



STUARTHOLME SCHOOL

School Report 2021

(BASED ON 2020 DATA)

Contents

- 1. Introduction**
- 2. About a Sacred Heart Education**
- 3. School Profile**
- 4. Financial Information**
- 5. Message from the Board Chair**
- 6. Message from the Principal**
- 7. Social Climate**
 - a. Student Wellbeing
 - b. Boarding
 - c. Mission
 - d. Mission Activities
- 8. Distinctive Curriculum Offerings**
 - a. Diverse Learning for Students
 - b. Integration with Digital Learning
- 9. Key Student Outcomes**
 - a. Student Attendance
 - b. Non-Attendance
 - c. Apparent Retention Rates Year 10-12
 - d. Year 12 Outcomes
- 10. Co-Curricular Activities**
 - a. Co-Curricular Activities
- 11. Staffing Information**
 - a. Staff Professional Development
 - b. Professional Development Expenditure
- 12. Parent, Student and Teacher Satisfaction**
- 13. Parent Involvement**
- 14. Contact Information**

Introduction

We focus on educating the whole girl,
and ensuring no student will ever be
lost in the crowd.

Kristen Sharpe, Principal

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

Stuartholme School opened in 1920 with just five students on the roll and, from there has grown to its present enrolment of 681 students. 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.

Established by the Society of the Sacred Heart and inspired by the charism of Saint Madeleine Sophie Barat, Stuartholme School has a global connection through its membership of the Sacred Heart national and international network of schools.

Everyday students are engaged through dynamic teaching strategies and vibrant learning environments. Stuartholme School is committed to inclusive education and best practice principles of teaching and learning with opportunities for students to strive for personal excellence. Enrichment and extension are available through curriculum differentiation, subject offerings, competitions, and specialist programs. Curriculum offered at Stuartholme School caters for individual needs of students by offering Queensland Curriculum and Assessment Authority (QCAA) registered subjects and a selection of Vocational Education and Training certificates.

Stuartholme School's mantra is "to be the best she can be" which staff and students live by. Its meaning is derived from the way each student is treated, not as a number, but as an individual person.

Stuartholme School is in a unique position of being a small school, where every girl is known personally, but with large school opportunities, where students are challenged, enriched and encouraged, so no girl will ever 'be lost in the crowd'.

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.



ABOUT A

Sacred Heart Education

Stuartholme School is an international school of the Sacred Heart. The Society of the Sacred Heart is an international congregation of Catholic religious women, established by Saint Madeleine Sophie Barat in France in 1800. Along with more than 200 Sacred Heart schools in over 40 countries, the educational framework is guided by the Goals of Sacred Heart Education. These Goals articulate the forward-thinking and dynamic educational philosophy of Saint Madeleine Sophie Barat.

Stuartholme School has a strong commitment to each of the Sacred Heart Educational Goals. Every year, the school community reflects and focuses on one goal. We hope that this encourages the students, staff, parents, alumnae and friends associated with the School to develop a deeper understanding of the Sacred Heart Goals and work towards living them in their everyday lives.

The Five Goals of Sacred Heart Education

1. A personal and active faith in God

It is important to acknowledge the spiritual dimensions in oneself and others. We aim to build a solid foundation holding true to the teachings of Jesus Christ. Stuartholme applies these teachings into our everyday school-life, and each student is invited to discern their own personal integrity. The school fosters a sense of community where faith is expressed and supported. Regular opportunities are provided for participation in the Eucharist, prayer, liturgy, retreats and assemblies.

Students may also participate in the Sacramental Program, which prepares them for Confirmation and First Communion.

2. A deep respect for intellectual values

One of the most important values of Madeleine Sophie Barat is the importance of lifelong education. Intellectual values encompass more than academic learning, it also includes emotional and spiritual intelligences; as well as kinesthetic, spiritual and visual learning, creativity, collaboration, critical thinking and communication which are foundational to all high order thinking.

Stuartholme School focuses on encouraging each student to understand that learning involves many experiences and hard work within and beyond the classroom.

Our school hosts an extensive and well-rounded curriculum program which each individual is focused upon and is encouraged to personally achieve her full potential.





3. Building community as a Christian value

Our sense of community is greatly treasured by our students, staff, parents and alumnae. We are an inclusive community where everyone's dignity is honoured. Our genuine and authentic relationships affirm individuality and self-belief yet enhance our understanding of interdependence and a highly relational style of education. The Gospel teaching "love one another" is fulfilled in our Sacred Heart expression "come as you are and you are cared for with great love."

Our sense of belonging, our kindness and mutuality is palpable and readily expressed in the many ways we build community.

4. A social awareness that impels to action

Our ambitious social justice programs are where our faith meets our intellect. Teachers and students educate one another to be critical thinkers of unjust social norms and practices. Our students are challenged to develop their competencies of compassion, with an innate understanding that justice begins in their everyday relationships and interactions. Compassion requires empathy and a critical awareness to inform action.

We want our students to step out into the broader community as capable, confident and compassionate leaders who can transform their world – to make a difference.

5. Personal growth in an atmosphere of wise freedom

This goal is unique to the Sacred Heart ethos. The atmosphere of the school provides a nurturing environment that inspires our students to be self-reflective and well-educated, enabling them to grow into their true selves. We do not have a mold nor a stereotype, we respect and empower the individuality of each member of our community. Our school instills in our students the importance of self-belief. At Stuartholme we aim to encourage each person to identify, develop and understand their own distinctive strengths and their own personal integrity.





School Profile

School sector

Catholic Independent Secondary Girls

Address

365 Birdwood Terrace, Toowong Qld 4066

Enrolment

681 (August 2020 Census)

Year levels

Years 7 to 12

Student characteristics

104 Boarders
9 Indigenous Boarders
9 Overseas students
14 Students on Visas
11 Indigenous
98 National Consistent Collection of Data (NCCD)
Students with Disability (August 2020 Census)

This report represents information on the School and its policies relating to the 2020 school year.



Financial Information

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





MESSAGE FROM THE Board Chair

The School Board, as is proper for a governing body, is not in the front line of school management, we do not do the playground duty, mark exams and assessments nor agonise over timetable scheduling. We attend the happy celebrations, share in and enjoy the Celebrations of Excellence, Feast Days and special Masses.

In many ways we see the best of times and help manage the other times where the Board's role is to plan for the economic sustainability of the school for the next 100 years and beyond. As always, we ensure the Five Goals of Sacred Heart education continue to be at the centre of Stuartholme.

2020 was a year of global challenge as the Covid 19 Pandemic impacted schools and society generally. There was Day School and Boarding shutdowns, closed State Borders and changing restrictions on social distancing and movement. 2020 was Stuartholme's Centenary Year and the year of many celebrations but was instead a year of resilience and pivoting plans.

Through all those times in 2020 notwithstanding COVID 19, I saw a community of students, staff, and parents strive to achieve for the Five Goals of Sacred Heart Education and in particular the 2020 Focus Goal of 'Building Community as a Christian Value'. The work of the Justice, Peace and Integrity of Creation (JPIC) Committee was superlative in its leadership of this focus goal and the Board was privileged to receive the Focus Goal Report in November 2020.

It was also throughout 2020 where Stuartholme School's priority of caring for the whole person was best practice and has been recognised with Stuartholme named a finalist in the National Education Awards for its Wellbeing Programs.

At the 2020 Celebration of Excellence, I paid tribute to the excellence of the trinity of staff, parents and students at Stuartholme School and I do so again because it is the sum of these parts that is the strength of the Stuartholme community. 2020 was evidence of that strength and I note the outstanding ATAR results achieved by the Year 12 students as an example.

It is the commitment, scholarship and deeply relational pastoral care of the teachers and all staff led so ably by the Principal and the Leadership Team that exemplifies the best in Sacred Heart education and echoes Madeleine Sophie Barat words to her sisters over 200 years ago "Your example even more than your words, will be an eloquent lesson to the world".

I acknowledge the sacrifices and dedication of parents in choosing Stuartholme for their daughters and in particular those boarding parents who entrust their daughters to Stuartholme as their home away from home. The contribution of parents to sporting, cultural and pastoral activities enrich the school in so many ways. As a mother of four, I know the trials and tribulations of parenting in this age and am in solidarity with Stuartholme parents as we navigate the challenges of this time.

I applaud the joyful enthusiasm of the students of Stuartholme. Their optimism, altruism, laughter, sportsmanship, enthusiasm for life, learning and creative arts is infectious and no more so than at Dance Off Friday. Mother Janet Erskine Stuart, one of the founding Sisters of Stuartholme would be satisfied indeed by them "living at their best".

Education as a sector is subject to the vicissitudes of political funding and education policy. Parallel to this is the societal changes and pressures upon our Generations Z or Zoomers who are our Stuartholme students. Educational leadership in this time requires pragmatism, courage and agility. Stuartholme is very fortunate to have a courageous and pragmatic leader for these times in Kristen Sharpe as Principal. Her unstinting service and commitment to her role 24/7 ensures that Stuartholme is well placed to adapt and thrive in a changing environment.

A Stuartholme education is individually focused to bring out the best in everyone but globally inspired to equip students to make an impact in the world in which they live today and for the future.

Helen Spain
Board Chair Stuartholme School Board





MESSAGE FROM THE Principal

2020 is Stuartholme School's Centenary year. However, our years of preparation and planning did not reach fruition under the restriction of the global pandemic. Unfortunately, for many 2020 will be remembered as the year of COVID-19. However, in our hearts, we know and celebrate our 100 years of being the best she can be and the profound expression of beating as one at heart – a stronger more unified Stuartholme community.

The most significant lesson we have learnt during this time of adversity is how unified we are as a community. Whether it was professionally in creating and constructing STU@HOME, interpersonally ensuring care and connection to know every member of our community was supported and stewarded while working from home or spiritually where our Cor Unum spirit empowered and encouraged each person to offer their gifts to build community.

Our STU@HOME model was an outstanding success. Led by Daniel Crump, our magnificent team of professionals created and constructed a website, which catered for students, staff, and parents. Our dedicated teachers, strode courageously into a virtual world, harnessing any inhibitions and adventurously embracing all new ways of teaching remotely. Teachers utilized: Zoom Meetings, providing pre-recorded instructions and content delivery, responded via collaborative spaces, all built on a foundation of OneNote lesson planning which extended weeks ahead. Parents, often working alongside their daughters, communicated significant positive feedback. Students believe the STU@HOME model was an extremely efficient and effective way to learn. Some students expressed a preference for this model, as it allowed them to work at their own pace, honored their independence and strengthened their resilience, self-management, and organisational skills. We have always claimed Stuartholme girls are independent and capable leaders and they demonstrated this through their successful studies at home.

Our innate way of supporting students' wellbeing was actively achieved through regular connection in Tutor Mentor Group Zoom Meetings and the dedicated care of our Leaders of Student Wellbeing. An enormous amount of support was accessed by parents, who were working in partnership with Stuartholme, while their daughters were learning from home.

As a community, we learnt our Cor Unum bond is greater than our physical location. Our Alumnae of course already know this, as their sense of connection with our school continues once they depart our beautiful bush setting. We learnt what makes Stuartholme special, is not just our amazing view, it is the collective spirit of our community. We learnt that our student leaders, our Cor Unum Committee, were able to continue to be role models for the rest of the school and discover new ways to inspire their 'sisters' to be unified.

Term 3 meant nearly all students were back at Stuartholme. Term 2 Year 7 to 10 Boarders learnt from home for the full term. The day school resumed with COVID safe restrictions affecting gatherings of larger than a class; all these normal school events were live streamed across the school into all classrooms, the nation and internationally which enabled our international extended families and alumnae to enjoy our celebrations. For the Boarding House to resume fully COVID safe restrictions were more arduous. Boarders underwent medical checks daily, their showers were strictly allocated and timetabled to enable special cleaning requirements, food was packaged or plated, no visitors to the House and leave from the Boarding House was only allowed with family members. As Queensland borders closed, going home for the September school holidays for our NSW Boarders looked like this was not possible. Our community rallied offering NSW Boarders Brisbane "vacations". However, our 16 NSW Boarders made a short powerful video "No Borders for Boarders", which conveyed a powerful message on social media, successfully receiving 10,000 hits in 24 hours. Soon we were successfully negotiating class exemptions for border restrictions.

Queensland conducted the new external exam system. These external exams proceeded without interruption but in accordance with COVID safe plans. However, the months leading up to the exams were exacerbated by learning from home in Term 2 and many cancellations of Year 12 milestones. Yet our Graduating class were resilient, mature and



focused and they will always be honored and admired for their gracious strength. Stuartholme teaching staff and our Senior students showed tenacity and determination to thrive and succeed; they worked hard in preparation for the external exams. My staff are hard-working, generous in their relationship with our girls, intellectual by their nature and dedicated to their profession. I thank them unreservedly!

In September, the Stuartholme School Board and the Leadership Team started a process of “what’s the next big idea?” for our new Strategic Plan. I look forward to our working relationship and our shared stewardship of our Stuartholme future. During a year of stringent financial management and difficult decisions resulting from the economic impact of COVID-19, the Stuartholme School Board have been compassionate yet “hard task masters”; I thank them for steadfast support and astute advice. At the conclusion of the year, we farewelled: Michelle Clarke, the CFO of Griffith University and Catherine Baudet, a leader in the field of architecture, both these Directors are alumna. I would like to thank each of these Board Directors for their love of Stuartholme, their generosity, and their astute stewardship. We also welcomed a returning Director Dr Stephen Brown, an internationally renowned educational leader.

Our Leadership Team welcomed two new members: Daniel Crump, Deputy Principal and Justin Golding, Dean of Mission. These two gentlemen stepped into the fore, Daniel leading STU@HOME and Justin leading our Critical Incident Team and with Deb Lonsdale-Walker collaboratively leading the Core Business Cabinet. We have engaged in professional learning and team building, challenging ourselves to be the best team we can be. We are excited about our future together and our stewardship of our Stuartholme community. At the end of the year, we farewelled Laura Wedmaier, our Commercial Director. Laura has led a quiet revolution over the past four years behind the scenes, navigating us through the Gonski Federal funding cuts, which continue to 2028, and through a COVID year with significant loss of income. During Laura’s time our debt and our debtors are at their lowest and our financial stability is at its strongest. I thank Laura for her phenomenal professional knowledge, her capacity to lead change and for her highly relational approach. I would also like to wholeheartedly thank my Leadership Team for their support and energy this year, we led courageously, strongly and compassionately ensuring the safety of all member of our community.

We are celebrating our Centenary year, some people may think it was a shame this happened in such a milestone year, but for us, we have been strengthened by our spirit of Cor Unum which powerfully endures. We did manage to have our Centennial Mass, with 10 physically in attendance, live-streamed across the world, our Canungra Wine and Dine Tour, acknowledging our relocation in World War II, our Centennial Art Show and our inaugural Remembrance Mass for our alumnae in November. Our Cor Unum spirit powerfully endures.

Next year, we begin a new century for Stuartholme School. When our school first opened, the Sisters of the Sacred Heart of Jesus would not have foreseen a Great Depression, another World War, severe flooding and finally a global pandemic. Neither can we predict what the next 100 years will bring; however, what I can say with absolute certainty, is whatever challenges come our way, the strength of our Stuartholme community will ensure we all, not only prevail, but flourish, as we did in 2020, in our strengthened spirit and sense of belonging of Stuartholme.

Kristen Sharpe
Stuartholme School Principal



Social Climate

At the heart of Stuartholme School are our students. We endeavour to provide our girls a supportive environment that is built upon positive relationships so that each student can reach their full potential, while contributing to the broader community. We empower every Stuartholme School student to pursue the key attributes required to live out the Sacred Heart goals of challenge, compassion, connection and courage, within the Cor Unum spirit of one heart. We proudly advocate a focus on educating the whole girl, encouraging academic success while balancing the student's wellbeing. Over the past few years, the school has invested a great deal in enabling the girls to be resilient learners and supportive peers, to assist them in meeting the demands of our increasingly complex society. Our Wellbeing Programs are constructed to enhance each student's self-concept, motivation and performance through strong student – teacher relationships, peer relationships and parent involvement.

Student Wellbeing

Overview

At Stuartholme School every initiative and action are influenced by the Goals of Sacred Heart Education, which endorses a more cooperative approach to learning and personal growth. Working together to create a learning environment that deliberately links learning and wellbeing to ensure our students are more academically resilient and tenacious. In keeping with the Australian Student Wellbeing Framework, we support our students to develop a strong understanding of themselves to promote independence and capability as leaders within a global community.

Structure

The Student Wellbeing structure is made up of six Teacher Mentor groups per year level, with between 13 and 24 students in each group. These groups are categorised by Houses; each named after influential Religious of the Sacred Heart. Year 12 Teacher Mentors take on the responsibility of working with the Year 12 students to lead their Houses and oversee House activities.

All members of staff are part of the Wellbeing Team: with Teacher Mentors, Leaders of Student Wellbeing, Counsellors, Careers Advisors, and the Leadership Team at the forefront. Each person seeks to model and teach the skills needed to build a sense of community and practice clear, direct and open communication. The Student Wellbeing staff work closely with teachers in each year group to monitor the academic care of the girls in their cohort.

We continue to develop and nurture our close partnership with parents to work together, both in the real world and online, to optimise every opportunity a Stuartholme School education offers. Our parent portal, fortnightly school newsletter articles, Parents of Stuartholme Forum and The Lab endeavour to support parents with advice and guidance on a range of topics that enhances communication to increase involvement and deliver positive outcomes for every student.

Programs

The Student Wellbeing Program embeds positive psychology concepts and covers a variety of age-appropriate topics for each student cohort. The program covers topics including personal and online safety, time management, resilience, positive relationships, mindfulness, appropriate use of technology and managing friendships/relationships which are explored at developmentally appropriate stages.



School's Commitment to Child Protection

Stuartholme School has Student Protection Guidelines that have been developed in consultation with the Queensland Catholic Education Commission (QCEC) and is committed to the protection of children and adolescents' right to safety. Our structure supports our commitment and includes four fully trained Student Protection Officers to whom students can report inappropriate or unsafe behaviour.

Student Positive Expectations and Behaviour

The Stuartholme School Student Positive Expectations and Behaviour Guidelines promote effective partnerships between the Leadership Team, Leaders of Student Wellbeing, Teacher Mentors, teachers, boarding and administrative staff and parents.

These guidelines strive to promote the support for and respect of each student and sustain strong, positive relationships. The document outlines the processes to provide efficient resolution of issues. It recognises the need to adopt evidence-based best practices that supports the continuous development of our students.

The Stuartholme Way – Stand Up to Bullying

All members of the Stuartholme School community work together to live out the values of its Sacred Heart tradition. The school is committed to promoting positive peer relationships. No form of bullying is acceptable under any circumstances. Students, as well as staff and parents, play an important role in creating a safe and happy school environment for all.

Stuartholme School has a very strong and positive school culture promoting positive relationships and a clear policy to sustain this outcome. To make this policy accessible to students, we proudly display The Stuartholme Way – Stand up to Bullying! statement in every Teacher Mentor Group room. This statement articulates what bullying is and provides advice about the role every girl can play in continuing to create a safe and happy school environment.

The Student Representative Council remain a key forum for consultation on action to be taken in this space. Based on their advice, The Stuartholme Way - Stand Up to Bullying electronic mailbox was established and is located at standuptobullying@stuartholme.com to deal discreetly with any reports. Anonymous reports cannot be accepted. A real mailbox is also located in Student Reception. The whole school is anonymously surveyed on an annual basis with outcomes analysed to assist with reviewing future policy, programs and practice.

The Stuartholme School Peer Relationships Policy is available online at: <https://stuartholme.com/discover/school-policies/>

Counselling and Support

Stuartholme School's psychologists work in collaboration with all staff, particularly the Leaders of Student Wellbeing, to enhance student access to and participation in holistic educational experiences. They do this by assisting students to work through psychological, social or behavioural issues that may be impeding their ability to think clearly, concentrate, problem solve, make informed choices or take productive action. Our solution focused and strengths-based approach empowers students to not just deal with whatever is happening in their lives right now, but to learn lifelong skills of self-management, reflection and emotional regulation to function with meaning and confidence as young women in the world.



Boarding

The motto of Stuartholme Boarding is Be Kind, Be Inclusive, Be Independent, Be Involved and Be Your Academic Best and 2020 certainly saw this lived out.

Boarders from communities as diverse as Alpha, Aurukun, Cooktown, Dirranbandi, Groote Island, Rowena, South Mission Beach, St George, Tambo and Xiamen lived successfully in community, sharing the triumphs and struggles of the year of COVID-19, unlike any other that we have experienced. A great strength of Stuartholme boarding is our diversity which we see expressed daily in a harmonious way, but this end result is not automatic; it comes about through hard work and deliberate pursuit of a common vision: a boarding community that enables each individual to flourish but in a way that helps empower others at the same time. 2020 has been like no other year in our lived experience. This year has proven what grit our girls have developed as time and time again the goal posts were moved and re-arranged at a moment's notice.

Stuartholme School is Brisbane's only Catholic girls' boarding school and in 2020 had 104 boarders. Boarding is increasingly a drawcard for day parents wishing to enrol their daughters at Stuartholme School because they value the diversity and enhanced sense of community that boarders bring to a school. The boarding community is guided by a very strong vision statement: "Each girl is to feel at home in boarding, loved as she is, comfortable and secure. When girls feel like this, they are ready to be challenged and extended." Outstanding staff work exceptionally hard at ensuring this vision and the boarding values are promoted and lived out in the daily life of all boarders.

Structure

The Boarding House is led by the Boarding Leadership Team consisting of the Dean of Boarding and three Assistant Heads of Boarding who ensure that there is excellent coverage on all shifts and that the capacity of all boarding supervisors can be developed and monitored. The Assistant Heads of Boarding have responsibility for the wellbeing and care of particular year levels and they run a strengths-based Wellbeing Program that is boarder specific and sits alongside the day school Wise Wellness Program.

The Assistant Heads of Boarding produce fortnightly newsletters for the parents in their year level, as well as regular email and phone contact with parents.

The level of medical care the boarders receive is exceptional and this expands at times to include hospital stays and overnight admissions. Sr Kylie Brain has lead the way in a year where medical 'know how' has been crucial to how we care for all the girls in Boarding.

Programs

Stuartholme School Boarding has a strong leadership program and in 2020 we continued to enhance the role of Mentors in leadership positions that aspiring Year 11s can apply for at the end of each year. These positions help plan and run activities for each year level and also act in a peer mentoring capacity. The other official leadership positions in boarding are the Boarding Captains and Vice-Captains who met with the Dean of Boarding weekly to plan Monday's House Meeting and other special events. The student-led food committee called the Breakfast Club continued to meet the catering manager fortnightly to provide input into the menu as well as plan theme-based special dinners. The Boarding Recreation Program has developed an outstanding reputation and is based on an inclusive and holistic philosophy which sees the boarders engage regularly as volunteers and in sustainability ventures such as op shopping and recycling clothing.



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loved as she is, comfortable and secure.
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Parent and Community Engagement

Stuartholme School Boarding has continued to strengthen parent and community engagement. The creation of a Stuartholme School Boarding Facebook Group continues to engage with our parents to enhance their feelings of connection and keep them informed of their daughters weekly activities. The Boarder Parent Network Committee continues to be a strong connection of parents and Boarding School personnel. At the beginning of each term, year level representatives meet the Principal, Dean of Boarding and any interested parents.

Partnerships with organisations such as Isolated Children's Parents' Association (ICPA), Australian Boarding Schools' Association, Cape York Leaders' Program, Marist and Nudgee Colleges were grown and strengthened. Stuartholme School actively seeks ways to enhance student learning and wellbeing for our boarders by partnering "by partnering with families, education and training institutions, local business and community organisations.

Mission

As a school of the Sacred Heart, a Stuartholme School education is about challenging both the mind and the heart of its community. Our 'Heart and Action' program provides opportunities for students to learn from, and work with, those in our local, national and international community who experience inequality and injustice. These opportunities allow our community to learn through their service to others and provides a practical way through which our community can live out its mission to produce young people who are Christ's heart on earth today. In 2020, the global pandemic and necessity for social distancing caused us to rethink how we provide prayer and liturgical experiences for staff and students. This was achieved through use of livestreaming to classroom groups and the wider community. Through the use of this technology, all our major celebrations were able to occur. Furthermore, social justice opportunities were also conducted online through the use of Microsoft Teams and Zoom during this time.

The Religious Education Program at Stuartholme School combines the classroom teaching of Religious Education and the Religious Life of the School. Meaningful experiences to explore how our faith is lived include prayer and liturgy, voluntary service opportunities along with annual retreat and spirituality days for staff and students. Additionally, Stuartholme School has a deep commitment to the principles and practices of social justice. Students are encouraged to educate themselves on issues of concern in our world so that they may act with wise freedom, working towards fair and positive change in society. The opportunities for students to engage with social justice issues are outlined in Extra-Curricular Mission Activities.



Mission Activities

ACTIVITY / # STUDENTS	DESCRIPTION
Annual retreat program / Each student in the school	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.
Justice, Peace and Integrity of Creation (JPIC) advocacy group / Approx. 70 girls with one JPIC Captain who leads a committee of Year 12 students	JPIC is a student-led group with girls from Years 7 to 12. The group aims to raise awareness of social justice issues in the wider community through volunteering, social enterprise and civic advocacy. Examples of issues JPIC will focus on are environmental sustainability, disability, mental health, solidarity with the marginalised. These social justice themes are selected by the students and will become the areas of focus and growth for the next three years. JPIC Jnr is a subset of JPIC, and encourages our Year 7 to 9 students to engage with social justice issues and learn leadership skills.
Liturgy Committee / Approx. 20 girls	The Liturgy Committee assists the Dean 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.
Social Justice Programs / 350 students from Year 7 to 12	<p>Social DanDaLion Christmas Party, a student designed, managed and led social justice day. 49 students from across Year 7 to 12 volunteered their time and skills to create an early Christmas celebration for young people who are differently abled.</p> <p>Over The Net, a social justice opportunity for Year 11 and 12 students interested in pursuing a career in allied health. The aim of Over The Net is to equip students with hands on experience assisting young people with different abilities to learn about and engage in a game of tennis, whilst gaining confidence and motor skills. This program acts as an opportunity to develop a student's understanding of those marginalised in our community and how your actions can create positive change.</p> <p>Playmakers, a social justice opportunity for Year 9 and 10 students who wish to work with children who are differently abled. This weekly program encourages students to design their own program based on learning the fundamentals of a team sport. Students act as coach, cheerleader and mentor to their differently abled buddy.</p> <p>Auslan, Year 7 to 12 students can join Auslan classes run during lunch times at school. The classes focus on the fundamentals of conversation so that students can feel prepared and confident when engaging with the non-hearing world.</p> <p>Civic Advocacy Forum, Year 7 to 12 students select one of our social justice themes to explore in a panel and workshop format. The Civic Advocacy Forum focuses on education and how a young person can use their voice respectfully, safely and effectively when advocating for a cause they feel passionate about.</p> <p>Stu Case Rummage, JPIC manages and executes an op shop on-site to encourage students to examine their sustainability habits and raise funds and awareness of waste within Australia.</p>
Stu Shaves the Day / Approx. 100 Year 12 students	This one day event is organised and executed by our Year 12 students. Funds are raised by students cutting and shaving their hair. The hair is donated to Sustainable Salons who make wigs for people experiencing hair loss due to medical conditions and the money is donated to the charities of the cohort's choice. When choosing charities Year 12s are encouraged to examine how much of the donation will actually be used effectively in the solution of the issue, rather than spent on marketing or administration.
Stuartholme School and St Laurence's College Sony Holiday Camp / Approx. 25 students as companions and 40 students who run activities	This is a three-day camp for children with special needs that provides respite for their families. Year 11 and 12 students care for a child for three days whilst participating in a range of activities.





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 vocational pathways. The school offers a wide range of subjects, including Vocational Education courses, that contribute to the Queensland Curriculum Assessment Authority's (QCAA) Queensland Certificate of Education.

The curriculum in Years 7 to 10 is based on the Australian Curriculum with students in Years 7 and 8 covering the suite of subjects to develop knowledge, skills and understanding for further studies. In Year 9 students continue studying core subjects along with two elective subjects. The key focus for Year 10 is to begin the transition to the Senior school (Years 11 and 12). Students in Year 10 are encouraged to begin specialising in areas they would like to pursue in Years 11 and 12 which assists them in confidently selecting appropriate pathways for their senior years.

All students study a religious education subject from Year 7 through to Year 12.

Underpinning the curriculum is the development of higher-order thinking skills, based on Kendall and Bloom's Taxonomy, with a particular focus on analysing, evaluating and justifying. Along with literacy and numeracy, students are supported to develop critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills and Information and Communication Technology (ICT) skills. An important part of the Year 7 to Year 10 program is to encourage and promote proactive, resilient and independent learners.

Subjects offered

- Accounting
- Ancient History
- Biology
- Business
- Chemistry
- Chinese
- Digital Solutions
- Drama
- Economics
- General English
- Literature
- French
- Geography
- Health
- General Mathematics
- Mathematical Methods
- Specialist Mathematics
- Modern History
- Music
- Music Extension
- Music in Practice
- Physical Education
- Physics
- Psychology
- Study of Religion
- Visual Art
- Visual Arts in Practice
- Essential English
- Essential Mathematics
- Fashion
- Religion & Ethics
- Religion, Meaning and Life
- Diploma of Business
- Diploma of Sport Management
- Certificate III in Early Childhood Education
- School-based apprenticeships
- Certificate courses as individually negotiated



Stuartholme's curriculum supports students to develop flexibility, resilience, creativity and the ability to continue learning throughout their lives. At its heart, a Stuartholme School curriculum enables our students to be the best they can be, now and into the future.

Danny Crump, Deputy Principal

Diverse Learning for Students

Stuartholme is committed to inclusive education and best practice principles of teaching and learning for all students. Programs catering for students identified with individual needs are planned to provide students opportunities to access appropriate learning opportunities and strive for academic and personal excellence.

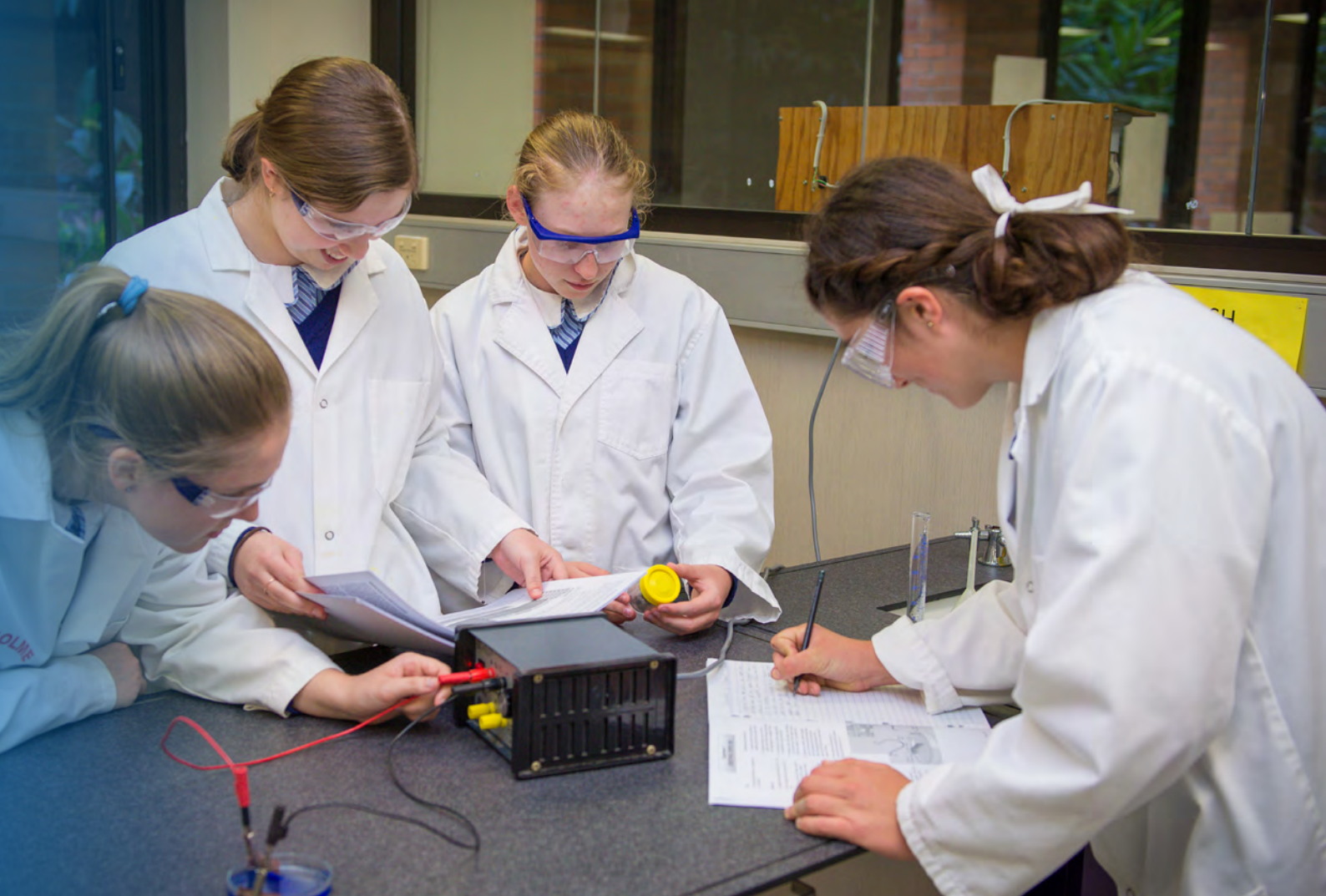
Learning support, enrichment and extension are available to students through curriculum differentiation, subject offerings, and special programs.

Diverse Learners Department

The Diverse Learners Department provides a key role in facilitating opportunities for students with disabilities, linguistic and cultural needs and those students requiring learning support.

The support department provides targeted programs, access arrangements and reasonable adjustments, as well as consultation with students, families, staff and outside stakeholders. The Extended Studies Program across Years 7-10 (small group support program) provides a focus on developing core skills, specific and intensive support with curriculum subjects, development of personal and academic confidence and positive self-efficacy.





High Ability Students – Enrichment and Acceleration

The Director of Enrichment provides a key role in facilitating opportunities for high ability students through curriculum pathways, individualised student programs and a wide range of academic programs and competitions.

These include for example, Future Problem Solving, World Scholars Cup and Future Filmmakers. Students may also undertake university subject offerings through programs such as the UQ's Enhanced Studies Program.

Integration with Digital Learning

In 2020 Stuartholme School launched STU@HOME in response to the COVID-19 pandemic. STU@HOME is a bespoke model of learning at home for our community that maintains our small, caring and connected village, exceptional teaching and learning, targeted support for all students, and spiritual nourishment and wellbeing of our community. Digital learning was at the centre of this model with curriculum being delivered through OneNote with weekly ZOOM meetings scheduled for each class. The model ensured continued effective teaching and learning could continue for all students.

The use of data analytics (TrackOne20) continued in 2020 with the implementation of academic goal setting for students in Years 10 and 11. Students are given access to their past academic data and asked to reflect on and set academic goals for each semester. In conjunction with the new continuous reporting model, students are asked to reflect on their results and feedback including where they sit comparatively in the cohort for each subject. From there, they set goals, identify steps to achieve these goals and evaluate their progress at the end of each semester. All this is completed through the student portal in TrackOne and Teacher Mentors act as academic advisors, reviewing and supporting their academic journey.



Key Student Outcomes

Student Attendance

The average student attendance rate for whole school in 2020 was 91.9 percent. Daily attendance records are kept. These records are monitored and followed up daily by Leaders of Student Wellbeing.

YEAR LEVELS	AVERAGE ATTENDANCE RATE FOR EACH YEAR LEVEL AS % IN 2020
Year 7	94.33
Year 8	93.27
Year 9	91.41
Year 10	91.25
Year 11	90.01
Year 12	91.69
Overall	91.9

Non-Attendance

Stuartholme School has a designated absentee line. A student absence that has not 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 the respective Leader of Student Wellbeing.

Studies show that young people who have a low rate of absenteeism are more likely to:

- Build excellent habits for life beyond school
- Develop a wider range of skills such as working in teams, problem-solving and meeting expectations and deadlines
- Build great relationships with others to support their learning
- Earn more money, have better job prospects and are generally healthier.

To support parents in managing their daughter's attendance and optimising achievement and wellbeing, the school has developed the Stuartholme School Student Attendance Policy. A copy of the policy is located at: <https://stuartholme.com/discover/school-policies/>





Apparent Retention Rates 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	
2007	149	2009	148	99.33%
2008	152	2010	154	101.32%
2009	147	2011	142	96.6%
2010	155	2012	142	91.61%
2011	139	2013	142	102.2%
2012	149	2014	143	95.97%
2013	117	2015	119	101.7%
2014	150	2016	153	102%
2015	113	2017	111	98.2%
2016	125	2018	128	102.4%
2017	85	2019	87	102.3%
2018	109	2020	102	93.58%
2019	123	2021	118*	95.93%

*Enrolment numbers as at 28.6.2020.



Year 12 Outcomes

The senior curriculum aims to engage each girl in a learning pathway that prepares her for a range of post-schooling options and opportunities. 100 percent of Stuartholme School's 2020 Year 12 students who applied to an Australian Tertiary Admissions Centre, received an offer, with 20% receiving early offers.

In 2020, Stuartholme School had 102 students in Year 12. 100 students were domestic students and of these 81 were Australian Tertiary Admission Rank (ATAR) eligible. Their results are outlined in the following table.

School & State %	ATAR above 98.9 (%) School	ATAR above 98.9 (%) State	ATAR above 91.5 (%) School	ATAR above 91.5 (%) State	ATAR above 65.5 (%) School	ATAR above 65.5 (%) State
2020	5	2.66	39	20.5	99	74.9

Results above are reflective of students who gave consent for their ATAR to be released to the school.

OP equivalents as reported by Education Qld are:

ATAR 99.95 – 98.90 ~ OP 1

ATAR 99.95 – 91.50 ~ OP 1-5

ATAR 99.95 – 65.50 ~ OP 1-15

Number of students awarded a Senior Education Profile	102
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an ATAR	81
Number of students awarded one or more VET qualifications	36
Number of students awarded a QCE at the end of Year 12	101
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of ATAR eligible students with ATAR 65.50 – 99.95	99
Percentage of students who are completing or completed or were awarded one or more of the following School-based apprenticeships and traineeships (SAT), QLD Certificate of Education (QCE), Vocational Education and Training (VET) Qualification	100
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100



Co-Curricular Activities

Stuartholme School's co-curricular activities promote the value of 'learning taking place outside of the classroom' and encourage students to explore opportunities that will enrich their education. The co-curricular 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-curricular and mission activities over the school year, taking responsibility for committing fully to each activity and meeting the demands of their academic studies.

The program is not static and the activities offered interest a wide array of our students. Stuartholme School students are three times more likely to participate in co-curricular activities than the national average of adolescent Australian girls. In 2020 we had 78% of our students register to play at least one school sport with 53% of our students registered to play at least 2 or more school sports.

The school's co-curricular offerings cover a range of areas including music, sports, various clubs, societies and international study tours and exchanges.

Co-Curricular Activities

ACTIVITY	ACTIVITY	ACTIVITY
Art Club	Flute Ensemble	Soccer
Athletics	Future Problem Solvers	Social Justice program
Basketball	Guitar Ensemble	Speech and Drama
Cello Ensemble	Hockey	Stuartholme Rocks
Clarinet Choir	Indoor Cricket	String Quartet & Chamber Music
Concert Band	Jazz Band	Swimming T1
Core Fitness	Jazz Combo	Swimming T4
Cross Country	Joigny String Orchestra	Tennis
Debating	Joigny Voices	Knowles Cup Tennis
Double Bass Ensemble	Netball	Alumnae Cup Tennis
Drama Club	Percussion Ensemble	Touch Football
Enrichment (High Academic Potential Students)	RnB Band	Volleyball
STEM (Years 7, 8 & 9)	Robotics	Water polo T1
Equestrian	Rowing	Water polo T4
	Sinfonietta	Year 7 Choir



Stuartholme School musicians had another exiting year beginning with the Music Camp held at Alexandra Park Conference Centre in February. The annual weekend of rehearsals and social activities provided the students with a wonderful opportunity to firmly establish their repertoire and develop skills, musicianship and confidence as new members of a Stuartholme School music ensemble.

The Music at Twilight (March) and The Spring Spectacular (October) concerts featured all the bands, choirs, small ensembles and orchestras. The musicians challenged themselves with a diverse range of music that collaborated in heart-warming renditions of “Shallow” by Lady Gaga and “Someone To Love” by Queen, with outstanding solo contributions from Bridget Lloyd-Morgan (Music Captain).

The Queensland Catholic Colleges and School Music Festival was held once again in mid-August at Villanova College and St James’ Church, Coorparoo. Stuartholme School received an outstanding four Gold Awards, three Silver and one Bronze Award.

The musicians also featured in school wide community events with important performances at ANZAC Day, Orientation Day, Mother’s Day, Father’s Day, Grandparent’s Day and Celebration of Excellence events.

Special Liturgies and Masses featured singing and instrumental contributions from a diverse range of year levels.

The Annual Christmas Carols Service was held on the final week of the school year with the string quartet, jazz vocalists and instrumentalists swooning the school community on the Pink Balcony before the service. The Chapel was beautifully lit and overflowed with members of the school community to embrace the traditional service. The musicians and music staff prepared an evening of traditional carols with over 120 musicians and alumnae involved in the final community event of the year.

2020 brought many challenges for co-curricular sport with many of our events/seasons being cancelled or modified to meet government guidelines/restrictions. Despite this Stuartholme ran a virtual fitness club offering online live fitness and yoga session three times per week, and a virtual cross country for students, families and staff. As

a community we travelled 7, 456 km, which is equivalent to Brisbane to Broome.

Some highlights for Stuartholme:

- 2020 The Catholic Secondary Schoolgirls’ Sports Association (CaSSSA) Swimming Champions
- 2020 CaSSSA Cross Country Champions
- 2020 State Equestrian Champions
- 78% participation during a COVID year
- 53% of students played two or more sports
- Introduction of Rugby 7s, with over 60 participants
- Introduced enrolled Year 5 students into our water polo program
- Introduced an Athletics Development program for incoming Year 7 students in term 4

ACTIVITY	# STUDENTS
Athletics	Cancelled due to COVID-19
Basketball	52
Core Fitness	190 (reduced to two terms due to COVID-19)
Netball (modified 9 week season)	194
Rowing (modified season)	75
Rugby 7s	50
Soccer	Cancelled due to COVID-19
Swimming	145
CaSSSA Tennis	75
Knowles Cup Tennis	22
Volleyball	103
Water Polo	98
Cross Country	65
Hockey	Cancelled due to COVID-19
Touch Football	50 (limited number of teams due to COVID-19)



Staffing Information

Total staff (FTE as per census 2020)

Teaching.....	55.2
Non-Teaching.....	41.6

Teaching Staff

Attendance	96.41 percent
Retention	94.93 percent

Staff Composition - full time equivalent (FTE)

Teaching full time.....	46.6
Teaching part time.....	7.6
Non Teaching full time	25
Non Teaching part time.....	16.6
Indigenous full time	1

Highest qualifications of all Teachers

Doctorate or higher	3
Masters.....	22
Post Graduate Diploma	15
Post Graduate Certificate.....	3
Bachelor	20

Staff Professional Development

All staff at Stuartholme School are encouraged to participate in professional learning in areas such as:

- formation in the charism
- compliance with legislated requirements, for example child protection, fire training, CPR and the Nationally Consistent Collection of Data (NCCD)
- schoolwide pedagogy
- ways of working in a digital classroom
- differentiation
- professional goal setting and feedback conversations
- leadership

The Stuartholme School Staff Learning and Development program encourages staff to actively grow in their careers by building capacity and maximizing the quality of outcomes in the educational experience on offer. Strength in program design resides in the model which enables staff to engage in continuous learning through collaboration with their peers to improve learning outcomes. In 2020 the major professional development initiatives were as follows: targeted face-to-face and online workshops from Dr Ron Ritchhart from the Harvard Graduate School of Education, ways of working in a digital classroom focused towards enhancing technical skills and teaching strategies for STU@HOME, continuing to upskill staff understanding and knowledge for the new Queensland Certificate of Education, preparing and delivering quality feedback, and student wellbeing.

All teachers participated in timetabled Professional Learning Communities (PLCs) as well as weekly professional learning sessions on a Tuesday afternoon. In addition, many of our teachers took up professional learning opportunities to support pedagogical practice through face-to-face and online conferences, forums, workshops, lectures, and training. The average annual expenditure per teacher on professional learning was \$1,846.00. 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
55.2 FTE	\$64,840.00*	\$1846.00
The proportion of the teaching staff involved in professional development activities in 2020		100%

*This expenditure does not include the extensive internal professional learning program timetabled each Tuesday afternoon for one hour for all teachers.



PARENT, STUDENT AND Teacher satisfaction

Stuartholme School actively builds and maintains a strong and purposefully engaged community that shares a belief in the importance of educating girls and values the Sacred Heart traditions and aspirations in education.

Stuartholme is committed to listening to the views and expectations of key stakeholders and commissions independent surveys to provide performance feedback on a wide range of related education topics.

The feedback from these surveys greatly assists the school with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

In 2020, 64 parents and 96 students from Year 12 participated in surveys and provided views on such areas as academic performance, student wellbeing, mission, performing arts, music, sport, communications, reputation and facilities.

Some examples of Parent, Student and Teacher Satisfaction:

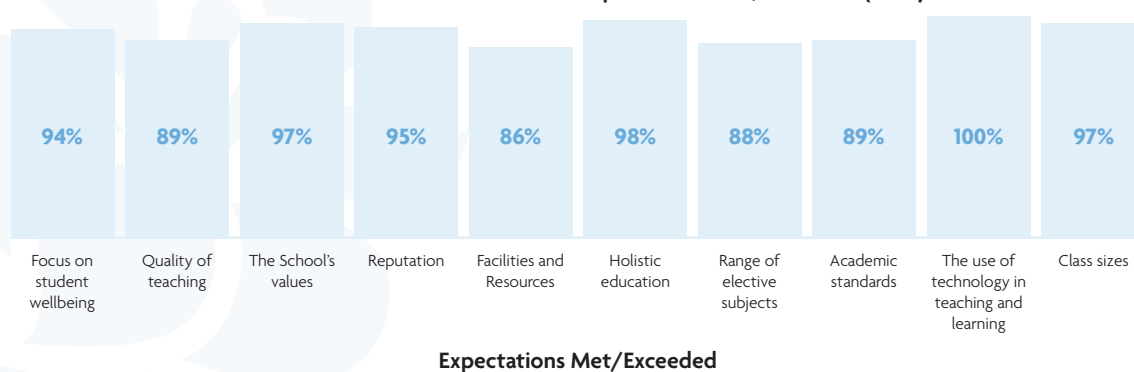
Parent Satisfaction with the School

A selection of the parents' top-level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their daughter.

The top five areas are noted below:

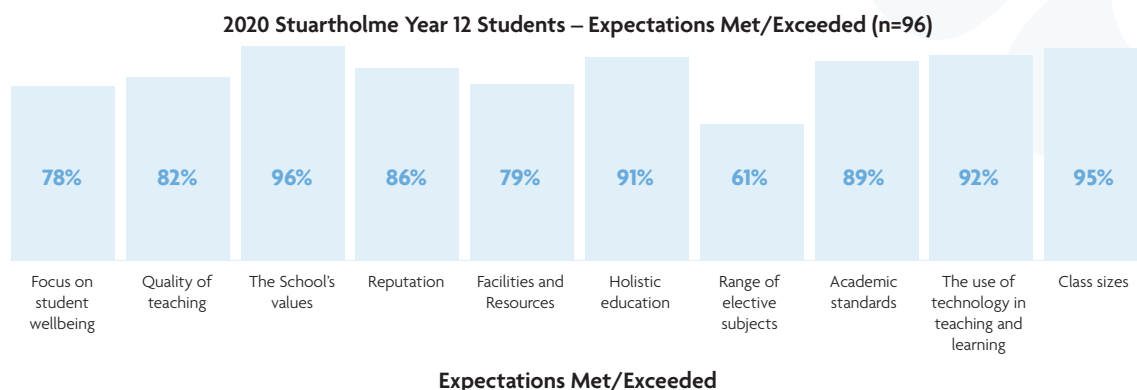
1. 94% of parents noted their expectations were met or exceeded in relation to the focus on student wellbeing
2. 89% of parents noted their expectations were met or exceeded in relation to the quality of teaching
3. 97% of parents noted their expectations were met or exceeded in relation to the School's values
4. 95% of parents noted their expectations were met or exceeded in relation to reputation
5. 86% of parents noted their expectations were met or exceeded in relation to the facilities and resources

2020 Stuartholme Year 12 Parents – Expectations Met/Exceeded (n=64)



Parent Quotes on what they value about Stuartholme:

- I feel loved, supported and valued and I believe my children do also. All our family love the school so much and we are extremely happy with each area of the school that our girls have been involved in so far.
- Education around religion and ethics. The guest speakers they brought to the school to teach my daughter about other aspects of life. The wellbeing center as other private schools do not have this. The social justice program and Sony camp.
- The school's reputation, location and boarding (brings in girls from a diverse range of backgrounds) as a mother of a day scholar.
- My daughter being extremely happy and supported through her time at the school, as well as my daughter being a well rounded and better person from her time at Stuartholme.
- My daughters have become well rounded independent young women we have the teachers and community at Stuartholme to thank for that.
- The lovely families we have met and the lovely friendships my daughter has made. Certain teachers have made a real difference and have really got to know my daughter for who she is. It is a beautiful environment to send your daughter to school and very convenient with the bus network. She has felt safe and happy going to school there.



Student Satisfaction with the School

A selection of the students' top-level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school.

The top five areas are noted below:

1. 78% of students noted their expectations were met or exceeded in relation to the focus on student wellbeing
2. 82% of students noted their expectations were met or exceeded in relation to the quality of teaching
3. 96% of students noted their expectations were met or exceeded in relation to the school's values
4. 86% of students noted their expectations were met or exceeded in relation to reputation
5. 79% of students noted their expectations were met or exceeded in relation to the facilities and resources





Parents and students were asked to provide open responses to the most valued aspects of Stuartholme. The most frequently nominated aspects were:

2020 STUARTHOLME YEAR 12 PARENTS – MOST VALUED ASPECTS TOP 5	2020 STUARTHOLME YEAR 12 STUDENTS – MOST VALUED ASPECTS TOP 5
The School community/sense of belonging	Friendships made
Friendships developed	The School community/sense of belonging
Excellent teachers/teaching	Excellent teachers
Overall education experience	Overall educational experience
Support offered/provided	Connections/relationships formed

Student Quotes on what they value about Stuartholme

- I value the history and values of the school as well as the school community (both peers and teachers).
- Good facilities, lovely grounds, and good location to learn in. We are very lucky and privileged.
- The great academic program and supportive teachers
- I do value the mission ethos of this school and the opportunities for community service, it adds a sense of fulfilment and the boarding house also has really upped their food game which is appreciated.
- I like that they empower women to succeed, it is a community of strong, intelligent and empowered women.
- My experience with my education at Stuartholme has been outstandingly positive and I am immensely grateful for specific teachers who have shaped my childhood and growth into adulthood. The influence of some teachers has been incredible.
- I value the support that the school provides and the community-based nature of the school. Every time I am at home and people ask what school I go to, I only have good things to say about the Stuartholme day school.

Teacher Satisfaction with the School

- Professional Learning Program
- Professional Appraisal processes
- Fortnightly staff meetings / event
- Teacher participation in the school's co-curricular activities



PARENT Involvement

It is the forming and organisation of relationships that leads to the growth of persons and communities.

I.E.C. RSCJ Working Paper, 1988

Parents are welcomed and an essential part of Sacred Heart Education. We encourage partnership and participation in school life through building a strong community. The school acknowledges the contribution of parents, friends and alumnae as integral to our community.

The Parents of Stuartholme (PoS) is the Parent support body dedicated to supporting the school in educating our girls. The 'Care and Concern Group' generously supports the boarding School community (supports the boarding community through baking birthday cakes for Year 7-9 girls, providing 'care packages' to boarding students during exam study, pet therapy, day families bring their pets to the boarding house for the girls to play, pat and cuddle a wide range of pets. Day families support boarding families by transporting boarders to sport, culture activities and doctor appointments.

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

- Year level specific Parent Information Evenings for all Year Levels offered several times a year with guest speakers and topics of interest, e.g. resilience, internet safety, new senior system, study tips
- Subject and Academic Information Evenings
- Parent / Daughter breakfasts are held with an Alumna speaker
- 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 prior to Orientation Day. Boarders are invited to a Boarder Orientation which includes a 'sleep-over' in our Boarding House
- 'Transition to Secondary School Parent Information' booklet
- Stuartholme School in Action Tours every month. Boarding Stuartholme School in Action Tours in August
- Parent support for events such as the Sony Children's Holiday Camp and Open Day
- Year Level and Co-Curricular Activity Parent Representatives in both the Day School and Boarding House
- Parents volunteer with sport coaching/support, event organisation, and Care and Concern Group
- Boarder Parent Support Network Group meet each term
- Parents of Stuartholme (P & F) meet each term Executive Team meet twice each term.
- School holds parent events four times a year, *All Parent Welcome, Mothers' Day Lunch, Fathers' Day event and co-curricular fundraising events*
- Parents of Stuartholme (P&F) hold Year level social events each term
- Twice a year parents are invited to Parent Teacher Interviews to understand their daughters' learning and academic growth
- New online feedback assists parents with assessment results for their daughters
- All families are seen as partners in improving educational outcomes



Contact Information

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

365 Birdwood Terrace, Toowong Qld 4066
Phone: 07 3369 5466



STUARTHOLME SCHOOL

Stuartholme.com

Next Step

2021 Post-School Destinations

Stuartholme School



This is a summary of the post-school destinations of students from Stuartholme School who completed Year 12 and gained a Senior Statement in 2020. The results are from the *Year 12 Completers Survey*, which is conducted approximately six months after students completed Year 12.



For more information about the survey visit the *Next Step* website www.qld.gov.au/nextstep. Regional and statewide reports will be available from October 2021.



81.4% response rate

83 out of 102 Year 12 completers from this school responded to the 2021 survey.
Results may not be representative of all Year 12 completers at this school.

Post-school destinations



In 2021, 100.0% of Year 12 completers from Stuartholme School were engaged in education, training or employment in the year after they completed school.



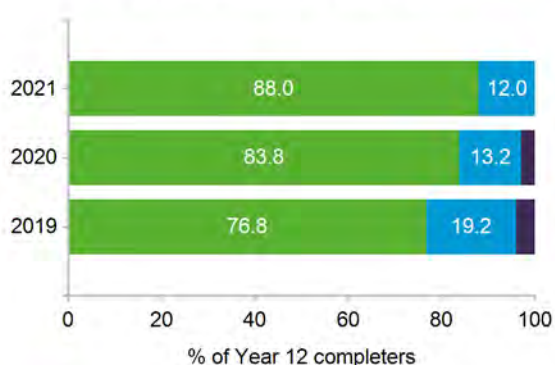
Of the 83 respondents, 88.0% continued in some recognised form of education and training. The most common study destination was bachelor degree.



A further 12.0% transitioned directly into paid employment and no further study.

All Year 12 completers were assigned to a *main destination*. Respondents who were both studying and working are reported as being in education or training, including apprentices and trainees.

Engagement over time



■ Education or training
■ Employment only
■ Not in education, employment or training

Main Destination in 2021

