioning from Year 6 at Primary School, to Year 7 at High School can be very stressful," Geraldine explained.

"We educate the students on what being emotionally resilient means and give them skills and strategies to help them cope."

As the Year 7 cohort are getting to know one another, the staff get them moving with modified games, designed to get the students working together and making new friends.

Before the full school Swimming Carnival, the Year 7 students also take part in 'Swimfest', which is a fun way to get students into the water.

"We don't want the Year 7 students to feel overwhelmed at the Swimming Carnival, so Swimfest is a great way to get them to participate. It's also a really fun carnival with wipe out balls which everyone enjoys."

Year 8 is about minimising harm, and during the year the students look at a wide range of topics including cyber bullying and how to protect yourself online, to physical health and the importance of staying fit and healthy through participation in various physical activities from competitive to recreational.

"For our practical work, we get the students involved in an 'amazing race', which has them running all over the school."





*Hannah Robinson, Mikeely Roberts, Fiona Mackie, Fiona Day and Geraldine Ebbrell.*

By Year 9, the curriculum looks more deeply into fitness and wellness. "In Year 9 the students have a strong foundation of mental and physical wellness, so we can explore topics such as food and nutrition and the benefits of healthy food and exercise in far more detail."

"As part of mental and physical wellness we look at topics around body image, peer pressure and self-esteem.

"There is an excellent program by Dove called the Confident Me Program. This really resonates with the students as they look at appearance ideals, media messages, comparisons and body talk."

For their physical task, the students partake in a synchronised swimming unit. This unit is undertaken because, along with many other female sports, this is one that is always criticised for being a part of the Olympic Games.

"We like to show the girls that it takes as much stamina, strength and co-ordination as other aquatic activities to perfect. It is also a great way to practice working together, and as part of a team. The girls don't realise it, but they spend the entire lesson treading water and for some classes that can be up to 90 minutes," Geraldine explained.

Year 10 is the last year students must take HPE as a subject, so the team work very hard to ensure the students are prepared to manage their own health and wellness should they decide not to take a HPE subject in Years 11 and 12.

"In Year 10, we get the students to analyse their own health, and that includes their physical, social and emotional health.

"They do this by keeping a health diary where they can talk about how they are currently looking after themselves and how making small changes to improve their overall health."

As part of the curriculum, all Year 10 students undertake training to receive their First Aid certificate.

"Health and wellness is also about having fun, so to finish the year, we look at lifestyle activities that you can do as part of daily living."

As a subject choice in Years 11 and 12, students can either do PE, which looks at both practical and theory, or Health, which has no practical aspect.

"Students choose to continue with PE or Health, not only because they have an interest in the subject, but because they are looking at a range of careers that PE or Health can help them with, such as nursing, paramedics, nutrition, dietitian or physiotherapy to name a few."

Senior Health also looks at societal trends including diabetes, heart disease and mental health. Students are taught strategies to help with anxiety and stress and how to control their expectations.

"Our vision is very clear, we want health to be the cornerstone of each student's life, in 10, 20, 30 years and more, we want them to be actively participating in their own health."



# With passion and compassion

Justice, Peace and the Integrity of Creation (JPIC) is one of the Religious of the Sacred Heart's international priorities. At the rscJ's General Chapter in 2008, they stated *"From our contemplation of the Pierced Heart of Jesus in the heart of wounded humanity flows the desire to commit ourselves with greater passion and compassion to justice, peace and integrity of creation."*

At Stuartholme, JPIC is an advocacy group made up of like-minded girls from all year levels who meet to learn about, discuss and inspire action against social injustices in our local, national and international community.

In 2016, JPIC focused on the injustices associated with the production of goods, particularly the fashion industry. To ensure the students make informed judgements about the course of action they choose, the first stage of JPIC's work is to educate themselves about the issue. In researching this topic, the members learnt some key facts, such as one cotton T-shirt requires 3000 litres of water; that every two years it takes a whole Mediterranean Sea to dye the clothes we wear, that there are presently 14.2 million people in forced labour exploitation and 168 million child labourers scattered across the global economy, many of whom are forced to work in the farms and factories that feed the clothing industry, and that 20% of global production waste comes from the textile and clothing sectors.

To inform the community about these statistics and provide them with opportunities to take action, the JPIC group held two 'Stu-Case-Rummage' events. This saw the Stuartholme community donate hundreds of items of clothing to be recycled and reused, and allowed the group to promote the 'Good on You' app, which advises customers how ethically sound different brands are.

To finish the year, the JPIC group promoted ethical Christmas gift ideas such as cards from the Terrace Timor Network and gifts from The Trading Circle at Paddington. It is heartening to see our future leaders taking the time to learn about an issue, make an informed decision about the appropriate action and implement it. They are living out the rscJ's message to be women who commit themselves with passion and compassion to those in need.

**Sarah Daff**  
Director of Mission







# Holocaust Studies Program

During last year's Christmas holidays (2015/2016), Alexandra Cashin, Leader of Learning – Religious Education was awarded a scholarship to attend the annual Gandel Holocaust Studies Program for Australian Educators. This year during the Christmas break (2016/2017), Sarah Porchak, English and Study of Religion Teacher will attend the same program.

The Gandel Holocaust Studies Program for Australian Educators is a long-term professional development program aimed at training a cadre of expert Holocaust educators who are active throughout Australia.

"The objective of the Gandel Holocaust Studies Program is to form an active and organised network of Australian educators who are committed to teaching about the Holocaust and its universal implication in an interdisciplinary and age-appropriate approach," Alexandra explained.

"The Program begins with a prerequisite online course that provides historical background on pre-war Jewish history.

"Each participant is required to take this course prior to the teacher-training seminar at Yad Vashem's International School for Holocaust Studies in Jerusalem," she said.

The second stage of the program is a challenging and intensive teacher training seminar at Yad Vashem's International School for Holocaust Studies in Jerusalem, Israel. Participants take part in a variety of lectures, workshops, discussions and hear personal testimonies from Holocaust survivors during the program in Israel.

The Gandel Scholarship covers all aspects of the program including the professional development, airfares, accommodation and food and in return participants complete an educational project based on what they learnt and deliver it to their school community.

Alexandra said that since completing the program she has constructed a new unit for the Year 11 Study of Religion students on Antisemitism which they completed in Term 3 this year.



## JOHN AND PAULINE GANDEL

In 1978 John and Pauline Gandel established their first philanthropic entity as a vehicle for charitable giving. Today the entity is called Gandel Philanthropic and is one of Australia's largest independent philanthropic funds.

The Gandel Holocaust Studies Program for Australian Educators is in its eighth year. The Director of the Jewish World and International Seminars for Educators at the International School for Holocaust Studies, Ephraim Kaye and his team work together each year to provide a world class Holocaust education program for the Australian teachers selected for this program.



# Award winning food

Stuartholme's caterers, Compass Group (Chartwells) were recognised as finalists in the 2016 Savour Australia Hostplus Awards for Excellence. These awards are a nationally recognised and independently judged program that recognises exceptional service and culinary talent across Australia.

For anyone who has enjoyed a breakfast, morning tea, lunch, dinner or special event at Stuartholme, this award will come as no surprise. Chartwell's staff, under the direction of Site Manager Kester Biggs, have worked incredibly hard to redesign the Stuartholme kitchen.



Kester Biggs (right) and some of his team.

Compass Group is a worldwide leading food and support services company, and their education brand, Chartwells, specialises in services to schools and universities.

Kester explained that Chartwells has a healthy approach to all meals.

"We have access to Chartwells' menus, which have been developed, tried and tested to ensure they are not only healthy, but tasty," Kester said.

"Our approach in menu selection though, is very organic, we involve the Boarding students as much as possible to ensure we're meeting their needs.

The Stuartholme Boarders make up Chartwells main customers, and with 154 girls, the team are never short of opinions.

The Student Representative Club (SRC) suggested a Food Committee, to liaise with Chartwells on the menus, and as a result, the Breakfast Club was created.

"The Breakfast Club meet with Chartwells fortnightly to talk about the kind of food we would like, taking into account the different dietary requirements of the Boarders," said Breakfast Club members, Jessie Macqueen and Piper Smith.

"Chartwells are always providing better food, we get so many options and opportunities to have a say."

After consulting with the students, Chartwells introduced a salad bar for lunches.

"Previously, we offered three options for lunch, but if one option was more popular, some students were missing out," said Kester.

"The salad bar offers two types of salads, such as an Asian beef salad, plus meat and salad ingredients. Students are able to decide for themselves what they have, whether it's a chicken and salad wrap, toasted sandwich, or just a bowl of the salad of the day."



"Giving the students free choice gives them more control over what they are eating, just like a day girl who gets to open the fridge and pull out what she wants."

This organic approach has also led to changes in the food options at morning tea.

"Depending on what they ate for breakfast, the girls could be very hungry by morning tea, so we added more protein for this meal to keep their energy levels up during classes," Kester said.

Sous Chef Shane Hall said that another outcome of the Breakfast Club has been more themed nights.

"The girls really enjoy the themed nights, one of the popular ones was for the Olympics and everyone got dressed up and enjoyed some Brazilian inspired food," he said.

Deputy Principal – Boarding, Andrée Rice said she couldn't be happier with the way Chartwells are running the kitchen.

"The Chartwell staff are wonderful to be in partnership with; what is particularly impressive is the way they seek regular student feedback to increase student satisfaction and ownership of the menu."

Kester agreed that the success is a team effort.

"Everyone brings a special skill to the kitchen, whether it is baking or Asian cooking, we work well as a team and I couldn't be more proud of our award recognition."



## COMPOSER IN RESIDENCE

# Karlin Love

**This Semester, Stuartholme was thrilled to have accomplished performer and composer, Karlin Love as our Composer-in-Residence.**

Karlin studied composition at the University of Washington and came to Launceston in 1989 as a lecturer in woodwind. Now working as a freelance performer and composer, Karlin has a passion for new and experimental composition.

Growing up in a musical household, her father is a choir director and her mother a piano teacher, Karlin was always surrounded by music, but it was not something she thought she would do with her life. After working as a Social Worker in Atlanta for over five years, Karlin couldn't ignore her musical side anymore and returned to University to study music.

"I had two amazing teachers at University, William McColl, who is an early music expert, and Bill Smith – Dave Brubeck's clarinetist – who is also a pioneer in new and experimental music. Bill pioneered the use of many untapped sounds of the clarinet.

"I took theory classes taught by composers and loved it, before that, I had always played other people's music."

In Tasmania, Karlin met renowned leather sculptor and graphic artist Garry Greenwood (1943 – 2005).

"Garry was a talented folk musician himself and combined his passions to make the most incredible leather instruments.

"I was fortunate enough to collaborate with Garry on some instruments. There were no templates, he would place fingerholes to fit my hand size and make changes later if I wanted something different."

Karlin brought a range of instruments to Stuartholme for the students to use.

"It's a new mindset with these instruments, it's not about the musician forcing a sound from it, rather it's exploring the sounds the instrument can make."

Karlin worked with the Academy students on composition in preparation for Shakefest.

Leader of Learning, The Arts Dr Janet Wyvill said having Dr Karlin Love work with the girls in the Academy in Music at Stuartholme (AIM@S) has opened their imaginations to the creative thinking of Abstract and Graphic Scores.

"This experience brought the girls together as a team of composers who demonstrated the incredible intellect and creativity we have within this program.

"The girls worked side by side with an internationally known composer whose compositions are used as national competition graded works. Karlin brought an exciting new chapter to the AIM@S program which will launch the girls into greater successes of the future" Dr Wyvill said.

The Academy in Music team composition "Chaos of the Mechanicals" won the Regional Shakefest composition competition and went on to feature in the State finals in October.

Thanks to Karlin for her energy, creativity and guidance of the girls to this outstanding and unique award.



**It's a new mindset with these instruments, it's not about the musician forcing a sound from it, rather it's exploring the sounds the instrument can make.**

# UQ Enhanced Studies Program

Stuartholme School delivers a curriculum that responds effectively to the needs of the individual student, while challenging them to achieve their personal best. Facilitating student-centred education, also involves providing a broad array of co-curricula activities to enable students to discover, develop and value their talents through varied learning experiences. To assist high achieving students grow academically, Stuartholme School supports students wishing to enrol in the University of Queensland's (UQ) Enhanced Studies Program (eligibility criterion applies, e.g. demonstration of a B grade point average).

The UQ Enhanced Studies Program allows students to participate in a university subject during Year 12. This year Junmin Tan, Genevieve Groves and Maria Snegovaya participated in the program studying Psychology, Microeconomics and Macroeconomics. These students completed their work alongside first year university students, in addition to the demands of their full Year 12 subject workload. Successfully completing their university subjects is a testament to the quality of these students, and their personal drive to be the best they can be.

There are several benefits to enrolling in the Enhanced Studies Program (or equivalent program through another tertiary institution), one being that students study an area of interest which helps them assess their suitability for university courses. Participating in the UQ Program gives students one bonus rank towards their UQ Queensland Tertiary Admissions Centre application (two bonus ranks equals one OP point). Students are also given two credits towards their Queensland Certificate of Education. On completion of their subject, students are awarded an academic transcript which means that they can apply for credit when they enter university (either at UQ or another institution).

Overall, by participating in this program students extend their knowledge, skills and abilities. The Program also assists with their

preparation for university through their experiences of classes, completing assessment and enjoying campus life. Congratulations to Junmin, Genevieve and Maria on your remarkable achievements.

**Stacey Wallace**  
Careers Counsellor

I enjoyed the experience of completing a university subject in Year 12. I imagined the way of learning at uni isn't the same as high school and it certainly felt a lot different to go to actual university lectures and tutorials.

There are recordings for the lectures online so it's not compulsory to be at UQ. We also don't have to miss school even if we are studying an internal course. The flexibility of time arrangements enables us to be more self-motivated to learn, rather than simply receiving information taught to us.

Psychology, in particular, involves a range of different activities such as research participation. We could choose and enrol in the research that we want to do as participants, and in my case, I built Lego. For assessments, the psychology course had one assignment which was a lab report.

As most students are doing a university assignment for the first time, the topic was discussed in tutorials so it wouldn't appear too challenging. Personally, I found some of our perceptions about psychology could be wrong. It is a science, and it employs empirical methods to determine the correlational relationship between psychosocial variables. So the experience at UQ was interesting, and I would recommend enrolling before entering university.

**Julie Tan**  
Year 12



Junmin (Julie) Tan, Maria Snegovaya, Genevieve Groves, Year 12. These students received certificates for the UQ Enhanced Studies program to recognise their completion of a university subject whilst studying their full Year 12 subject load.





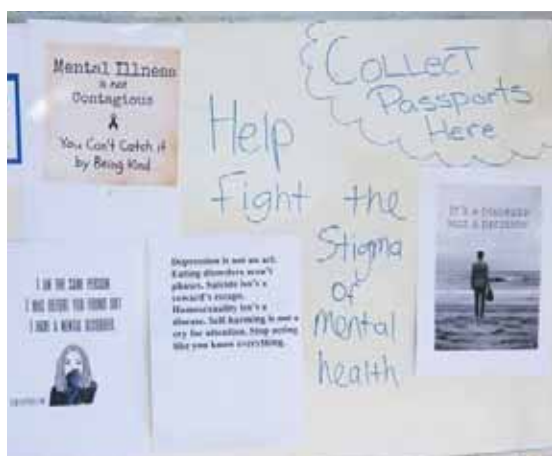
Wise Wellness

and fun. The purpose was to showcase the strategies that our students use every day to stay well physically, socially, emotionally and academically (for example, physical activity, connection to others, nourishing food, relaxation and inspiration). The strategies were chosen and presented by some of the Year 11 and 12 Peer Helpers as well as the Cor Unum Committee.

Our thinking was that if we bring wellness right out into the open, have lots of conversations about it, bring it to life and ultimately let the students educate each other, then we may find that girls pick up helpful ideas, (and be reminded of the great things they are already doing) about how to manage stress and daily life effectively and consistently.

And we think it is safe to say that...this definitely happened!

**Danielle Baker**  
Counsellor







# A life of science

**In January of this year, I attended the National Youth Science Forum, hosted at the Australian National University (ANU) in Canberra. I thought it would be another science camp, albeit a nationally acclaimed one. I expected to learn what it was like to be a scientist, how labs work, and if my chosen career path was the right one for me.**

I also thought that I would be visiting working labs, attending lectures and addresses by members of the scientific community. I was hoping to meet people who shared similar interests to me, while getting a taste of living and studying at a university.

What I actually experienced was all of these things and much more! While I did attend lectures and presentations, they were not solely limited to scientific careers. We also had lectures on critical thinking, entrepreneurship, life after school, science communication and ethics. These gave us additional knowledge and skills in fields that will be useful in our future.

While we went on lab visits, we also got the opportunity to partake in hands-on activities such as DNA profiling, making menthol cream, doing ECGs, and testing our eyesight and breath strength. Interestingly, I also got to learn other useful skills, including how to swing dance, and how to present myself when giving a speech.

I saw the sights of Canberra, including the Australian National Museum, the NASA Canberra Deep Space Communication Centre, and Questacon. I also had the opportunity to meet some of the most prominent and exceptional scientists of the modern age, such as the 2011 Nobel Prize winner Brian Schmidt, as well as speak at exceptional institutions such as the European Organization for Nuclear Research's (CERN) Large Hadron Collider.

I was also selected to attend the London International Youth Science Forum, along with 15 other students from the National Youth Science Forum (NYSF). This Forum was much like the NYSF, but set upon the incredible backdrop of London, and attended by 475 students from 75 countries worldwide. At LIYSF, hosted primarily

at Imperial College London, in whose halls students were also accommodated, we visited world famous and world leading scientific institutes in London and around the country, such as Oxford and Cambridge visits. We also went to Wales, France and Switzerland where we saw the Large Hadron Collider. We attended lectures and specialist study days on many subjects, from the engineering behind airports, the origin of the names of metals, and the mechanisms of HIV/AIDS. Highlights of my experience were definitely our parody of 'Let it go', 'Ice and snow' (a musical explanation of the different kinds of snow), and seeing ACDC played with a laser beam.

From these two programs, I not only learnt many incredible things in the field of science and networking, but I also learnt about myself. I learnt that if I put my mind to it, I can achieve exceptional things. I learnt that my future is what I make of it, and that I should strive for opportunities to enrich myself as a scientist and as a whole person. I realised that I had limited myself and my ambitions to quite a narrow mindset, and that to find my passion, I should travel a more general science path. Now, my aim is to apply for a general science degree, rather than my earlier choice of medicine. I learnt that it is possible to create bonds with 200 other people that will remain with me for the rest of my life. Moreover, I learnt that science is a beautiful thing and that to explore the world of science and use science to make the world a better place is what I want for my future.

I would recommend the NYSF and the LIYSF to anyone. It changed my life, and I know it will change yours.

**Mathilda Saunders**  
Year 12





# Senior Production

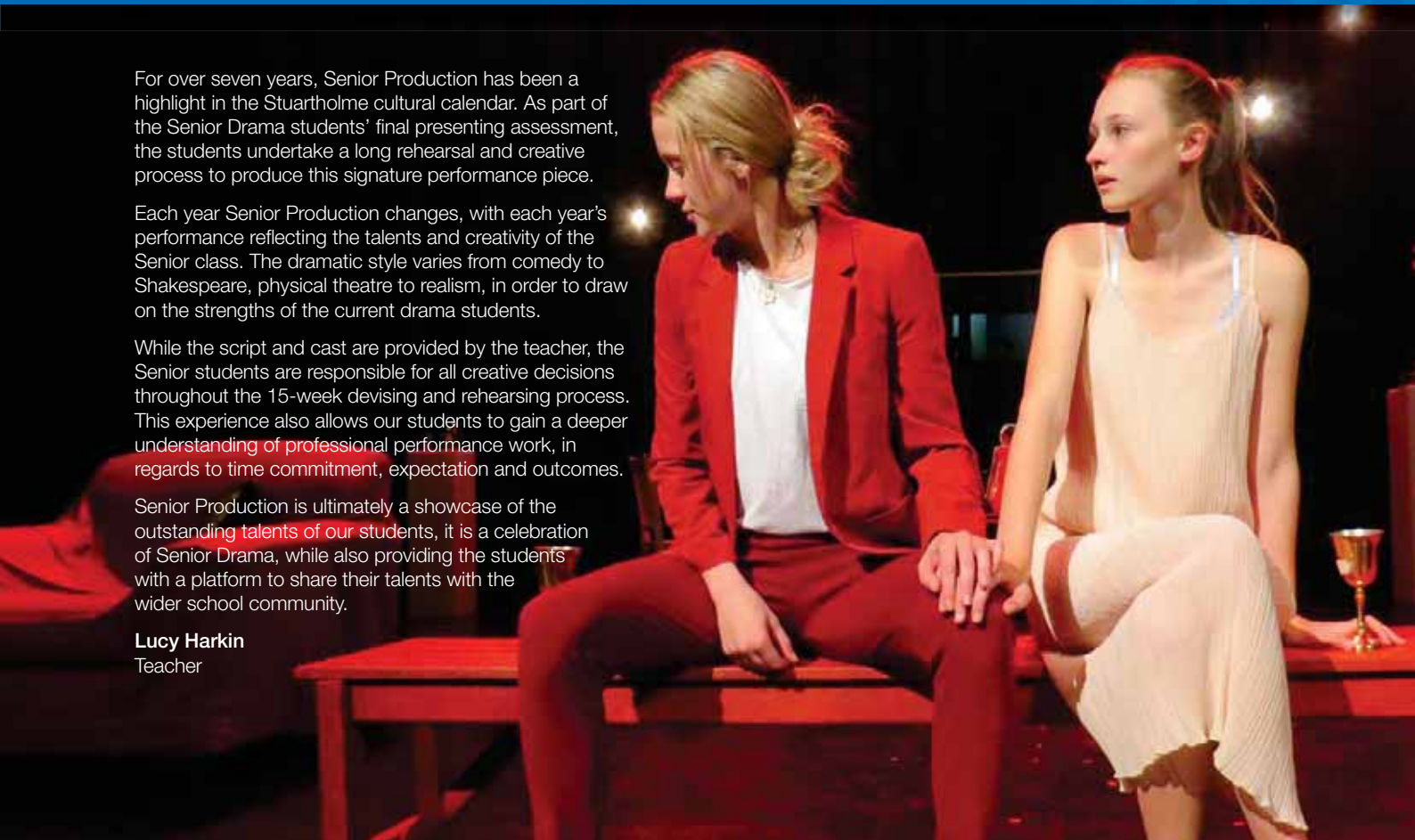
For over seven years, Senior Production has been a highlight in the Stuartholme cultural calendar. As part of the Senior Drama students' final presenting assessment, the students undertake a long rehearsal and creative process to produce this signature performance piece.

Each year Senior Production changes, with each year's performance reflecting the talents and creativity of the Senior class. The dramatic style varies from comedy to Shakespeare, physical theatre to realism, in order to draw on the strengths of the current drama students.

While the script and cast are provided by the teacher, the Senior students are responsible for all creative decisions throughout the 15-week devising and rehearsing process. This experience also allows our students to gain a deeper understanding of professional performance work, in regards to time commitment, expectation and outcomes.

Senior Production is ultimately a showcase of the outstanding talents of our students, it is a celebration of Senior Drama, while also providing the students with a platform to share their talents with the wider school community.

**Lucy Harkin**  
Teacher



# IGNITING YOUNG MINDS USING STEM Education

The National STEM School Education Strategy (Education Council 2015) describes STEM education as: a term used to refer collectively to teach the disciplines within its umbrella (science, technology, engineering and mathematics); and a cross-disciplinary approach to teaching that increases student interest in STEM-related fields and improves students' problem-solving and critical analysis skills.

A collaborative STEM approach is vital to address future challenges of Australia, as 75% of the fastest growing occupations require STEM skills and knowledge. STEM skills such as analytical and critical thinking; complex problem solving; evaluating; analysis and troubleshooting; technical (systems, computers, software); calculation and monitoring are developed through STEM training and experience.

Personal skills that are developed through STEM activities and valued in STEM careers include active listening; cooperation and teamwork; creativity; innovation; leadership; organisation; attention to detail and communication.

**According to the Australian Government Department of Employment, the projected employment growth for Architectural, Engineering and Technical Services is 19.5%.**

Australian Government Department of Employment. Retrieved 4 Sept. from Labour Market Information Portal: 2016 Employment Projections: <http://lmip.gov.au/default.aspx?LMIP/EmploymentProjections> [Feb 1, 2016]

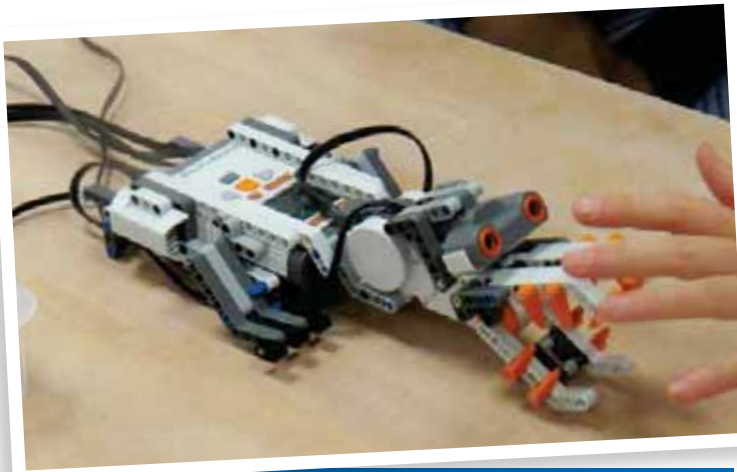
STEM education is a national priority and is central to a well-rounded education. STEM is integrated within most subject's coursework at Stuartholme.

Following is a snapshot of some recent activities where students have had the opportunity to develop their literacy as well as STEM skills within the Digital Technologies subject.

**Mrs Leigh Ferguson**

Leader of Learning – Technologies

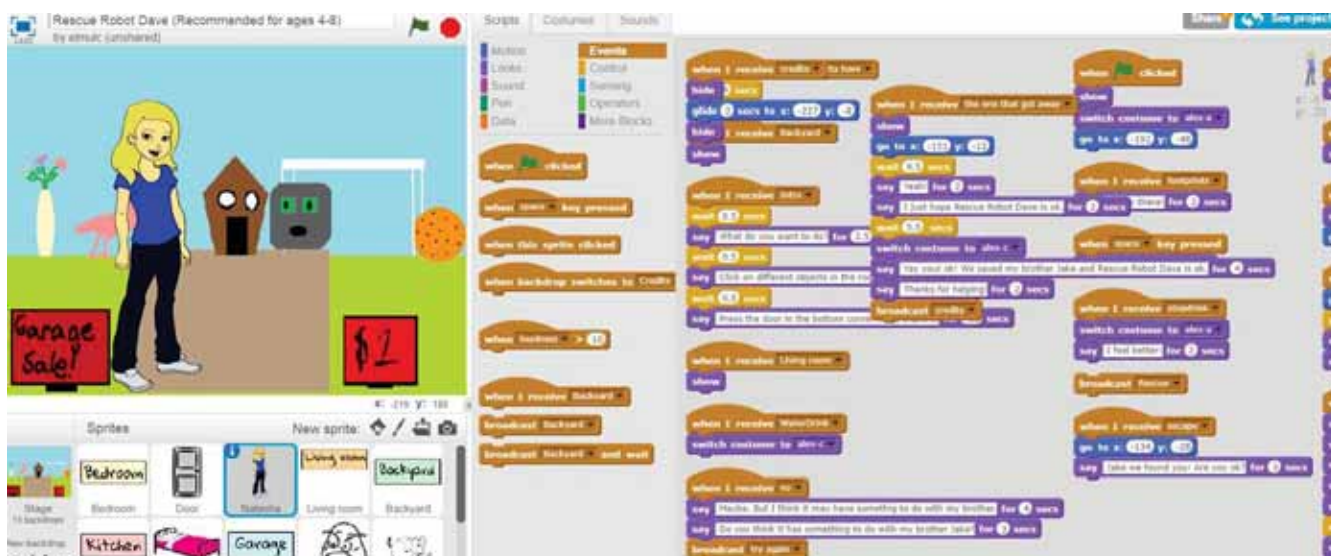
2016 STEM Video Game Challenge Judge



Year 9 and 10 Robotics Class Activities







## Australian STEM Game Challenge

The 2016 STEM Game Challenge was a competition where we had to push our limits and create a game using science, technology, engineering or mathematics. Over a period of two months we chose to create a game about a girl who has to rescue her brother from a mushroom by going on an adventure and building a robot. We made this program using Scratch and put 50+ hours into this game, not including drawing the characters and drawing the backgrounds. We really enjoyed making this game and learnt lots of new skills, including team work and planning. We sacrificed lunches but it was all worth it because even if we don't place in the competition, we are very happy with what we have achieved.

**Ella Mulcahy, Erin Murray, Elodie Walter and Sophie White, Year 8**

*This screenshot displays the beginning of our game showing Natasha, the main character asking the user 'what their name is'. The user's name is displayed and then Natasha takes them to her home.*



Claudia and I made a game using GameMaker Studio. This game is a questionnaire or a 'penguinnaire'. It includes various questions from all school subjects. You must get through all the levels by answering the questions correctly. At the end of the game you can see your score. There are only four levels, but we can add more.

Creating the game was time consuming, and sometimes very frustrating. Each time we added something we had to test it to see if it would work. Most times it did, but sometimes nothing worked and we spent a lot of time fixing what was wrong. It was worth it in the end, and you feel a great amount pride and achievement once you have completed it.

**Briley Devonport and Claudia Stringer, Year 9**

## Real life experience

As part of our study with webpage design, Year 12 ITS visited Dreamworld. An educational presentation loaded us with knowledge of design aspects as our speaker explained how Dreamworld targets their audience. We then received exclusive insight into the exciting process of web design from Dreamworld's Senior Website Developer. Learning about our unit in the real world was an incredible and valuable opportunity for us, and really made the trip worthwhile.

**Reilly Cronin, Year 12**



## QUT Engineering Day

When we first arrived, we listened to interesting lectures about current students' experiences, and how they took an interest in engineering. QUT helps students from all kinds of engineering degrees, from medical to electrical. It was a very interesting experience learning about all the different kinds of engineering. There was a bunch of activities that we were able to do, from building a mechanical hand from straws, string, a paper cup and a rubber glove to building an electrical circuit that was made to help make life easier and safer. All the different activities helped me to learn more about what engineers actually do. Most engineers are unappreciated in what they do, however most people don't realise without engineers, things like mobile phones and laptops wouldn't exist. So in the end this experience helped me learn and think about what I want to do at Uni and what career I want to pursue.

**Annabelle Hauff, Year 9**



CHINA



Sichuan



Hunan



Hong Kong



Shanghai

Meet our  
international  
students

MALAYSIA



Kuala Lumpur

PAPUA NEW GUINEA



Lae



Port Moresby



Stuartholme is home to 150 Boarders with 20 of those coming to us from other countries. These students bring an incredibly rich and diverse perspective to the Boarding House. During the school holidays, the girls fly home. We wanted to share with you what they do when they're at home and what they love about coming back to Stuartholme.

**SHIRLEY JIANG, YEAR 10**  
**SHANGHAI, CHINA**

I love to have a big feast with my family and go for a trip somewhere with my parents. I just want to spend all my time with my family.

The best thing about the Boarding House is the friends you make, not only in Year 10. Miss Ellen and Miss Catherine are all helpful. We also can do some sports with our friends.

**ELLEN HUANG, YEAR 9**  
**SICHUAN, CHINA**

I like to travel with my family and eat a lot!

I like the Boarding House because it is handy for school and very comfortable.

**COURTNEY TIA, YEAR 8**  
**PORT MORESBY, PAPUA NEW GUINEA**

During the school holidays I stay in Brisbane with my siblings. At the end of the year when I go back home, I'm travelling locally to different provinces in PNG.

I really like the respect and kindness we have for each other in the Boarding House.

**KRISTIN SONK, YEAR 10**  
**PORT MORESBY, PAPUA NEW GUINEA**

I love to catch up with friends and family and get back to the food. Food is everything!

The best thing is that we get to live as a big family, and I think it is vital, to have a family that we live with. Another highlight about living in the Boarding House is the friendships that we discover.

**ANNY DING, YEAR 9**  
**SHANGHAI, CHINA**

I love to hang out with my friends and travel.

Living in the Boarding House is really comfortable and convenient.

**VIVIAN HU, YEAR 9**  
**HUNAN, CHINA**

I like to see my friends when I go back to China.

The best thing about the Boarding House is that everyone is nice.

**ANGEL PONG, YEAR 11**  
**TUEN MUN, HONG KONG**

I like to spend time with my family, reading, practising instruments and looking after our animals.

The best thing about the Boarding House is that I can wake up at 8.10am!

**KRYSTAL MA, YEAR 11**  
**SHANGHAI, CHINA**

I love travelling with family and friends when I go home.

By living in the school, I don't waste any time travelling.

**LEILANI MACKIE, YEAR 10**  
**LAE, PAPUA NEW GUINEA**

When I go home I love going to my mother's village to learn the cultures and traditions of my ancestors.

The best thing about living in the Boarding House is meeting people with different backgrounds.

**GEORGIA LIFU, YEAR 10**  
**PORT MORESBY, PAPUA NEW GUINEA**

When I return home during the holidays I love to catch up with my school mates from my previous school.

The best thing about living in the Boarding House is the love and support you receive from everyone.

**ALINA O'CONNOR, YEAR 11**  
**PORT VILA, VANUATU**

I love to spend time at the beach with my friends or go horse riding. Living in Vanuatu is very relaxing.

The friendships you make with the other girls is the best thing about the Boarding House.

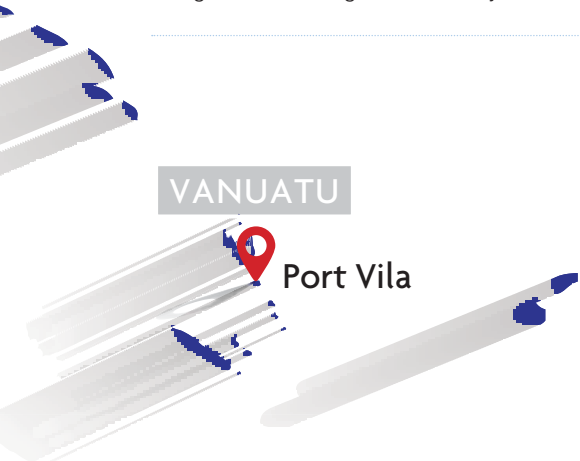
**RUBY ARMSTRONG, YEAR 11**  
**KUALA LUMPUR, MALAYSIA**

When I go home I like to swim, spend time with my family, travel to other countries, explore, relax, exercise and cook.

The best thing about living in the Boarding House is that it's easy access to sport/extra-curricular activities.

**VANUATU**

**Port Vila**





## Just like family

With sister schools all over the world our Exchange Program is just like staying with family. The program allows our girls to experience other cultures and educational environments, while spending time with girls of their own age in family situations similar to their own.

Earlier this year, a group of Stuartholme girls headed to various locations in France and spent time in other Sacred Heart Schools. Here is what one student said about her incredible experience.

*You can find out more about our Exchange Program on the website.*

### VIVA LA FRANCE!

The French Exchange to Marmoutier in Tours, France was one of the most amazing experiences of my life. Not only was it a great way to improve my French language skills, but it was also an amazing cultural experience.

It was very interesting to go to a School of the Sacred Heart on the other side of the world and compare the difference between our school and theirs. My host family were so lovely to me and are a family that I hope to keep in contact with. They all spoke English, which was wonderful, as they were able to help me when I struggled with the vocabulary, but they still pushed me to speak only in French!

The experiences they gave me are ones I will never forget and I have formed an amazing bond with my French sister, Andrea.

**Georgie Wilkinson**  
Year 12



# SPORT

**Basketball** – Stuartholme entered five teams into the CaSSSA competition and one team in the Champion Basketball School of Queensland (CBSQ) competition held over the September school holidays. Our younger teams led the way this season with our Junior B team finishing 1st, Junior C finishing 3rd and our Intermediate team also finishing in 3rd place.

Our Open A team should be commended on their bronze medal performance at the CBSQ championships.

**Touch Football** – 119 students (11 teams) represented Stuartholme in the Brisbane Metropolitan Touch Association (BMTA) competition at Whites Hill Reserve across a 13-week season.



**Water polo** – Over 100 students are currently representing Stuartholme in the Brisbane Water Polo Association Inc (BWPI) competition. We were excited to welcome six new coaches to our program including a Rio Olympian.

**Knowles Cup Tennis** – Congratulations to our Open B and Intermediate teams for making it through to the semi-finals, and the Open B team for becoming the 2016 Open B Runners Up.

**Best female Shooter** – Congratulations to Kristen Robinson, Year 9, who took out all three categories in the Tattersalls Shooting Competition, with Best female pistol, rifle and shotgun shooter.

## ROWING

The Brisbane Schoolgirls Rowing Association competition, consisting of 10 schools, concluded in August with the Head of the River. Stuartholme took home the Percentage Cup trophy for the second year in a row, with the girls showing strong performances across all year levels, winning eight 1st places, four 2nd places and one 3rd place.

The Year 8 girls had a strong first season performance, placing second overall in their age group. The Year 9s achieved an incredible clean sweep, winning all divisions in their age group. The Year 10s claimed two first places and an absolute nail-biting second place by just 0.34s to the 1st division crew.

The Year 11 and 12 girls make up the 'Open' age group and row mainly in Eights. The girls showed great leadership through adversity and demonstrated true spirit on the day, performing to their best and supporting the younger age groups through their achievements. Congratulations to Lucy Theodore, Captain of Boats 2016, on her fantastic 'work-ethic driven' legacy she leaves behind.

At the Queensland School State Championships in Bundaberg Stuartholme took home three Gold, four Silver and two Bronze medals, with strong performances from all of the girls. Congratulations to the Year 9 quad on winning the Gold medal in the Quad and Double divisions. Congratulations to the Year 10 Quad on winning the Gold medal in the Year 10 Four division.

**Matt Marden**  
Rowing Director

## DISTRICT/STATE/NATIONAL REPRESENTATIVES

Name	Year	Sport
Caitlin Rosengren	12	Met West Water Polo
Hannah Dyer	12	Met West Water Polo
Jordi Stephenson	11	Met West Water Polo
Gemma Rose	12	Met West Water Polo
April Edwards	11	Queensland Water Polo
Molly Cranitch	10	Met West Water Polo
Jess Barlett	10	Met West Water Polo
Phoebe Leech	8	Queensland Water Polo
Grace Kelly	10	Reserve Met West Water Polo
Susie Phelan	11	Reserve Met West Water Polo
Lara Owen	7	Reserve Met West Water Polo
India Williams	12	Club Athletics State Championships/ National Club Championships
Brittany Yarde	12	Club Athletics State Championships
Dominica Fitzsimon	12	Club Athletics State Championships
Lily Chapman	10	State Triathlon Championships
Molly Nasser	7	Met West Swimming
Lara Owen	7	Met West Swimming
Taylah Tyerman-Webster	8	Met West Swimming
Holly Roads	8	Met West Swimming
Brittany Yarde	12	National Athletics/ World Duathlon Team
Greta Berge	10	Met West (Reserve) Netball
Brittany Yarde	12	Met West Cross Country
Dominica Fitzsimon	12	Met West Cross Country
India Williams	12	Met West Cross Country
Tara-Jade Garnsworthy	9	Met West Soccer
Sophie Fern	9	Queensland Water Polo
Annalise Barnes	7	WTB Tennis
Emma Cheel	9	Queensland Water Polo
Lily Chapman	10	Met West Triathlon
Brittany Yarde	12	Met West Triathlon
Ellen Gett	7	Met West Athletics
April Laurikainen	7	Met West Athletics
Olivia Hartland	8	Met West Cricket
Brittany Yarde	12	Met West Athletics
India Williams	12	Met West Athletics
Belle Townsend	10	Met West Athletics
Georgia Langford	12	Met West Athletics





# Orientation Day

On Friday 14 October we welcomed the Year 7, 2017 students to Stuartholme for the day. To help get the new Boarders ready, 16 of the Year 7s had a sleep-over in our wonderful Boarding House.



As the girls arrived, they were warmly greeted by the Year 10 Green Ribbon students who accompanied them to the Chapel for liturgy and to meet the Leadership Team and their Leader of Student Wellbeing for the next three years, Mrs Jennie Warrick.

Under the direction of, and with her beautiful singing voice, our Cor Unum Head for 2017, Lucy Lloyd-Morgan, led the girls in the School song 'The Spirit of Cor Unum'.

Our current Year 10 students were then very eager to meet their Stuartholme 'little sisters' - to introduce them to their House, share morning tea and show them around the School.



Following House photos, the girls took part in mini-lesson rotations, which gave them a glimpse of the different subjects they will experience when they start in January.

A particular highlight was when the girls joined in a special 'Dance-off Friday' with the whole school, giving them an opportunity to be embraced literally by their new Stuartholme community!

Welcome girls!





# Grandparents Day





## WELCOME BACK MORNING TEA

It's hard to believe it's been nearly a year since we farewelled our Class of 2015! On Sunday 9 October we welcomed the girls and their parents back to Stuartholme for a special morning tea.

Alumnae President, Diane Neve and Sister Rita Carroll rscJ presented each Alumnae with a small gift and encouraged them to always keep in touch with the School.

The Alumnae make up a very special part of our community and our story as a School and we were thrilled to see so many of them on the day.





## DEANA TYNAN AND THE PRESS GARAGE



Deana Tynan (nee Puglisi) graduated from Stuartholme in 2002. In the Yearbook, Deana is listed as Toohey House Captain, and was a member of the Art Committee and Liturgy Committee. If ever there was a quote that sums up a person, Deana's quote was 'We're like obsessed with...MSN!'

For anyone too young to know, MSN Messenger was one of the first instant chat platforms (before social media and apps like Facebook). Deana tells me that it was on this platform that she shared sweet schoolgirl conversations with the boy who is now her husband.

We recently caught up with Deana to find out how her passion allowed her to forge an exceptional career in the competitive public relations industry.

### 1. YOU FOUNDED THE PRESS GARAGE IN 2013, HOW DID THIS COME ABOUT?

At the time, I had been working for the Flight Centre Travel Group as National PR Manager for several years. My key responsibilities were to generate valuable media coverage for the company's main leisure travel brands. It had been six years that I was part the Flight Centre family, and while I loved every minute and had plenty of opportunities to travel the world, I also had dreams to start my own business. Ultimately, I was yearning to create my own team and fulfil a desire to help promote other small businesses in the same way.

### 2. HAVE YOU ALWAYS BEEN INTERESTED IN MEDIA AND PUBLIC RELATIONS?

Yes! Media, especially. To be honest, I always wanted to be a News Reporter. As a child, I would pretend to read out the news behind a desk and make my parents watch me. Growing into an adult, I became more interested in listening to and sharing peoples' stories. I later learnt that I could play a pivotal role in how to distribute these stories and promote creative people.

### 3. DID STUARTHOLME INFLUENCE YOUR DECISIONS AT ALL?

Definitely! Stuartholme had a huge impact on the person I became when I left school. In particular, providing me with the skills to become a leader, giving me the confidence to voice my opinion and allowing plenty of opportunities to express my creativity without being judged. The teachers treated all students with respect and nurtured our individuality. The friendships I formed back then were authentic and I still call those same girls my best friends today.

### 4. THERE IS THE PERCEPTION THAT PR IS A VERY FAST MOVING INDUSTRY, HOW DO YOU KEEP UP WITH ALL THE CHANGES IN HOW PEOPLE COMMUNICATE, ESPECIALLY WITH SOCIAL MEDIA?

There are so many ways we can communicate these days, whether it is by email, phone, app or social media. I tend to pick a few mediums and do these well. Ultimately, PR is about relationships, so if you are a good communicator, it generally won't matter how you do it, as long as you get your message across.

### 5. WHAT DO YOU LIKE TO DO IN YOUR SPARE TIME?

Spare time is best spent with my daughter, Mia, and my husband, Will. Or, catching up with my closest girlfriends (all of whom went to Stuartholme). One of my favourite things to do at the weekend is to pack a picnic basket filled with delicious cheeses, prosciutto and wines, and take it to Mrs Macquarie's Chair, with stunning views overlooking Sydney Harbour.

### 6. WHAT ADVICE WOULD YOU HAVE FOR CURRENT STUARTHOLME STUDENTS?

Don't put pressure on yourself to know exactly what you want to do when you step out of Year 12. Your career path will take many different turns, based on the experiences you take along the way. Trust the journey and go with your gut feeling, always!

## ROSE OF TRALEE

This year Jess Logan (class of 2005) took part in the iconic Rose of Tralee Festival in Ireland as the Queensland Rose.

The Rose of Tralee Festival is an international event, which brings young women of Irish descent from around the world to Ireland for a celebration of Irish culture. Entrants are chosen based on their personality and suitability to serve as an ambassador for the festival, which celebrates the 'aspirations, ambitions, intellect, social responsibility and Irish heritage' of modern young women.

In addition to being the Queensland Rose, Jess was also Fundraising Rose for the Queensland Selection, meaning she raised the most out of all the Queensland entrants.

After participating in qualifying rounds, one Rose is crowned the International Rose of Tralee.

Although Jess was not named as the International Rose, she did make it through to a 'final'. Only 32 of the 65 Roses got through to another round of interviews with a new panel of judges and took part in a live TV show about the event, in which the Roses were interviewed.

Jess first heard about the Rose of Tralee while playing in pipe bands and it was the Pipe Major of the Queensland Irish Pipe Band who put her name forward.

"My first memory was a phone call from Roberta Andrew of the Queensland Committee, and after a very engaging conversation with her I decided it was something I would like to do so I entered the 2011 Queensland Selection with the Queensland Irish Pipe Band as my sponsor."

**...the experience I had through the education and community spirit that entwines the ethos of the School has given me belief in myself and the self-confidence to take the chance.**

This was the first time Jess entered and although she was not selected as the Queensland Rose, she used the opportunity to connect with the Queensland Irish community and develop her personal skills.

"I was a very reserved person! It was a wonderful process to be a part of and that's mainly down to the community it engenders; the fantastic people that are the organisers behind it, those who support it and of course my fellow entrants. I also learned quite a lot about myself in the process."

Since that experience, Jess always felt a part of the Queensland Rose family. As this was the last year she could enter again, she decided to put her name forward.

"This year I was able to have O'Shanley's Irish Bar and Restaurant in Clifton as my sponsor. This was particularly special to me, as this is the town the Logan family ancestors originally settled and where my dad grew up.

Jess's Irish ancestry is mainly from her father's family, who all settled on land in the Darling Downs in Queensland. Her mother's family has connections to Co. Fermanagh.



"It has been since entering the Queensland Rose that our family have discovered that we are also descendants from Ballybunion in Co. Kerry and Thurles in Co. Tipperary," said Jess.

This was Jess's first trip to Ireland and was thrilled to be able to experience her heritage first hand.

"On a personal level becoming the Queensland Rose was definitely a challenge and a step out of my comfort zone.

"It has proven to be such a wonderful opportunity to relish and celebrate the cultural connection of my Irish heritage with my family, and being a part of not only the Queensland Irish community but the global Irish diaspora."

From being selected as the Queensland Rose, Jess was interviewed for newspapers and on the radio. With 64 other Roses and 65 Escorts to meet at the Festival, she spent a bit of energy memorising faces and names, as well as agonising over filling out multiple written questionnaires for the Festival judges and RTE (TV station).

This experience is a long way from where Jess grew up on cattle stations in south-west Queensland and going through the Charleville School of Distance Education.

"Until I went to Stuartholme, I had never been to school before!

"I think being a 'Stuartholme girl' allowed me to change from someone who couldn't imagine anything worse than wearing a sash and talking about myself to see an opportunity to become connected with others, be a part of something bigger, to truly embrace individuality, which is why I decided to apply for the Queensland Rose.

"I think the experience I had through the education and community spirit that entwines the ethos of the School has given me belief in myself and the self-confidence to take the chance.

"If I could give current students any advice it would be to remind them that, even if it doesn't feel like it now, what you're learning and experiencing will be of great value when you leave school for the last time and go out into the world.

"Embrace it, don't wish it away, and enjoy your time and your friendships. As a student at Stuartholme you are encouraged to stand on your own two feet, to not be afraid, believe in your abilities and try new things.

"Be brave, you never know where you could find your passion!"



## BAPTISMS & MARRIAGES

### Baptisms

- 7 May** Harry Smith, son of Sarah Smith nee Bradford (2005) and Matthew Smith
- 30 July** Henrik Bennett, son of Rebecca Forde (1998) and Christopher Bennett
- 6 August** Fletcher Tiernan, son of Benita Tiernan and Dermot Tiernan
- 9 October** Noah O'Keeffe, son of Simone O'Keeffe, nee Dean and Paul O'Keeffe
- 9 October** Karla (Bella) Mojica, Indigo Goldston, Saskia MacMillan, Alexandra Borjesson, Olivia Nancarrow celebrated the completion of their Sacraments of Initiation.



Fletcher Tiernan



Caroline Woods and Nicholas McAlpine

### Marriages

- 4 June** Caroline Woods (2005) to Nicholas McAlpine
- 11 June** Sarah Hartridge (2006) to Patrick Hurley
- 13 August** Eliza Donneley (1999) to Tobias Trinks
- 24 September** Laura Swan (2005) married Tim Wrigley at the Freers site.



Eliza Donneley and Tobias Trinks with family



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

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

**For more information and to register,**  
visit [stuartholme.com/events](http://stuartholme.com/events)

\*ISBN Registered hard cover book.



STUARTHOLME SCHOOL

To be the best she can be



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