

"Come as you are and you are cared for with great love."

Stuartholme School 2016 School Report



To be the best she can be



STUARTHOLME SCHOOL

Government Reporting Requirements

30 June 2016

Stuartholme School is a Catholic Independent Day and Boarding Secondary School catering for girls in Years 7 to 12.

Established by the Religious of the Sacred Heart and inspired by the charism of Saint Madeleine Sophie Barat, Stuartholme has a global connection through its membership of the 'Sacred Heart' national and international network of schools. This network of schools operates under the ethos and philosophy of the Goals of Sacred Heart Education. Curriculum offered at Stuartholme caters for individual needs of students by offering QSA 'Authority and Authority registered' subjects and a selection of 'Vocational Education and Training' certificates. Stuartholme School has partnership programs with the University of Queensland, Queensland University of Technology, Griffith University and Bond University.

The School aims to:

- develop and promote a contemporary Catholic learning community;
- develop and deliver a curriculum that responds effectively to the individual needs of students, while challenging them to strive to achieve their personal best;
- educate young women for critical discernment in heart and mind.

Stuartholme School opened in 1920 with just five students on the roll and, from there has grown to its present enrolment of 673. The School has a proud tradition of educating and empowering women to play an important role in their local and global community. The majority of graduates continue to tertiary studies and professional endeavours.



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School sector

Catholic Independent Secondary Girls

Address

365 Birdwood Terrace, Toowong Qld 4066

Enrolment

678 (August 2016 Census)

Year levels

Years 7 to 12

Student characteristics

151 Boarders
23 Overseas students
18 Indigenous
15 Students with Disability

(August 2016 Census)

This report represents information on the School and its policies relating to the 2016 school year.

Further information

For more information about this report, please contact Ms Kristen Sharpe, Principal via email principal@stuartholme.com



Distinctive Curriculum Offerings

Stuartholme School provides a balanced and well-rounded education that focuses on the needs of the individual by providing both academic and alternative educational pathways to optimise student potential. The School offers a wide range of 'Authority' and 'Authority Registered' subjects that meet the Queensland Curriculum Assessment Authority (QCAA) requirements for awarding a Queensland Certificate of Education. In conjunction with QSA subjects, students may also undertake Vocational Education courses available on and off campus.

Students begin their studies in Year 7 and undertake a wide curriculum which introduces them to the core and elective subjects. In Year 9 students continue studying core subjects along with two elective subjects that are studied through until the end of Year 10. The Junior courses focus on developing higher-order thinking skills, based on Bloom's Taxonomy, with a particular focus on analysing, evaluating and justifying. An important part of the Year 7 to Year 10 program is to encourage and promote proactive, resilient and independent learners.

The key focus for Year 10 is to begin the transition to the Senior school (Years 11 and 12) by assisting students in choosing the most suitable pathway for their Senior studies.

Stuartholme School's Curricula and Co-curricula Programs embed and enhance lifelong learning skills. Each girl is asked to give her best and to strive for personal excellence in all she does. The Wellbeing Program is based on core gospel values that underpin the Goals of Sacred Heart Education. The Goals permeate all that we do and represent a unique perspective that characterises all schools of the Sacred Heart.

Stuartholme School has an active and vibrant Alumnae who provide valuable support and advice to students during their secondary studies and beyond.

Subjects offered

- | | | |
|--|---|---|
| <ul style="list-style-type: none">• Accounting• Ancient History• Biology• Business Management• Chemistry• Drama• Economics• English• English Extension (Literature)• French• Geography• Health Education• Home Economics• Information Technology Systems• Japanese | <ul style="list-style-type: none">• Mathematics A• Mathematics B• Mathematics C• Modern History• Music• Music Extension• Physical Education• Physics• Study of Religion• Visual Art• English Communication• Prevocational Mathematics• Religion & Ethics• Specialised Education Programs | <ul style="list-style-type: none">• Certificate III in Business• Certificate IV in Business• Diploma of Business• Certificate III Early Childhood Education• Certificate III in Fitness• Certificate IV in Fitness• Certificate II Tourism• School based Apprenticeships |
|--|---|---|



Co-curricula Activities

Stuartholme School’s co-curricula activities promote the value of ‘learning taking place outside of the classroom’. The Co-curricula Program enables students to discover, develop and value their talents, allowing them to grow in self-confidence through many learning experiences. We also believe that the physical and social growth of each student is an integral part of school life. This, coupled with the academic program, enables our students to become women who have integrated their spiritual growth with their intellectual, physical and emotional development.

In the spirit of the philosophy of Sacred Heart education, students are encouraged to balance their co-curricula activities over the school year, taking responsibility for committing fully to each activity and meeting the demands of their academic studies. Our Co-curricula Program encourages students to explore opportunities that will enrich their education.

The program is not static and the activities offered depend on the interest of our students. Stuartholme’s Co-curricula Program incorporates cross-curriculum rich tasks that are undertaken in the first week of the Term 3; the *Tournament of Minds* program is offered throughout the year together with Days of Excellence programs for students to engage in challenging learning experiences with peers from other schools.

Refer to Appendix 1 for more information on the Years 7 and 8 EPiCs Program.

The School’s co-curricula offerings include music, sports, various clubs, societies and international study tours and exchanges.



ACTIVITY	# STUDENTS	ACTIVITY	# STUDENTS	ACTIVITY	# STUDENTS
Athletics	84	Rowing	84	Concert Band	42
Basketball	54	Soccer	68	Year 7 Choir	21
Cricket	9	Swimming	150	Duchesne Strings	13
Cross Country	56	Tennis	92	Jazz Band	14
Debating	63	Touch Football	125	Joigny Voices	50
Equestrian	15	Volleyball	86	Piano Collective	14
Hockey	16	Water polo	99	Percussion Ensemble	7
Netball	135	Barat String Orchestra	16	Stuartholme on Stage	23



CO-CURRICULA MISSION ACTIVITIES

ACTIVITY	DESCRIPTION	# STUDENTS
Antipodeans program	Two to three week overseas expedition to a developing country. Includes a community project, trek and cultural immersion experiences. It provides the students with leadership opportunities to give back to a community as well as develop skills in how to plan and budget for a trip.	Approx. 24 students every two years
Cherbourg trip	Three day trip to the Cherbourg community with staff/ students from Brigidine College. Local elder Uncle Eric Law guides students through the area history at The Rations Shed Museum then through key indigenous concepts, to Lake Barambah where they participate in Dadirri or deep listening with Uncle Eric, Aunty Shirley and Niketa.	Approx. 10 students/ year
Stuartholme School and St Laurence's College Sony Holiday Camp	A three day camp for children with special needs that provides respite for their families. Years 11 & 12 students care for a child for three-days whilst participate in a range of activities.	Approx. 25 students as companions and 40 students who run activities
Yeronga Homework Club Tutoring	Each week students travel to Yeronga State High School to help with their Homework Club. The Yeronga students who attend this club usually have English as an additional language/ Dialect and are from refugee and asylum seeker backgrounds.	Approx. 40 students/year
Orange Sky Laundry Volunteering	Each week students volunteer with Orange Sky Laundry, a mobile van that provides washing and showering facilities for homeless people in Brisbane. The students attend fortnightly throughout the term and holidays, and engage in conversation with our friends on the street.	Approx. 40 students/year
Justice, Peace and Integrity of Creation (JPIC) advocacy group	JPIC is a student-led group with girls from Years 7 to 12. The group aims to raise their own awareness of social justice issues so that they can communicate this awareness to the wider community through advocacy work, giving voice to people and issues that have little voice in society. Examples of issues JPIC will focus on are homelessness, indigenous issues, human trafficking, disability issues, refugees and asylum seekers and global justice for women.	Approx. 50 girls with 7 girls on the Executive Committee
Liturgy Committee	The Liturgy Committee assists the Director of Mission with the liturgical celebrations of the school. This includes participating in weekly Masses, preparing the Chapel for liturgies, serving as Eucharistic Ministers and altar servers and contributing to the development of prayers and reflection afternoons.	Approx. 20 girls
Annual retreat program	Each student from Years 7 to 12 participates in the retreat program. The purpose is to provide space for students to develop their understanding of their spirituality, and their relationship with themselves, each other, God and the world in which we live.	Each student in the school



Social Climate

Our students are the heart of Stuartholme School. We challenge the girls in a supportive and affirming environment to reach their potential in all areas of development - spiritual, intellectual, social, emotional and physical. We encourage each girl to contribute to the life of the School, to help create this rich community. Students, staff and parents work together to foster respectful relationships that will enable the girls to be resilient learners and supportive peers. We expect the girls to be disciplined, respectful of self, others, and their environment. Through constructive questioning, and a challenging education program, the School promotes a culture of informed discernment.

The Stuartholme Community engages in an annual reflection about how the School gives expression to the Goals of Sacred Heart Education.

Student wellbeing / Pastoral care

All members of staff are part of the Wellbeing team: with Teacher Mentors; Leaders of Student Wellbeing; Counsellors; Careers Advisors; and the Deputy Principal, Student Wellbeing playing specific roles in caring for the girls. Together we strive to celebrate successes, support one another in times of need and to create a community that lives out the spirit of Cor Unum – One Heart.

Pastoral care permeates every activity and interaction in the School and a dedicated wellness program is delivered across every year level. The Program covers topics including personal and online safety, time management, resilience, bullying, mindfulness, appropriate use of technology and managing friendships/relationships are explored at developmentally appropriate stages.

For details on our anti-bullying and behaviour management program, please refer to the Peer Relations Policy included on the School Policies page of the school website.

Boarding

Stuartholme School is Brisbane's only Catholic Girls' Boarding School and provides a specialist boarding experience. In 2016, Stuartholme had 151 boarders and these figures made up 22% of the overall school student population. 84% of boarders were from regional and remote Australia, mainly Queensland, 3% were from Brisbane and 13% were international boarders.

One of the key innovations that marked Stuartholme boarding in 2016 was the development of a formalised boarding wellbeing program based on a strengths-focussed positive psychology model.

A contemporary academic care program was also implemented which provided greater alignment between the day school and the boarding school in terms of enhanced learning and curriculum support for boarders.

The recreation program for boarders was significantly improved and offered a diverse range of recreational activities which included social justice based activities, sustainability initiatives and shared activities with other Brisbane boarding schools. Boarding staff were upskilled in the area of mental health professional development and actively contributed to the work of the Australian Boarding Schools' Association (ABSA).

Mission

The mission of Religious Education at Stuartholme is to support the overall aim of the School in producing young women who are the Heart of Christ on earth today.

Our vision for Religious Education is aligned with the Brisbane Catholic Education P-12 Curriculum in that it aims to, 'educate and form students who are challenged to live the gospel of Jesus Christ and who are literate in the Catholic and broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society'. (BCE Religious Education P-12 Curriculum, 2013, 10). The units aim to deepen students understanding of Sacred Texts, Beliefs, Church and Christian Life and integrate this knowledge with the five Goals of Sacred Heart Education.

The Religious Education Program at Stuartholme combines the classroom teaching of Religious Education and the Religious Life of the School. Meaningful experiences to explore how our faith is lived include weekly Masses, whole-school celebrations of Mass and liturgies approximately five times per year, prayer opportunities at each whole-school assemblies, annual retreat days for staff and students, and opportunities for students to engage with social justice issues (as outlined in Co-curricula Mission activities).



Parent, teacher and student satisfaction

A recent survey indicated that 90% of our parent, teacher and students community was proud to be associated with Stuartholme. Our community would recommend us to their friends. Students, teachers and parents all express their pride and appreciation of connection to the School, and of the calm, nurturing and supportive atmosphere.

Further investigation into survey results will form part of the Schools strategic plan.

Parent Involvement

Our foundress St Madeleine Sophie Barat said: *"To attract parents and children we have to work for them and forget ourselves"*.

Parents are a welcome and essential part of Sacred Heart Education, and we encourage partnership and participation in school life. The School acknowledges the contribution of parents, friends and alumnae as integral to the community.

The Parents & Friends Association (P&F) is a support body dedicated to supporting the School realise its objectives in educating the girls. The 'Care and Concern Group' generously supports the School community in times of grief and need.

Communication between the School and parents is supported through a range of policies and practices:

- *Parent Information Evenings* for all Year Levels offered several times a year with guest speakers and topics of interest, e.g. resilience, internet safety.
- *Parent/Teacher Interview* sessions every year.
- Subject and Academic Information Evenings.
- *Orientation Day* for incoming Year 7 students who join us at the School for a 'taster' of some of the subject areas they will experience the following year. New parents to the School meet for an evening session the night prior to Orientation Day. Boarders are invited to a Boarder Orientation which includes a 'sleep-over'.
- *Stuartholme in Action Tours* every month
- Parent support for events such as the *Sony Children's Holiday Camp*, and *Open Day*.
- *Parents and Friends (P&F)* meet once per term.
- Year Level Parent Representatives in both the Day School and Boarding House.
- Parent induction for Tablet PC 1:1 Program.
- Stuartholme Ladies Committee.
- *Parent Support Groups* in Co-curricula areas.
- *Parent volunteer workers* in the Uniform Shop, sport coaching/support, working bees and Care and Concern Group.
- *Boarder Parent Support Network*



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Financial Information

The School’s income broken down by funding source is available on the My School website
<http://www.myschool.edu.au>

Staffing Information

Staff Composition - full time equivalent (FTE)

Teachers	57.7
Full-time	52
Part-time.....	5.7
Indigenous	1
Non-teaching.....	43.6

Teaching Staff

Attendance	97.42 percent
Retention	94.73 percent

Highest qualifications of all Teachers

Doctorate	2
Masters.....	12
Post Graduate Diplomas.....	19
Bachelor Degrees	23

All staff at Stuartholme School are encouraged to participate in professional learning opportunities. Staff participate in these opportunities to inform their:

- formation in the charism
- compliance with legislated requirements, for example child protection, fire training, CPR
- schoolwide pedagogy
- ways of working in a digital classroom
- differentiation in the classroom
- Middle Leadership

In 2016 the major professional development initiatives were as follows: Middle Leadership, Strategic Planning and understanding AITSL Standards. The majority of our teachers took up professional learning opportunities to support pedagogical practice through conferences, forums, workshops, lectures and training. The average annual expenditure per teacher on professional learning was \$1255.55. This does not include the cost of compliance training or teacher replacement.

Professional Development Expenditure

TOTAL NUMBER OF TEACHERS	TOTAL EXPENDITURE ON TEACHER PD	AVERAGE EXPENDITURE/TEACHER
57.7 FTE	\$72,445.52	\$1255.55
The proportion of the teaching staff involved in professional development activities in 2016		100%



STAFF PROFESSIONAL DEVELOPMENT/PARTICIPATION

ACTIVITY	DESCRIPTION	# OF TEACHERS
Spirituality	A Survival Guide to Sane Spirituality in Catholic Education, Sacred Texts: Qur'an, Edge of the Sacred Conference (NT), Meditation and the Environment, Transforming Service, Rethinking Approaches to Teaching Christianity, Exploring the Bible with Inquiry, Religious Literacy	57.7
Compliance	School Law QLD, New Staff Induction, First Aid in an Education Setting, CPR, Basic Emergency Life Support, Child Protection	57.7
Academic	Using Data to Inform: Strategic Planning, School Wide Pedagogy Workshop, QCAA Moderation meetings, State Panel Comparability, Global Leadership 'Sustainable futures and what will our world look like in 100 years', Resin Jewelry Workshop, Sydney Jewish Museum Intensive, Art on Trial, Teaching the Holocaust, Having Fun with Maths, English Teachers Association, State Conference, What has Science done for you lately?, French History in French	50
Pastoral	AHISA Leading Learning and Caring Communities, Bullying: A Modified Risk Factor for Mental Illness, Autistic Spectrum Disorder – Over diagnosis and Educational Implications, Headspace: Access All Areas, Mental Health and Wellbeing of Young People	10
Leadership	Leadership Not Management 'Only the Brave Can Improve', Emerging Principals Program, Middle Leaders Workshop, ASREAP Conference, School Leaders Conference, QCAA Senior Leaders Forum	25
ICT	Cybersafety and Student Wellbeing, QLD Digital Technologies Summit, The Future of Work – Drones and Dangerous, Disrupters or Exciting New Frontiers, Timetabler Training, Flipped Classrooms, Multimodal Modelling, Implementing the Right Technologies into the Curriculum, Reading Development, Dyslexia and the Digital Culture, UQL Cyberschool Seminar	12
National/International Conferences	Society of the Sacred Heart Conference (US), Edutech, International Congress, Holocaust Studies Program (Israel), International Education Networking Day, International Conference for School Effectiveness and Improvement (Canada), ANZNet Key Leaders Conference (VIC), ANZNet Principals Meeting (NZ), ACEL Conference	6
Other	Sony Foundation Conference, Professional Development for Early Career Teachers, Australian Boarding Schools Conference, Creating Future Libraries, Isolated Children's Parents Conference	5
Total number of teachers participating in at least one activity in the program year		57.7



Key Student Outcomes

STUDENT ATTENDANCE

The average student attendance rate for 2016 was 93.46 percent. Daily attendance records are kept. These records are monitored and followed up by daily by Leaders of Student Wellbeing.

The average attendance rate for the whole school as a percentage in 2016 was 93.72%.

YEAR LEVELS	AVERAGE ATTENDANCE RATE FOR EACH YEAR LEVEL AS % IN 2016
Year 7	95.34%
Year 8	95.22%
Year 9	94.47%
Year 10	93.85%
Year 11	92.29%
Year 12	91.47%

Stuartholme has a designated absentee line. A student absence that hasn't been notified by a parent is followed up with a phone call by a school officer. Any other unexplained absences are recorded in a daily report and followed up by respective Leaders of Student Wellbeing.

APPARENT RETENTION RATES (2006-2016) YEAR 10-12

The Year 10 to 12 Apparent Retention Rate is determined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10, two years previously (this may be greater than 100%).

YEAR 10		YEAR 12		APPARENT YEAR 10 – 12 RETENTION
Year	Enrolment	Year	Enrolment	
2006	144	2008	149	103.7%
2007	149	2009	148	99.33%
2008	152	2010	154	101.32%
2009	147	2011	142	96.6%
2010	155	2012	142	91.91%
2011	139	2013	142	102.6%
2012	149	2014	143	95.97%
2013	117	2015	119	101.7%
2014	150	2016	153	102.10%



BENCHMARK DATA – YEARS 7 & 9, 2016

A fundamental principle of Sacred Heart Education is that all students have a right to be educated to their full potential. The best educational outcome for each individual student is always the main objective.

In the 2016 National Assessment Program - Literacy and Numeracy (NAPLAN) test, Years 7 and 9 students achieved above the national and state averages. These strong results reflect the dedication and hard work of our teachers and students, and the quality of the teaching and learning opportunities provided at Stuartholme School.

NAPLAN RESULTS – YEARS 7 & 9, 2016 SCHOOL, STATE AND NATIONAL PERFORMANCE

	Stuartholme	State	National
NUMERACY			
Year 7	582	546	550
Year 9	606	582	589
READING			
Year 7	575	539	541
Year 9	623	576	581
WRITING			
Year 7	545	502	515
Year 9	584	534	548
SPELLING			
Year 7	569	540	543
Year 9	613	574	580
GRAMMAR & PUNCTUATION			
Year 7	590	538	540
Year 9	614	569	570





YEAR 12, 2016 OUTCOMES

Stuartholme’s academic results continue to be outstanding. In 2016 Stuartholme was the top ranking Catholic Girls’ School in Queensland for students receiving an OP 1-15.

99 percent of Year 12 students received a Queensland Tertiary Admissions Centre (QTAC) offer. Students also gained QTAC selection ranks (TER) and Vocational Education Certification.

Females School & State %	QCS A or B (%) School	QCS A or B (%) State	OP 1 to 5 (%) School	OP 1 to 5 (%) State	OP 1 to 10 (%) School	OP 1 to 10 (%) State	OP 1 to 15 (%) School	OP 1 to 15 (%) State
2016	74.4	45	38	21.06	76	51.93	99	81.35

In the process of determining OP scores, the group performance on the QCS (Queensland Core Skills) Test is of great importance. Therefore, a high percentage of students achieving an A or B on the QCS Test significantly improves the School’s OP scores.

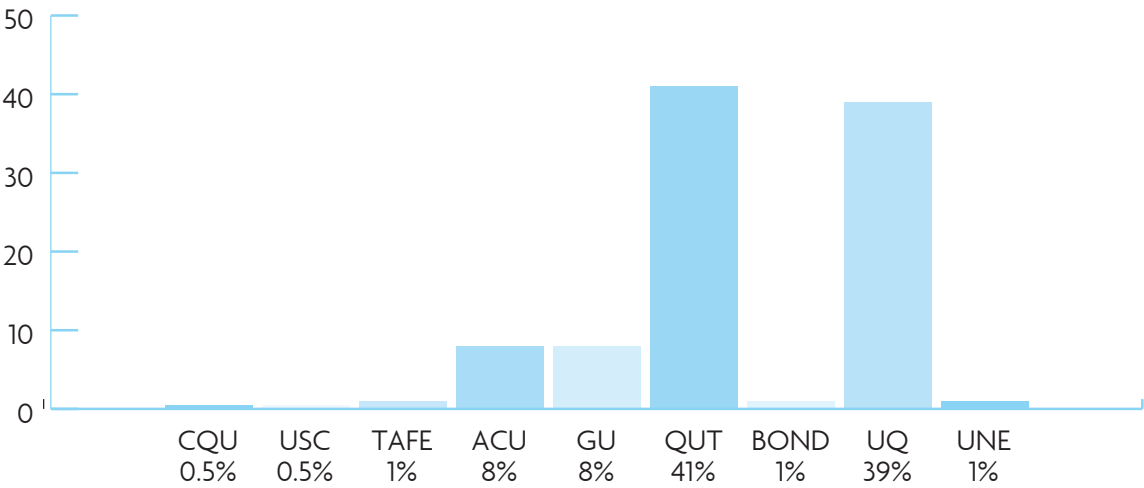
Number of students awarded a Senior Education Profile	146
Number of students awarded a Queensland Certificate of Individual Achievement	N/A
Number of students awarded a QCE at the end of Year 12	146
Number of students awarded one or more VET qualifications	71
Number of students who are completing or completed a SAT	6
Percentage of OP eligible students with OP 1-5	38 percent
Percentage of OP eligible students with OP 1-7	55 percent
Percentage of OP-eligible students with OP 1-10	76 percent
Percentage of OP eligible students with OP 1-15	99 percent
Percentage of students who are completing or completed or were awarded one or more of the following: SAT, QCE, VET qualification	100 percent
Percentage of QTAC Applicants receiving a tertiary offer	99 percent



Stuartholme School Toowong

Outcomes summary											
SEP	QCE	QCIA	VET	SAT	OP	IBD	Senior Statement only		% with a QCE, VET, SAT or IBD		% QTAC applicants with a tertiary offer
151	146	—	71	—	106	—	1		99%		99%
Students who received a QCE	N		VET	SAT	VET Cert I	VET Cert II	VET Cert III	VET Cert IV	VET Dip or AdvDip	Uni subject at school	VET Dip or AdvDip unit at school
	146		714	—	—	13	65	23	—	2	1
	Students yet to receive a QCE	2		1	—	—	1	—	—	—	—
OP-eligible students	N	QCE	VET	SAT	VET Cert I	VET Cert II	VET Cert III	VET Cert IV	VET Dip or AdvDip	Uni subject at school	VET Dip or AdvDip unit at school
	101	100	27	—	—	—	27	1	—	2	—
	OP-ineligible students	44	42	40	—	—	15	71	23	—	—
OP distribution							OP1–5	OP6–10	OP11–15	OP16–20	OP21–25
							40	40	24	2	0

POST SCHOOL DESTINATIONS TERTIARY PLACEMENT, 2016



NEXT STEP 2017 DESTINATIONS OF 2016 YEAR 12s Stuartholme School



Introduction

This page presents a summary of results of the annual *Next Step* survey for Stuartholme School. The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2016, whether they attended a state, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician's Office conducted the survey between March and June 2017, approximately six months after the young people left school. Responses were collected online and via computer-assisted telephone interviewing.

Statewide and regional reports from the 2017 *Next Step* survey will be available on the *Next Step* website from September 2017 at www.education.qld.gov.au/nextstep.

Response rate for Stuartholme School

Table 1 below reports the response rate for Stuartholme School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers who attended Stuartholme School in 2016.

It has not been possible to ascertain how representative these responses are of all Year 12 completers from this school.

Table 1: Survey response rate, Stuartholme School 2017

Number of respondents	Number of students who completed Year 12	Response rate (%)
127	151	84.1

Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Year 12 completers who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at www.education.qld.gov.au/nextstep.

Summary of findings

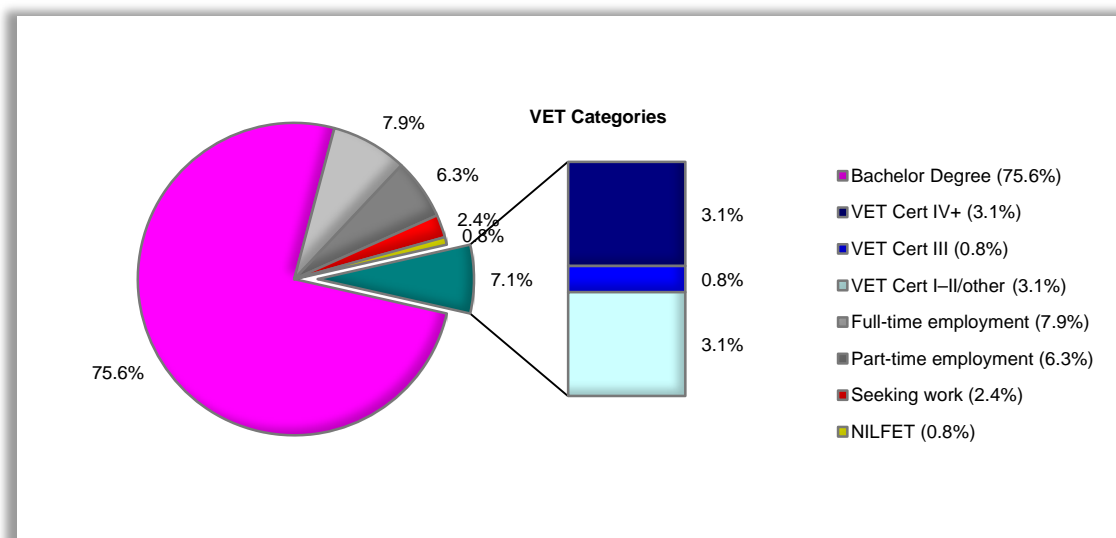
In 2017, 82.7% of young people who completed Year 12 at Stuartholme School in 2016 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (75.6%). The combined VET study destinations accounted for 7.1% of respondents, all of which were in campus-based VET programs, with 3.1% of Year 12 completers entering programs at Certificate IV level or higher.

In addition to the above study destinations, a further 10.2% of respondents from this school deferred a tertiary offer in 2017 (deferrers are included in their current destination).

17.3% did not enter post-school education or training, and were either employed (14.2%), seeking work (2.4%) or not in the labour force, education or training (0.8%).

Figure 1: Main destination of Year 12 completers, Stuartholme School 2017



Appendix 1

EPICS

As Sacred Heart Educators we are called to educate students to “a social awareness that impels to action.” To do this we need to develop our student’s curiosity about the world around them and help them develop the skills and attitudes to engage creatively in taking actions that make the world a better place.

Exciting Program for Intellectually Curious Students (EPiCS) is designed to play a role in this process. The goal of EPiCS is to incubate the next generation of change makers by inspiring their creativity and helping them build the skills and attitudes that underlie social entrepreneurship.

EPiCS Objectives:

- To encourage the development of a growth mindset and traits collectively known as grit, including creativity, curiosity, open-mindedness, persistence, social responsibility and teamwork.
- Provide opportunities for students to work collaboratively and give advice and guidance to their peers, to share and exhibit the products of their efforts.
- Incubate the next generation of change makers by inspiring their creativity and helping them build the skills and attitudes that underlie social entrepreneurship.
- Encourage the development of a growth mindset and traits collectively known as grit, including creativity, curiosity, open-mindedness, persistence, social responsibility and teamwork.
- Provide opportunities for students to work collaboratively and give advice and guidance to their peers, to share and exhibit the products of their efforts.

Year 7 EPiCS 1

The focus of EPiCS 1 Program was Upcycling. Girls were involved in three day long projects. These projects involved planning, and following processes.

1. Tee Project - Upcycle t-shirts to make scarves which were donated to a relevant charity.
2. Paper Project - Upcycle waste paper and cardboard into a useable object such as a stackable cardboard table or a candle holders.
3. Plastics Project - Upcycle waste plastics (like PET bottles) into useable objects.

Year 7 EPiCS 2

EPiCS 2 provided an opportunity for girls to work with a range of traditional hand and power tools including electric drills, hand saws, hammers and new digital tools used by makers such as soldering irons and makey-makey.

1. Wood sandwich Project - Learn about traditional woodworking and home repair tools, electric drop saw, drill holes with an electric drill, use a handsaw to cut wood and make a wood sandwich, hammer in nails and learn the difference between a nut and a bolt
2. LEDs Project - Make a simple circuit using copper tape, coin batteries and LEDs. Learn about electrical and electronic circuits.
3. Automata Project - Make a simple ‘machine’ - an automata.

Year 7 EPiCS 3

Students elected to participate in one of several project streams for the full three days. All products were constructed for use at Sony Camp.

1. Go Kart Project– Design and construct a go-kart. Dream up an innovative design, then transform your pile of wood, rubber and steel into a rideable reality. Use acrylic paints to add personalized styling.
2. Cardboard Playground Project - Design and construct a cardboard playground that will be used during Sony Camp.
3. Sing Stars Project – Design and construct masks and costumes for Sony Camp ‘Superheroes’.
4. Puppet show Project– Make a puppet theatre and puppets. Write the script for a puppet show.

Year 8 EPiCS

The focus for the Year 8 program was on communicating using digital technologies - giving students opportunities to develop a wide array of skills in digital media production– video, photography, web and social media – through hands-on making and skills in advocacy.





STUARTHOLME SCHOOL

CRICOS Provider No:00524E

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