

cor unum

Stuartholme School

Winter Edition 2017



Celebrating academic success **PAGE 3**

Psychological Flexibility – the key to lifelong success and meaning **PAGE 14**

What advice would you give to your teenage self? **PAGE 22**

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

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DISCLAIMER

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



Message from The Principal

2017 is our year of reviewing our strengths and our areas of growth.

During Term 1, we collected an enormous amount of data from a range of sources. One of the most significant being our Community Surveys. I thank the 236 parents, the 592 students and 80 staff members who contributed to our online survey.

We embarked on the National School Improvement Tool, where two educational researchers led a comprehensive process identifying commendations and recommendation for future focus. Finally, we undertook two feasibility studies to clarify future opportunities. From this extensive feedback we have been able to identify our strengths and the areas we will address in our Strategic Plan.

Our strengths were identified through the numerous external sources and aligned with our Community feedback:

- Our community is proud to be part of Stuarholme and 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.
- The rich history of the school creates the vision for education as articulated by the five Goals of Sacred Heart Education. The ethos of Cor Unum permeates school culture and life, and frames the holistic educational experience of students.
- Stuarholme provides meaningful opportunities for spiritual development and opportunities with engagement for social justice issues.

- Student wellbeing is a key strength of the school. The school places great emphasis on the wellbeing of students. The inclusive culture of the school is evident. The school actively seeks ways to enhance student learning and wellbeing. It is clear there are strong and positive relations between all members of the school community.
- Our community is satisfied overall with the standard of education achieved at Stuarholme School. The school has sustained very high levels of academic results for its Year 12 students.
- The staff are highly experienced and deeply committed to the school. Students and parents alike speak very highly of teachers' knowledge of their subject matter, and the quality of care shown.
- Our Boarding community are deeply satisfied with our Boarding House and its inclusive welcoming nature.
- The school facilities are rated highly by our parents and students.

These are the values and achievements we need to hold dear or make 'sacred' as we move forward with our improvement agenda.

Kristen Sharpe
Principal

National prize recognises work for gender equity

Brisbane Architect and Stuarholme School Board member, Catherine Baudet was honoured to be awarded the inaugural Paula Whitman Leadership in Gender Equity Prize at the Australian Institute of Architects Awards ceremony in February 2017.

The prize was awarded based on demonstrated peer recognition of a contribution to the advancement of gender equity in architecture through education, research, advocacy, policy development, community engagement and leadership. In her 30 years in the industry, Catherine has been instrumental in raising the profile of women in architecture and advocating for gender equity.

When Catherine graduated from Stuarholme in 1971 however, her decision to study architecture was made based more on what she didn't want to do, than what she did.

"There were limited choices for women at that time, I didn't want to study medicine or teaching, so that didn't leave many options," Catherine explained.

"I was very familiar with architecture, my father, Ian Ferrier established his practice in 1957, so I decided to follow the same path."

We surmised it was our private girls' school education that gave us the wherewithal to survive the course, which could be extremely challenging at times.

While at Stuarholme, Catherine was fortunate to have renowned artist, Betty Churcher as her teacher.

"Betty was an extraordinary teacher who inspired all her students with her love and appreciation of art. I was also very good at mathematics, which is certainly a vital skill when studying architecture."

Catherine was only one of ten women to begin studying in the male dominated course, and only one of three to finish.

"I graduated in 1979 alongside Fiona Gardner, who is now the Director of the State Heritage Branch of the Queensland Government and Helen Wilson, an architect practicing in Sydney.

"We surmised it was our private girls' school education that gave us the wherewithal to survive the course, which could be extremely challenging at times.

"The industry is terribly competitive, and we would often be teased by our fellow students, but thanks to the education we received, we had the self-worth to see it for what it was," Catherine said.



After graduating, Catherine joined her father's firm. With five daughters, Ian Ferrier always believed in women's abilities and at the time Catherine joined the firm, he already had one woman working for him.

Catherine's aunt, Leneen Forde, who went on to become Governor of Queensland, was the Australian President of Zonta, an international Women's Service Club. Catherine joined Zonta when she was 25 years old and was inspired by the accomplished, professional women who were all fighting the battles of gender equality.

"The lawyers had the Women Lawyers Association, so in 1983, I along with Fiona and a few other women, started the Women in Architecture in an effort to raise the profile of women in our industry. At this time, when a position was advertised for architects, it appeared under the Men and Boys column."

Thanks to organisations such as this, women found a place where they could mix with outstanding, educated women, all pushing for equity in their various fields.

Women in Architecture was an organisation where women could meet regularly to exchange stories and tackle issues in architecture. In 1984, they hosted their first exhibition of work of 40 women architects. "The desire for equity not only rubbed off as a result of these interactions, it became a duty," Catherine said.

"Thanks to great female architects such as Zaha Hadid, the profile of women in the profession has been raised, but it was not easy. Construction is still a man's world. It is accepted that women are competent in the residential space, but I encourage client bodies to use female architects and not just remain comfortable with the men. It is only when clients place their trust in women that things really begin to change."

"I would also encourage young girls to get out of their comfort zones, try new things, be in everything, go to everything and accept the opportunities you are given."

Stuarholme continues to celebrate academic success

Since 2008, Stuarholme School has ranked among the top five girls' schools in Queensland, and last year was ranked the top Catholic Girls' School in Queensland.

Stuarholme's Deputy Principal Learning, Ken Turnbull said the academic success of the Class of 2016 is a product of how we teach at Stuarholme.

"Ten years ago Stuarholme engaged Dr Judy Smeed from Queensland University of Technology to review our academic programs and curriculum structure to ensure that every girl could achieve personal successes and gain entry into tertiary courses offered by Universities.

"As a result of that work, we put in place academic programs and mentoring to ensure students are prepared and knowledgeable of the thinking and procedural skills required for high stakes testing and internal assessments, such as the Queensland Core Skills (QCS) Test."

Throughout 2008 teachers met weekly with Dr Smeed to review student performance on NAPLAN and QCS testing as well as focussing on the 'common curriculum elements'(CCEs) which underpin the QCS test.

"The learnings from these meetings and the advice provided by Dr Smeed continued to drive our Senior school preparation and teaching and learning framework that draws on Blooms Taxonomy and more recently Marzano and Hattie's work on excellence in teaching for improved student outcomes."

Although academic success is important, it will never be at the detriment of the student, so any changes made, were done in combination with Stuarholme's Student Wellbeing Program.

"Over the past decade Stuarholme has maintained a position among the secondary schooling community which recognises and acknowledges our continued success and performance as a highly regarded girls school equal to the best in the state.

"I am very proud of the work our teachers have done, but we can't take away from the hard work of our 2016 Seniors, who should all be very proud of their achievements"



PATHWAYS TO SUCCESS

- 37% OP eligible students 1-5
- 76% OP eligible students 1-10
- 99% OP eligible students 1-15
- 46% of students completed a Certificate III
- 16% of students completed Certificate IV
- 99% of our students have received a tertiary offer in the first round of offers.
- 85% received first or second preference offers from QTAC
- 70% received first preference offers from QTA
- 15% received a preference offers from QTAC

TERTIARY PLACEMENT

- 97% - Bachelors degrees
 - i. 78% UQ or QUT
 - ii. 11% ACU
 - iii. 9% other
- 3% Diplomas

A history of the Stuartholme uniform

The pale blue and white dress, school hat and dark blue blazer has been the uniform worn with pride since the 1980s. But our students have not always worn blue and white. Since the School opened in 1920, students have worn almost every colour of the rainbow.

Let's take a look back over the history of the Stuartholme uniform and see what the students have worn.

It's hard to tell from the black and white photos, but we believe the first students at Stuartholme wore a navy blue skirt and white shirt. The younger students wore a pinafore, they also had to wear an apron over their uniform until they were in Year 7, to prevent spills and stains.



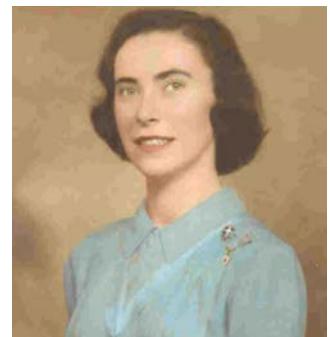
In the early days, students had a uniform for summer, summer Sunday, winter and winter Sunday uniform. There was also a formal dress for special occasions, such as Feast Days.

By the 1930s, the dress changed and was starting to look more like our current dress, except the summer dress was fawn.

In the 1930s, a different belt was added for the older students. The winter uniform we believe was a navy blue dress. In this photo the students are wearing a small badge, which has 'SC' on it for Sacre Coeur.



The uniform remained fairly much the same through the 1940s and into the 1950s, but by the end of the 1950's there were big changes.



NEW LOOK UNIFORMS

● Throughout Australia students in public, private, and church schools are being given a new look, with the introduction of glamorous and practical uniforms. The days of the thick serge tunics, heavy stockings, and unflattering velour hats are numbered, and in their place are uniforms with style and color. Hats have become important, too, with the upturned panama, boater, and beret leading in popularity. Pictured here are some attractive new styles, and we'll have more of them next issue.



In 1959, the uniform changed its Sunday dress from brown to blue and by the early 1960s, the day dress was available in a range of colours.

An article in the Womens Weekly in 1963 featured the new uniforms. The photo caption read:

Stuartholme Convent of the Sacred Heart, Brisbane, has a gingham summer uniform with simple bodice and full skirt. The girls have a choice of many colours. From left: Mary Freeman, Carolyn Wenck,

Helen Conrad, Judith Carrigna, Celia Godsall, Mary Wyche, Suzanne Gedness, Patricia McDougall, and Julie Witty. Carolyn Connolly and Sandra Kirby (right) wear the winter uniform of green-and-white houndstooth tweed. Angela McDonald (centre) has a summer 'walking-out' dress.

In 1971 the last Religious Principal, Marg Toohey, joined Stuartholme. It was under her leadership that the uniform changed to the current blue and white we know today.

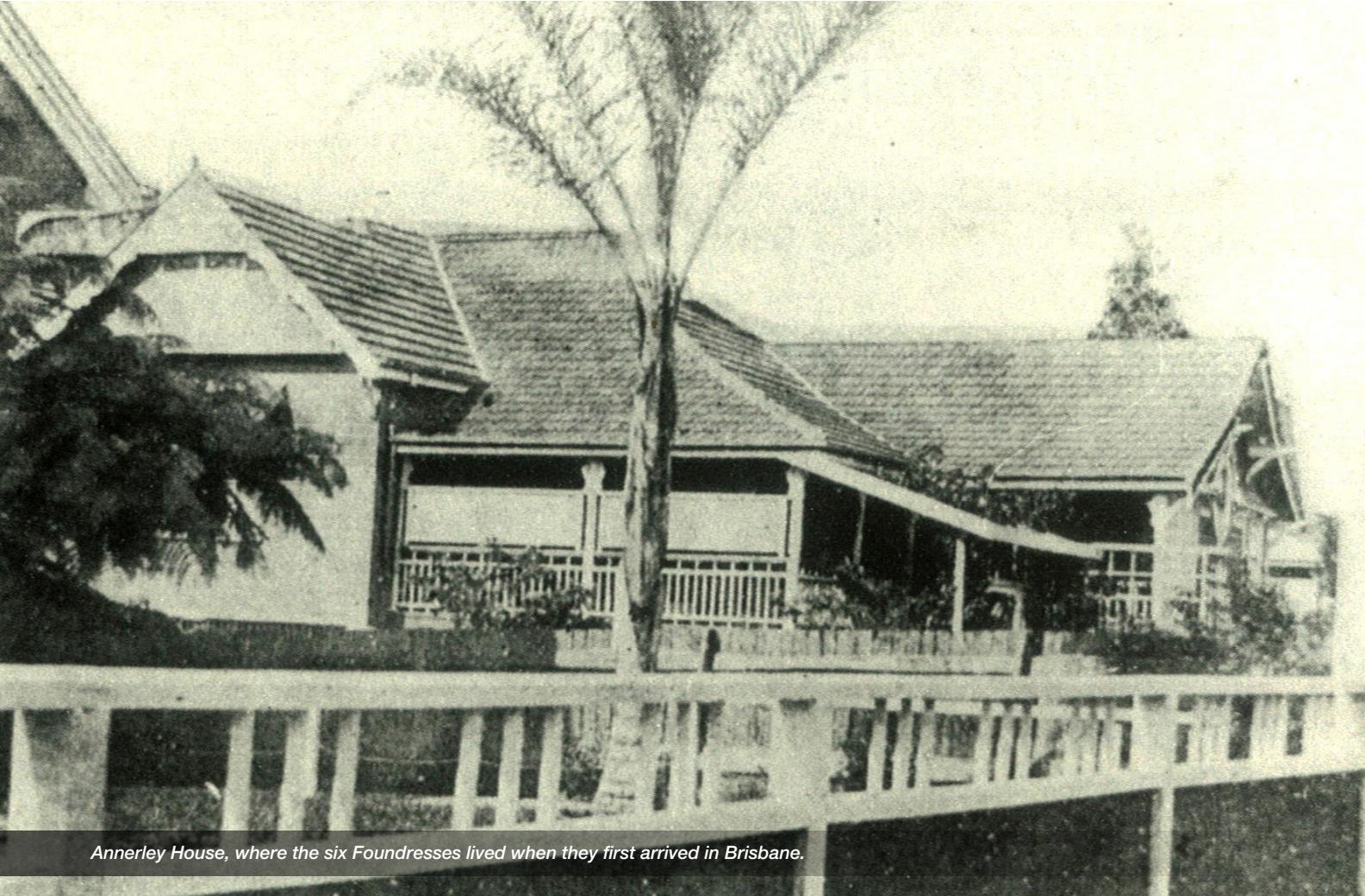


So why is our sports uniform red and yellow?

A common question is why is our sports (Co-curricula) uniform red and yellow. The answer to this question goes back to the very beginning of Stuartholme School.

When Stuartholme School started, colours were selected and a flag created. The colours were red and gold. Although we now have six Houses, initially we only had two, and they were Red House and Gold House.

Although the red and gold don't match our current uniform, they have been part of our tradition for nearly 100 years – and they make our girls stand out from the crowd at sporting events!



Annerley House, where the six Foundresses lived when they first arrived in Brisbane.

Mother Kathleen O'Donovan

This year we celebrate 100 years since our six Foundresses came to Brisbane to establish a School of the Sacred Heart, among them was the first Mistress General Mother Kathleen O'Donovan.

In January 1917, the Sisters arrived in Brisbane. For Mother O'Donovan it was a return to the town where she spent her early childhood years. Sadly, Mother O'Donovan only spent two years in Brisbane before she died, however her influence on all those around her was both remarkable and enduring. Her one desire was to make known and loved the Heart of Jesus.

Mother Kathleen O'Donovan was born in Melbourne on 9 August, 1869, the daughter of Chevalier Denis O'Donovan and Aimee Leroux. Kathleen's father was in charge of the Parliamentary Archives of Queensland.

As a child, Kathleen had a lively and penetrating intelligence and a loyalty to her principles. She also had a tender heart and compassion for any form of suffering.

At the age of 19, Kathleen entered the Convent of the Sacred Heart, Rose Bay as a boarder. She was a conscientious student who applied herself to her studies. On 23 July, 1891 Kathleen received the habit at Roehampton and on 22 July, 1893 she pronounced her First Vows and was sent to Marseilles, St Joseph's, where she taught English.

After returning to Australia in 1901, Kathleen worked in the small Clifton community. Due to her gentle nature, Kathleen was loved by the children in her care. She instilled in her students a family spirit while maintaining firm discipline.

From Melbourne, Kathleen moved to Sydney in 1907 where she was named Mistress General at the Bourke Street day school. When the school transferred to Kincoppal, Elizabeth Bay in 1909, Kathleen had to begin again. Her final endeavour before moving to Brisbane was to return to Melbourne to oversee the closure of the day school in Clifton. This was a disappointment for Kathleen, but she used her tact to help the parents and children accept the decision.

As a child, Kathleen had a lively and penetrating intelligence and a loyalty to her principles. She also had a tender heart and compassion for any form of suffering.

Mother O'Donovan is remembered by her charm in all her relations with the community. Affectionate and compassionate, she had an intuition into the troubles of her sisters and the art of softening them. She held in high regard religious life and all that attached to it and remains a treasured part of Stuarholme history.



RECREATION PROGRAM FOR THE BOARDING HOUSE: She will feel at home!

The recreation program for Stuarholme boarders strives to be innovative, authentic, engaging and plain old-fashioned ‘fun’. These values drive the creation of our program and assist us in our overall goal, to develop confident and compassionate young women.

Being a boarder can be difficult, particularly at first. You are away from your family, your home, your community, your ‘normal’.

To help create a happy and safe environment, the recreation program has introduced a series of activities designed to be ‘a little slice of home’.

This year we introduced a pet therapy afternoon, where members of our school community brought in their furry, fluffy, feathered, and sometimes scaly friends, for the girls to spend a few hours with. The laughter and joy which accompanied this activity rejuvenated our boarders and allowed our community to engage in a different and positive way with the girls.



Additionally, this Term saw the introduction of our Day Girl Immersion. This day includes free time for the boarders to show their friends from school around the boarding house, take part in facilitated inside and outside activities and downtime for the girls to simply hang out. The day students enjoyed being inducted into the boarding world and our girls appreciated having that ‘homely’ experience.

Another focus of the revamped recreation program is our encouragement of boarders to find joy, stillness and creativity, even in the smallest moments. The introduction of DITry (Do it try) events, where boarders attempt to recreate craft, cooking, and home science experiments, has resulted in personalised jewellery, decorations for rooms and over 25 kilograms of slime. The Boarders’ Library, curated by one of our Year 9 students, provides escapism and sustainability of resources, with many of the books being donated by the school library or by boarders. Although these activities may be smaller scale, they facilitate opportunities for boarders to enjoy technology-free, childhood moments. To further nurture this concept, next Term boarders will be given gardens to cultivate, Paddock to Plate meals to plan, and weekly art and craft sessions.

In order for a Stuarholme boarder to understand the wider world, they need to be an active member of it. This year our Years 10–12 boarders were invited to volunteer monthly at Big Night Out (BNO), a disability disco which has been operating in Brisbane for over 11 years. I am humbled by the respectful and fun attitude our boarders have brought to BNO so far, and am impressed by the growing number of boarders signing up.

Further to this, instead of standard shopping outings we have introduced ‘Op shopping’. This activity aims to educate boarders about sustainable practices, budgeting, and environmental and social awareness.

These additions to the recreation program are a big step, but a necessary one. By introducing social justice activities and awareness, we hope to broaden our boarders’ understanding of the world and what they can do to make a positive impact.

Claire Lawler
Stuarholme Boarding Recreation Officer



Contemplative Action

"We are called to stop, to choose silence and to open and let ourselves be opened to our inner depths where the Spirit of God allows us to feel, see and understand life and reality with God's heart" (2008 General Chapter, by Mariola Lopez Villanueva, rscJ.)

Our Focus Goal for the year is the first Goal of Sacred Heart Education, 'A personal and active faith in God'. This goal calls to us in two-ways. It firstly encourages us to find moments of stillness and peace so we may contemplate God's love within ourselves, others and the world in which we live. The second way it calls us is in action. We must use our understanding of God's love which we gain through contemplation so we may be expressions of it in all we do, particularly for the marginalised, poor and oppressed. In doing so, this Goal urges us to not be idle, but to actively work to transform our relationships, and through this, the world with one simple thing – love.

At Stuarholme, we find evidence of people living this spirituality of contemplative action in a variety of ways. Each day the school gathers for five minutes of meditation in our newly introduced 'Take 5' Program. Whether it be Christian meditation, mindfulness, colouring in, silence or mindful walking, these five minutes have provided both staff and students with an opportunity to find peace and stillness in the busyness of our lives. There are also countless examples of people living out Jesus' call to be expressions of love in the world. From the students who volunteer at Orange Sky Laundry on a Monday morning, to the peer helpers who selflessly give of their time and spirit to help those around them, to the \$4000 raised by our community for Project Compassion in Term 1, every day around Stuarholme we can find examples of the transformative power of this love.

Included here are two reflections from community members who reflect on Madeleine Sophie's call to make known Jesus' love in this world.

Sarah Daff

Director of Mission

Procession of Lanterns Reflection

Miss Ellen McLean, Assistant Head of Boarding

We live in an illuminated world. Mobile phones, laptops, street lights, billboards, and signs. Light everywhere. Even the stars can't be seen in some places because the artificial lights are so bright. It is not often we find ourselves in darkness. There is not really a definition of what darkness is, but rather what it is not. Darkness is 'the absence of light'. It is not something in and of itself, but rather the absence of something, which suggests that when light is brought into a dark place, the darkness ceases to exist. It is interesting to think that we cannot have darkness without light, and that we first need light for there to be an absence of it.

The Procession of the Lanterns liturgy is reminiscent of the ancient Gaelic festival of Beltane, where all fires were doused and the land was in darkness. Special bonfires were lit by Druids and each household would then relight their fires from the Beltane bonfire. This was a time of celebration and renewal as the Gaelic people marked the return of summer. For us, the Procession of the Lanterns marks the beginning of the celebration of the Feast of Saint Madeleine Sophie Barat. Tonight, we begin in darkness, reflecting on what it means to be part of, not just the Stuarholme Boarding Community, but the wider community of the Sacred Heart. Ms Rice often says the Borders are at the heart of Stuarholme, and just like the Beltane bonfires, you are taking your light out into the rest of the Stuarholme Community and the world.

In preparing this response to the Gospel I have been thinking a lot about light. When I was reflecting about the qualities and nature of light, I was struck by how similar they are to the qualities and



nature of love Saint Paul described in his first letter to the Corinthians "Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Love never fails."

This passage about love could easily be about light. Light is not selfish; light does not steal another light to make itself brighter. Light does, however, give of itself to make other lights shine, like the candles you were all holding when you walked into the Chapel this evening. How many of your candles have gone out and how many of you have used your candle to light someone else's? In doing that did your candle become less? We can't be selfish with our lights; we have to share them because we need each other to light the way when the going gets tough. It takes courage to show someone your vulnerability, but that's the wonderful thing about Stuartholme Boarding "you come as you are, and are cared for with great love". Those around us are there to hold the light for us during hard times, we point out the light in each other when we are feeling overwhelmed, fragile, tired, lacking confidence. Together we celebrate the good times, support each other through the hard times, and at all times help each other to be their best.

One candle lights a small area, but 150 candles...well that's a lot of light. Your collective lights are at the heart of Stuartholme, a light and life inspired by Madeleine Sophie. For we are Cor Unum, one heart, a heart which is kind, compassionate, accepting, and supportive. This is the light you send into the world; this is the light which is not to be hidden.

Gospel Reflection at Boarder Mass

Elizabeth and Catherine Oswald (Year 12 and 10 students)

What would your initial thought be when you saw a Muslim man holding an inconspicuous package? When you heard about a man drive through a crowd of people in Times Square on Friday that killed an 18-year-old girl and injured 22 others, what was your initial thought? Was it that a Muslim extremist likely connected to ISIS looked to wreak havoc on the city 16 years after 9/11?

As a society, we are told to build walls around those stereotypes that are perceived as fearful, dangerous, to be avoided. In the

context of our demographic; private school students in inner-city Brisbane, we are educated about how to be global citizens, about including others. However, we fall victim to constructing our own stereotypes, avoiding suburbs because of their connotations, judging others because of what they wear, where they have come from, their appearance, constructing an opinion based on how different they are to us. We sometimes fail to see the good in people, our opinions clouded because of what we think we should think of them. We live in a world where people are so engulfed by fear they are scared of leaving their inner sanctum at the risk of terrorists, a language barrier, someone they won't like or somewhere which isn't comfortable.

Allowing the Holy Spirit into our lives is something that we as Christians should be constantly reminded of, no longer fearful of the gruesome potential the world has but rather the opportunities which can arise.

In his lifetime, Jesus taught us that the kingdom of heaven is at hand, that we can experience heaven on earth, and that we are in the presence of God. When we welcome in the Holy Spirit, when we allow it to cleanse our mind of all our negative misconceptions, we will see the world. We will fear not the possibilities, but the disadvantages of not taking up a new opportunity.

Jesus taught us to love your enemies, and not to hate. When we begin to feel the power of the Holy Spirit, we are going to become aware of the goodness in people. We will not fear people because of their religion, or their appearance, or their socioeconomic background. We will start to interconnect human kind. We will tear down walls and build the foundations for a harmonious world.

When we accept the power of the Holy Spirit, we will do as Jesus taught us. We will show compassion for the poor, the marginalised, and the despised. We will eradicate prejudice, and see people for who they are, not who society has created them as.

The Holy Spirit is an essential part of our daily lives, and we need to be reminded of its significance. This week, I ask you to not perform a miracle, or to eradicate prejudice in the world. I ask you to not become paralysed with fear when dealing with a challenge, but instead remember the strong influence the Holy Spirit can have on you to do and see good things.

Year 9 Enterprise Education

**PROFIT
MOTIVE**

A curiosity exists within the adolescent mindset when it comes to financial literacy, only 55% of young female students say they enjoy 'learning about money' yet 98% rank 'knowing about finance' as important or very important (Thomson, 2015, pp. 1-4).

These statistics, collated from the Program for International Student Assessment (PISA) in 2012, present an interesting challenge for Stuarholme's Business Learning Department; although the average student doesn't enjoy learning about financial literacy, the majority feel it is very important to do so.

With this research in mind, Stuarholme has developed a program for the Year 9 Enterprise Education course which addresses student engagement and financial literacy.

The dedicated Enterprise Education teachers utilise a mix of Project-Based Learning (PBL) and cross-curricula learning objectives to develop the life skills, that students place value on, in a hands-on and engaging way.

Project-Based Learning (PBL) is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a challenge (Buck Institute for Education, 2017).

Jarod Costantini, Leader of Learning - Business explains how the project was run.

"In the case of the Enterprise Education classes, the challenge set before them at the start of Term 1 was how could they design, cost,



market and ultimately sell a product at the Stuarholme Open Day to the various target markets who visit.

"Most importantly for the students, the role of the teacher is to guide the learning, but the small business is their own, they take responsibility and learn vital problem solving skills and resilience which forms real learning and understanding of financial literacy."

Fundamental to the success of the course is in enhancing a student's problem solving skills.

"In a multi-nation analysis of PISA results by Sawatsky* it was highlighted that 35% of Australian 12 year-olds show as having low proficiency in problem solving.

"One of the key ideas behind the PBL teaching method and the Enterprise Education learning outcomes, is for students to plan and solve problems as they encounter them, thereby gaining confidence as they learn.

"The moment when a student realises their planned business will operate at a loss and then plan changes to cost structures is particularly satisfying to the teacher and student," Jarod said.

The final measure of success for the Enterprise Education students was the reactions of the public to their businesses, and the competition between classes to make and generate the most income after expenses was fierce.

"I think the following quote from Georgia Jung, Stuarholme Alumnae 2015, sums up Enterprise Education '*I wish I had understood finance fully while my parents were paying for everything, good thing I had these classes to get the ball rolling*'."

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Meet our new Leader of Learning – Business

In late 2016 the School's Leadership Team recognised the valuable, real-world skills the Business Learning Area instils in students by re-creating a stand-alone Department. This decision was partially based on studies from the Australian Council for Educational Research, which concluded schools must direct priorities towards developing skills necessary for life and work in the 21st century (Matters, 2016).

The Stuarholme Business Department encompasses junior and senior school elective subjects and has student uptake of between 55%-66% from the various 2017 cohorts. Alumnae information shows that approximately 38% of the 2016 cohort entered into one of the Business, Accounting or Economics fields at national and international universities.

As part of our role as Business educators, staff seek to involve students in 21st century real-world skills, such as problem solving and creativity, ICT literacy and critical analysis.

If you would like more information about Business subjects, please email me at jcostantini@stuarholme.com.

Jarod Costantini
Leader of Learning - Business

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Junior Public Speaking

Public Speaking Competitions

It's often said that most people would rather do almost anything than get up in front of a crowd and speak. However, being able to speak in public is not only an extremely valuable life skill, it also provides a number of other benefits.

For students, once they overcome their fear, there is an incredible sense of accomplishment which boosts self-esteem. In preparing a speech, students are also required to develop their writing skills to effectively engage the audience.

The annual Erskine Cup Senior Public Speaking and Junior Public Speaking Competitions give students the opportunity to hone their skills in all of these areas.

Every year nominees in the Senior Public Speaking Competition are given a theme or a quote from which to work. This year's Focus Goal 'To educate to a personal and active faith', and theme, 'Dadirri' (an Indigenous Australian word for 'inner deep listening and contemplation') led to the choice of quote from the ancient philosopher, Socrates: *The unexamined life is not worth living.*

Annabelle Freemantle (Year 12) spoke passionately about 'Every Life is Worth Living', while Lauren Gunther (Year 11) challenged the audience with her speech entitled, 'The Detriment of Interpretation'. Sarah Long (Year 12) engaged us in a thought-provoking speech, 'Forget to Remember', and Georgia Perissinotto (Year 11) urged all of us to consider 'Living Life to the Full'.

In the Junior Competition, nominees picked a quote out of a hat and were required to prepare a speech about its significance to them in the modern day. Quotes were from Stuartholme's three Wisdom Women, St Madeleine Sophie Barat, St Rose Philippine Duchesne, and Mother Janet Erskine Stuart.

First speaker, Elizabeth Curtis, spoke to the Saint Rose Philippine Duchesne quote, "Strength of character is certainly needed to face life in the world and to stand by the right principles, especially in the age in which we live."

Next, Elizabeth Wilkins presented some very thoughtful and compelling arguments using the quote, also from Saint Rose Philippine Duchesne, "Humility is the virtue that requires the greatest amount of effort" as her inspiration.

Lastly, Isabella Tarabay examined how the manipulation of mass media can damage self-esteem through her speech based on the quote from Saint Madeleine Sophie Barat, "Courage and Confidence! I cannot repeat this war-cry too often. We should make it our support in our life of conflict."

After much deliberation, the Erskine Cup for 2017 was awarded to Georgia Perissinotto and the Junior Public Speaking prize for 2017 was awarded to Isabella Tarabay.

I look forward to seeing many more students showing confidence and courage in our Public Speaking competitions for 2018.

Shannon Lacey
Director of Studies



Senior Public Speaking

THE WORLD AT YOUR FINGERTIPS

Who is the body in KV55?

This question has intrigued Egyptologists ever since the Tomb was discovered in 1907 by Edward R Ayrton while excavating in the Valley of the Kings.

With much debate by leading experts, the Year 11 History class were given the challenge of proposing their own theory in a recent assignment.

"We know that the Valley of the Kings is the final resting place of pharaohs, but this tomb has been badly damaged. You also can't assume that the body has not be removed or replaced," said student Ella Hookway.

"Based on DNA research, we know the body is Tutankhamun's father, so it could be Akhenaten, but that DNA does not match Tutankhamun's wife, who was also his sister."

History Teacher and Deputy Principal – Learning, Ken Turnbull explained that this period in Egyptian history is not often studied because of the lack of definitive data.

"History gives us so many facts and stories, but in some cases, such as with KV55, we need to rely on our research skills and critical thinking to devise a reasonable conclusion."

History gives us so many facts and stories, but in some cases, such as with KV55, we need to rely on our research skills and critical thinking to devise a reasonable conclusion.

With such limited information available Ella was able to research and locate two specialists who have both undertaken extensive research on the topic and contact them for advice.

"I read an article by James P Allen, Wilbour Professor of Egyptology, Brown University Rhode Island USA, and was keen to ask further questions about his research."

"To my surprise, Professor Allen replied and sent me one of his more recently published papers on the topic."

Through her research, Ella also found Joyce Filer from the British Museum. Joyce studied Egyptology and Ancient History and has written a number of books on Ancient Egypt.

"It was great to be able to email Joyce because she has actually seen the KV55 tomb and the coffin."

"I posed a few questions to her about her research and how she was sure about some aspects of the body, such as its gender."

After reviewing all the research Ella is now formulating her own ideas on who is in KV55.

"Being able to discuss my ideas with professionals in the area has been amazing, I'm so grateful for their time."

Mr Turnbull is also very keen to read Ella's thoughts when she hands her assignment in shortly.

"I'm very impressed with Ella's approach to this assignment, she has certainly expanded her research skills, and approached renowned historians to explore their findings and recent scholarship. I'm looking forward to reading her theory." Ken said.



In this photo I am preparing an ancient Egyptian mummy to go into a CT scanner - a large, x-ray machine. The mummy was found by the Egyptologist Flinders Petrie in 1888 and now 'resides' in the British Museum in London. You can see that the front of the mummy case is a reddish-brown and covered with gilded ancient Egyptian religious scenes. The mummy has a portrait inserted into the case - this portrait is painted in wax and paints. The person's name 'Artemidorus' is written in gold leaf across the chest area. This type of mummy - known as a portrait mummy - is commonly seen in the Roman occupation period of Egyptian history; the mummy dates to AD 100-20.

Hundreds of x-ray type images were taken of Artemidorus. It was useful to see if the information suggested by the portrait actually matched the biological evidence within the mummy package - and it did! Artemidorus is male and died in his early twenties and there is a full skeleton inside. This mummy is a good, well-preserved example of a young man with an ancient Greek name but with a Romanised style portrait - yet all wrapped up as an elaborate, ancient Egyptian style mummy.

Joyce Filer

Expert teachers share their knowledge

Stuarholme students are not the only ones benefiting from the high calibre of our teachers.

As recognised leaders in their profession, Sally Adams and Andrew Webster from the Business Department, will share their expertise with fellow educators at the upcoming Business Educators' Association of Queensland Inc (BEAQ) Conference in June.

Andrew will focus his presentation on how teachers can incorporate digital teaching and learning strategies in the classroom.

"Technology is rapidly changing, not only in the world we live in, but the future of jobs. In my accounting classes I create a blended learning environment by incorporating digital aspects to give students a broader skill set," Andrew explained.

For many years, Stuarholme has had a 1:1 laptop program deployed across the school with digital linking capabilities, supported by a range of Microsoft applications.

"The integration of digital teaching and learning strategies in the classroom creates a student centred learning environment which leads to improved digital skills and encourages students to take ownership of their learning."

The term 'flipped learning' is becoming more common in schools and is an example of how technology can be used to engage students in active learning.

"Flipped learning gives students the opportunity to learn subject content at home prior to attending class. This allows more class time for the teacher to focus on higher order thinking skills, problem solving, one-on-one assistance, discussion and problem solving," explained Andrew.

Sally Adams will be presenting on 'How to Analyse and Evaluate', which will provide Business Management teachers with ideas on how to decode the current syllabus to promote quality assessment processes.

Another key topic at the Conference is the redeveloped senior syllabuses, designed to support the new senior assessment and tertiary entrance system.

Sally Adams is also one of only six teachers from across Queensland selected to be on the Expert Writing Team responsible for writing the new Business syllabus.

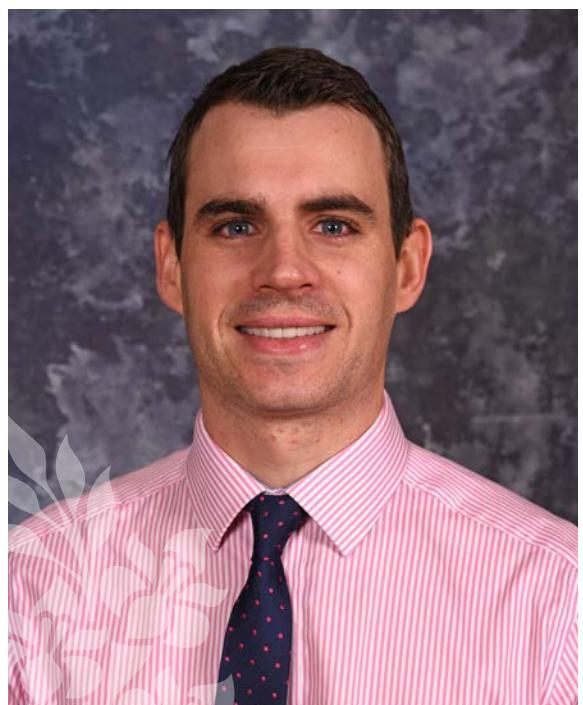
"It's an honour to be selected for the Expert Writing Team and I'm excited and energised about the direction the new syllabus is taking. Our goal is to not only enhance student learning, but arm them with a strong foundation in Business subjects to prepare them for tertiary studies."

"Andrew and I are looking forward to presenting at the Conference, listen to other Presenters and bring new ideas back to Stuarholme for the benefit of our students."



Sally Adams B.Bus (Mktng) PostGrad DipEd (Business)
MBA (Ed Mgmt, Mktng, HR)

Another key topic at the Conference is the redeveloped senior syllabuses, designed to support the new senior assessment and tertiary entrance system.



Andrew Webster Bachelor of Business Grad. Dip. Education;
currently completing Masters of Education Leadership

Psychological Flexibility

THE KEY TO LIFELONG SUCCESS AND MEANING



It is a well-documented feature of life in the 21st century that society, particularly Western society, is fast paced, technology driven, competitive, ever-changing and global.

The knowledge and skills our young people need to manage their lives effectively and meaningfully in employment, relationships and health and finance are so numerous and diverse it can often be overwhelming as educators and parents to lay the foundations for all that they need. Add to this the intense physical, neurological and hormonal changes which are central to adolescent development, and it is easy to see that young people need to be supported in a compassionate way to develop useful skills to navigate this time in their lives and beyond.

...at Stuarholme we aim to promote these behaviours both inside and outside of the classroom by providing innovative and collaborative learning experiences.

Consequently, perhaps the most crucial self-management skill we can empower our students with is the ability to have psychological flexibility. Sometimes referred to as the ‘ultimate super-skill’, *psychological flexibility* can be defined as “the ability to be in the present moment with full awareness and openness to our experience, and to take action guided by our values” (Harris, 2009, pp.12). In other words, being psychologically flexible means being more open and accepting of emotional experiences, being willing to engage in difficult activities and to persist in making choices and taking action according to the values which give that person meaning. Dealing with difficult emotions and constant challenges is an

inevitable part of being an adolescent who is constantly learning and growing. Being psychologically more flexible doesn’t make life easy – but it allows us to cope with life more effectively and to experience wellbeing as a consequence of being tuned into our values.

So within an educational context, what does psychological flexibility look like in action? It is the ability to concentrate on what is being taught in each lesson, to connect with peers and enjoy break times and to approach educational and psychological challenges with openness. Psychologically flexible students still feel stress at peak times of assessment but are able to place it within the overall perspective of what she is working for in the first place. Here at Stuarholme we aim to promote these behaviours both inside and outside of the classroom by providing innovative and collaborative learning experiences, challenging students to take risks and problem solve in supported environments and by creating authentic relationships with students where wellbeing is at the heart of good teaching and learning.

Psychological flexibility is a life-long skill to master. Here are some ideas for how you could encourage this in your daughter:

- As early as possible in the academic year, have an open and non-judgemental conversation with your daughter about what her definition of success is. Be sure to listen to what she sees as important for herself, as knowing and understanding what she values will be incredibly important in understanding her academic and social behaviour throughout the year. Also be clear about the values that underpin your definition of success and if you see a glaring disparity between the two, now is the time to have that conversation and to try and work through it.
- Model effective stress management by trying to be in the present moment as much as possible. Having a daily conversation with your daughter whilst neither of you are multi-tasking is a powerful way of saying “I am paying attention to what is in front of me right here and now and it is important”.
- Painful emotions and experiences are an inevitable part of being human, and so too is our instinct to avoid them. However, it is important to ensure that your daughter has ‘lighthouses’ in her life - agents of lightness, hope and enthusiasm to provide messages of encouragement during tough times (Dent, 2017). Problems can be sorted out and worked through, however, particularly in moments of distress and desperation, adolescents do not have the cognitive skills to see this. Sometimes as much meaning can be gleaned from negative, painful experiences as joyful and happy ones.
- Take some time to reflect on your thoughts, feelings and behaviours to see whether they are adequately representing what really matters to you. If our daughters can see us taking values-driven action, they are more likely to trust us when we ask them to do the same.

**Danielle Baker and Jodie Johnstone
Counsellors**



To make an appointment with a Counsellor, students can email [Danielle dbaker@stuarholme.com](mailto:danielle_dbaker@stuarholme.com) or [Jodie jjohnstone@stuarholme.com](mailto:jjohnstone@stuarholme.com) at any time.

Sheryl Scanlan

When Sheryl Scanlan joined Stuartholme School in 2015, she immediately added a new level of expertise to our already talented Coaching department.

As an ex-Silver Fern netball player, Sheryl achieved an incredible 72 international caps from 2000-2009. Playing for both New Zealand and Samoa at an international level, Sheryl's career highlights include:

**1999 Netball World Championships – Samoa: 8th
2002 Commonwealth Games – New Zealand: Silver medal
2003 Netball World Championships – New Zealand: Gold medal
2007 Netball World Championships – New Zealand: Silver medal**

As the coach of our Team 1, Sheryl knows what it takes for students to excel in sport, while balancing their academic studies. In her first year at Auckland Girls Grammar, Sheryl played a number of sports, including Netball.

"I was actually selected to play in the Open A's Senior Netball Team at School, when I was just 14 years old," Sheryl said.

"I immediately loved the game and played, not only at school, but at Club level."

Even though Sheryl was selected for Representative sides, she admits she was still just 'having fun'.

"My family is very sport focused. My brother Eroni Clarke played rugby for the Auckland Blues and the All Blacks in the 90's, so our family knew how much work was involved in making elite teams."

It was while she was still at school that Sheryl had her most memorable year in Netball. Sheryl was part of the national championship-winning sides:

- At national school level, with Auckland Girls' Grammar,
- At premier club level with ASB Collegiate and the National Provincial Competition with Auckland.

At the Auckland ASB Secondary School Sports Awards that year, Sheryl was named overall sportswoman of the year.

"I was only hoping to win the Netball prize at the Awards, but it never entered my mind I'd win sportswoman of the year!

"My parents were in the audience that night so it was nice to give something back to them after all the support they had given me over the years."

In 2000, Sheryl was selected to play at the highest level with the Silver Ferns. During her career she achieved 72 caps, played at 3 world championships and 1 Commonwealth Games.

"I feel very blessed to have been able to play at the level I did for so long," Sheryl said.

"I feel equally as blessed to be working at Stuartholme with such an incredible group of girls. We currently have 14 Netball teams with 137 girls playing, and it is my privilege to be coaching Team 1."

"I believe that playing a sport helps you learn some important life skills. You learn how to deal with difficult situations, working with others from different backgrounds, mental toughness and perseverance from both hard training and games and you learn to set goals for yourself which leads to a sense of achievement when you reach them."

"I'm very happy of how Netball at Stuartholme has progressed, and it has developed over the last three years. I can see the skill levels of the players improving, and I want to continue to see Netball develop and grow in future years at Stuartholme. We have some great talent coming through!"



Bond University – Elite Sports Program

Stuartholme School has a relationship with Bond University's Elite Sports Program. Bond University is a member of the Australian Sport Commission's Elite Athlete Friendly University Program (EAFU), which provides flexible study loads and requirements. Under the program, the University will support elite athletes to achieve their academic and sporting goals by providing flexible study loans and requirements.

As part of the relationship, Stuartholme can identify and recommend potential students for the Elite Sports Program. Bond Sport will assess each application following the acceptance of an offer to study at Bond University.

Bond University Collegiate Excellence Scholarship

As a Collegiate school, Bond University offers up to two 50% scholarships each year to Stuartholme Year 12 students.

The Collegiate Excellence Scholarship is testament to Bond University's commitment to fostering future leaders. The scholarship is designed to reward those students who perform not only on an academic level, but also demonstrate exceptional personal talent, and contribute significantly to their communities.

For further information about this Scholarship please see Mrs Stacey Wallace, Stuartholme School Careers Counsellor, or visit www.bond.edu.au/scholarships. Please note, Bond University scholarship applications close 31 July 2017.

Welcome to Stuartholme!

This year, Stuartholme School welcomed over 1200 visitors to our annual Open Day.

From 10am till 1pm, visitors could take part in activities, listen to performances by our choirs and musicians, tour the school and hear from our Principal. The day was a huge success thanks to the work by our dedicated staff, students and parents – you make Stuartholme what it is!





On 25 May, we celebrate the Feast of our Foundress, Madeleine Sophie Barat. In her speech at Mass, our Cor Unum Head, Lucy Lloyd-Morgan spoke to the School about Madeleine Sophie.

'Madeleine Sophie once said, "Your example, even more than your words, will be an eloquent lesson to the world." Here at Stuartholme, 97 years on and the work that she did continues to empower and inspire others. Every day we are given the opportunity to learn and grow as individuals so that we, like Madeleine Sophie, can not only strive to reach our full potential, but help others to do the same. We will all go through tough times in our lives but every cloud has a silver lining. Never give up on yourself, even if it feels as though the weight of the world is baring down upon you, know that your inner strength, resilience and power will allow you to conquer and inspire others through your example.'



Mother's Day Lunch



Two-hundred and eighty Stuarholme mothers, friends and Alumnae celebrated Mothers' Day on Friday 12 May at Hillstone, St Lucia.

After a beautiful lunch the Stuarholme Ladies Committee (SLC) drew raffles prizes and announced the winners of the silent auctions.

The day was a huge success, and thanks to the generosity of sponsors and the community, the SLC raised much needed money for the various charities it supports.

Thank you everyone for taking part.





Equestrian success

The Stuartholme Equestrian Team is still riding high after a very successful few years. In 2012 and 2016 the Team was awarded Equestrian Queensland's Interschool School of the Year and Team of the Year in 2014. In 2014 and 2016 they took out Queensland State Champion School and also won the Percentage Trophy in 2015.

The season is well underway and team is working hard to gain qualifications into the State Championships being held in Toowoomba in June and July.

With 23 riders in the Team, they are hoping to get just as many in as they did last year, with an impressive 15 across all the disciplines; combined training, dressage, eventing, show horse, show jumping and showman.

Just like any sport, the girls need to put long hours into the training and preparation of their horses if they want to make the State Team and compete in the National event later in the year.

For most of them, training starts at 4.30am, and involves exercising each horse for an hour.

Equestrian Captain, Shannon Owens explained that 'schooling' your horse takes in many factors.

"You need to be aware of how the horse is moving, whether there are any tight muscles. Once you warm them up, you generally take the horse through certain drills, which you repeat until they get them right," she said.

Shannon trains her horse three times a week, but for other riders such as Emily Rink it is a daily routine.

"I ride every morning before school, usually for a couple of hours," Emily said. "Sometimes it can take longer depending on the mood of the horse, if they are difficult mood it can take me half an hour just to get them in from the paddock!"

In addition to lengthy training sessions, the riders also need to maintain their academic studies which doesn't leave much time for other activities. Excellent time management organisation is imperative. Emily Ballard said she travels three hours every day and then has to fit training in after school before it gets dark. Dedication to the sport is a given and with the support of their parents the team compete most weekends in their quest to reach the State and National events.

"It's an amazing sport, you have the most incredible connection with your horse, it's why we love it!" agreed all the riders.

Stuartholme wins CaSSSA Cross Country

Over the last few years, cross country at Stuartholme has grown and now sees the highest number of participants.

Cross country coach, Chris Gale believes the change can be attributed to the program's encouragement of girls to use the fitness they gain through running for their other sports.

"We have certainly seen an increase in the number of girls taking part in the training, which includes fun events to keep them interested," Chris said.

"With our aim of keeping the program exciting, it is gathering momentum and building each year. More girls are participating, having a go and enjoying all the benefits that it has to offer."

"As a coach, I'm thrilled with the participation numbers, and very proud of the girls and the success they are now enjoying after winning CaSSSA Cross Country."

Forty-six students took part in CaSSSA (Catholic Secondary Schoolgirls' Sports Association) Cross Country on 26 May, which was held at Ipswich. All the runners gave their very best and were rewarded with the trophy.

This event marks the end of the cross country season, however students are now encouraged to join the Athletics Team.

Sports Coordinator, Charmaine Ferguson said athletics provides another option for girls to keep up, or start their fitness campaign. The Co-curricular Sports Department would also like to see Stuartholme win CaSSSA Athletics, which would give Stuartholme 'the big three'.

"We would love to see as many girls sign up for Athletics as possible. With wins in swimming and cross country we certainly have our sights set on athletics!"

Sign on for Athletics is available now via the School Portal.



We have certainly seen an increase in the number of girls taking part in the training...

Stuartholme Sport

2017 has been a fantastic year for sport at Stuartholme so far. By the end of May over 1000 girls were signed up in the various sporting programs. The School has won the CaSSSA Swimming, CaSSSA Tennis and CaSSSA Cross Country trophies. While a number of sports have wrapped up for the year, many are still underway plus we still have touch football, basketball, athletics and water polo just around the corner. We look forward to seeing our girls' talent, sportsmanship, and enjoyment shine through in these sports.

SWIMMING

Stuartholme won the Catholic Secondary Schoolgirls Sports Association Swimming Carnival (CaSSSA) Cup. This was an amazing effort and some wonderful performances were recorded by the girls, led by Peter Rosengren.



CaSSSA TENNIS

This year Stuartholme took home both the Aggregate Cup and Percentage Cup. We had seven teams compete in finals and every team put in a mammoth effort in contributing to once again taking home these much coveted trophies.



CROSS COUNTRY

Stuartholme won the Catholic Secondary Schoolgirls Sports Association (CaSSSA) Cross Country Carnival for the first time ever! The long distance runners now have a great platform leading into the upcoming athletics season thanks to the hard work and dedication of coach Chris Gale.

CORE

The Core program, led by Andy Rodigheiro, is stronger than ever with up to 40 girls coming along to each session at the Freers Gym. The program caters for all fitness levels and is a great activity for those girls not interested in traditional sports, or looking to boost their fitness for their sport.

NETBALL

This year we have 137 girls representing Stuartholme across 14 teams in the Downey Park Netball competition. The teams are half way through the season and improving each week, with a few teams looking good for the finals. Congratulations to Teams 5 and 9 for their participation in the QC Cup Tournament played in May, and best wishes to Team 1 who will be participating in the Vicki Wilson Cup at the start of Term 3.

We would also like to acknowledge the girls who have done well and made Representative Teams this year.

Lily Alessandra & Grace Deeran – Downey Park 13yrs Development

Georgia Manthey – Queensland Catholic 13yrs B Team

Imogen Perrin – Downey Park 14yrs B Team

Gretta Berge – Downey Park 16 & 19yrs Queensland Premier League

We look forward to seeing more displays of some fantastic Netball from our girls, heading into the last half of the season.





ROWING

We had an unbelievable night for the Stuarholme Rowers at the Indoor Rowing Championships in May. The girls won five events, with three 2nd places, one 3rd place and one 5th place. The girls set three new team records in the Year 10, Year 11 and All Age Relay teams. The Year 10 record has stood for 12 years!

Year 8 Individual – 1st place – 1:47.3

Year 9 Individual – 3rd place – 3:38.0

Year 10 Individual – 2nd place – 3:33.9

Year 11 Individual – 2nd place – 7:21.6

Year 12 Individual – DNF (injury)

Year 8 team (5 x 200m) – 2nd place – 3:31.5

Year 9 team (5 x 500m) – 1st place – 8:48.2 (0.1s off the record!)

Year 10 team (5 x 500m) – 1st place – 8:31.4 (new record)

Year 11 team (5 x 500m) – 1st place – 8:20.0 (new record)

Year 12 team (5 x 500m) – 5th place – 8:51.6

All age relay team – 1st place – 6:27.9 (new record)

Congratulations to all the girls who participated.



WATER POLO

We had two teams make it through to the final of the 2016/2017 BWPI season: 14C and 15C. The 14A's attended the National Club Championships over Easter and walked away with the bronze medal – well done girls on achieving such an amazing result! The 16A's attended the State Championships in Brisbane also over the Easter break and competed well to take home 6th position, they are now working towards the National Championships.

HOCKEY

In 2017 we have one hockey team playing in the BWHA competition. The team caters for students in Year 7 through to Year 12 and is having a solid season.

CaSSSA WEDNESDAY SPORT

Our Wednesday sports, volleyball, cricket and soccer, had record numbers of participation this year. It is wonderful to see so many girls representing the school and enjoying great experiences in our Wednesday fixtures. A special mention to the Indoor Cricket team who were runners up in their competition.

REPRESENTATIVE SPORT

The following girls have been selected in representative teams:

Name	Team
Aislinn Hawkins	BID Swimming Team/ Met West Swimming
Amy Horn	BID Swimming Team/Met West Swimming Team
Annabelle Atterton	BID Netball 13-15 yrs
Annabelle Atterton	BID Basketball
April Edwards	Met West 13 - 17yrs Water Polo Team
Ariene Vizmanos	WTB Soccer
Bridie Roche	BID Swimming Team
Elizabeth Nolan	Met West Swimming Team
Ella Howie-Roy	15yrs 4000m Top 6 finish Cross Country (4th)
Ella Lyons	BID Hockey
Ellen Gett	Met West Soccer
Gabby Boscani	BID Swimming Team
Gemma Rose	Met West 13 - 17yrs Water Polo Team
Gretta Berge	BID Netball 16-19 yrs
Holly Roads	BID Swimming Team/Met West Swimming Team
Jasmine Robertson	17yrs 4000m Top 6 finish Cross Country (3rd)
Jess Bartlett	Met West 13 - 17yrs Water Polo Team
Lara Owen	BID Swimming Team/Met West Swimming Team
Laura Stanley	BID Soccer
Lily Chapman	16yrs 4000m Top 6 finish Cross Country (1st)
Lily Hunter	BID Hockey
Lily Hunter	14yrs 4000m Top 6 finish Cross Country (3rd)
Molly Nasser	BID Swimming Team/Met West Swimming Team
Phoebe Leech	Met West 13 - 17yrs Water Polo Team
Rachael Brown	13yrs 3000m Top 6 finish BID Cross Country (5th)
Ruby Pinn	Met West 13 - 17yrs Water Polo Team
Sarah Long	17yrs 4000m Top 6 finish Cross Country (4th)
Sophie Dobson	Met West Swimming Team
Sophie Fern	Met West 13 - 17yrs Water Polo Team
Tara-Jade Garnsworthy	BID Soccer
Taylah Tyerman-Webster	Met West Swimming Team
Zoe Morris	WTB Basketball
Olivia Hartland	Met West Cricket
Brittany Yarde	Met West Athletics
India Williams	Met West Athletics
Belle Townsend	Met West Athletics
Georgia Langford	Met West Athletics

BID refers to the Brisbane Independent District

WTB refers to West Taylor Bridge

WHAT ADVICE WOULD YOU GIVE TO YOUR TEENAGE SELF?



This is a question we asked a group of our Alumnae. Stuarholme is blessed to have such a diverse range of alumnae who are all making their mark on the world, in their own way.

We value the words our Alumnae share with us when they talk to our students at various school events, but we wanted to open this up to our wider Alumnae community and ask them to share their words of wisdom.

Here is the advice they would give to their teenage self.

MONIQUE BLUNDELL, CLASS OF 1988

What I would tell my teenage self, had I the chance, would be:

Stuarholme provides an extremely safe and nurturing environment in which to test and build crucial building blocks for life.

Doing your best, whether it be academically, from a sporting perspective or creatively is extremely important but so too is developing a true sense of yourself and what you stand for.

Critical elements of you as a person include relationships (family and friends), faith and morals. If you invest time in and have strong foundations for these prior to leaving school, you will have established yourself well for the challenges of life.

Faith is something that you will call on many times in life, in joy-filled as well as difficult situations. Once you leave the 'rigidity' of school, faith is one of the things that can fall by the wayside, often without realising it. Decide before you leave school if your faith is important to you and, if so, make a conscious effort to establish supports to ensure you continue to nurture it.

WENDY WILKINSON, CLASS OF 1993

Know what your values are, and have the courage to live by them. Learn to trust your instincts; if it doesn't feel right, it often isn't. If you do these two things, you will know what the right decisions are for you and when to make them.

This isn't meant to imply that the rest of the world is 'out to take advantage' of you. But only you will know when the advice that others give you, is right for you.

But most of all, have faith in yourself; take opportunities as they arise; and as my Dad always told me, believe that "you can do anything you set your mind to".

BERNADETTE EVAN, CLASS OF 1957

One sentence encapsulates an insight that resonates very strongly with me. The author is pretty well known, "To thine own self be true and thou canst not then be false to any man."

JANE HANCOX (NÉE PHILP), CLASS OF 1952

I would tell my teenage self to enjoy myself at Stuarholme and be involved in all the day to day activities, no matter how unimportant they may seem, because it's the 'unimportant' things that can become the most useful.

An example of this is when we were living in Darwin (where my husband was serving with the RAAF).

It was quite common for aircraft carrying VIPs to have a brief stop-over in Darwin for refuelling or to take on fresh water etc. On one occasion the aircraft carrying the King and Queen of Nepal made a short stop and some of the senior officers and their wives were asked to greet them on arrival. The person at the top of the welcoming line had to be able to curtsey and I was the only one of the wives present who could do so properly. So I was at the top of the welcoming line and the only one to meet and speak with the royal couple.

I felt so proud, and who would have thought 60 plus years earlier, when at Stuarholme, learning to curtsey would have been so important?

I was second generation at Stuarholme and have always been so proud of my old school.

DR ANDY PIERIS (NÉE MANNING), CLASS OF 2002

Cherish your friends, they will be there for life.

Live in the moment at every opportunity, my schooling years at Stuarholme were the best years of my life and I smile every time I think about my time there. Time goes quick but you can stop and breathe and be completely within your surroundings and those moments last just a little bit longer. Try and be calm through the hustle of life.



Believe in yourself, you can do whatever you put your mind to.
Have fun while you're doing it!
Always smile, even when you don't feel like it.

GEORGIA BARCLAY, CLASS OF 1991

Be grateful that you are able to attend a school such as Stuarholme, so many young women will never have the funds to attend such a prestigious and supportive school. Ask yourself "What you would like to DO", not "What you would like to BE" when you grow up - there are a lot more business and career opportunities now for you to explore that are multi-faceted. Do as much work experience as you can, have good manners and be kind – kindness is still so over looked but highly beneficial in all aspects of your life and relationships, both personal and in business.

STEPHANIE FAHIR (NÉE ARTHUR), CLASS OF 2004

Embrace every single speck of your difference. Thrive in it; know what makes you unique and carry it like a jewel. Being true to yourself and listening to your inner voice will help you to wind your way through the innumerable paths life may take, to a place where you can use your unique gifts and passions to make your impact on the world.

LIZAN YEE, CLASS OF 1997

Looking back, I would tell my teenage self...

Take the time to smell the roses, enjoy the friendships and experiences you are having. Don't sweat the small things and don't worry if you have no clue as to what you want to do after you finish school.

ANN KENDALL (NÉE PERKINS) CLASS OF 1960

Stuarholme was a different school in the 50's as it was very small and made up largely of boarders with only a handful of day girls.

At the tender age of ten I had to learn how to live and share with others rather than just family and respect for others when you shared a room with someone you didn't particularly like in the Junior School and take responsibility for your actions.

One memory that really stands out is bed making in later years. It was a day for stripping beds in the dormitory. Yes, I stripped my bed but in my haste I had not made it properly. I had not put the sheets on correctly. Right sides together. I had to re-strip and do correctly, which made me late for Mass that day.

Needless to say I am very particular about how beds are made since then. I can't stand sheets the wrong way round. Of course I had perfect Hospital corners but that didn't count.

Didn't think I would cry when I left after waiting two days to catch a plane home. Realisation hit that I now had to stand on my own and lessons learnt during my time at Stuarholme.

Many thanks to those years, they have stood me in good stead making me the person I am.

ABBY KAMALAKANTHAN, CLASS OF 1998

Dear Abby,

This is your 35 year-old self telling you not to worry so much. You're only 16 now and although Year 12 seems daunting, your future will be very bright. You will go on to achieve things you never thought possible or had the confidence to achieve. You will win awards and scholarships, earn a Doctorate, author a book, climb the corporate ladder at multinational firms, travel the world, move cities, and even be the founder of your very own start-up. Your profession will respect you and see you as a Leader and an Influencer. More importantly, you will meet and form relationships with incredible people along the way.

So breathe. Life is short, learn to enjoy it! Take it one day at a time. Nothing is impossible and you won't give up. You will realise your full potential and make contributions to society. Legacy is important to you and you have one. Girls can do anything. The sky really is the limit as far as you're concerned. It won't be easy but nothing worth achieving ever is. There will be challenges along the way but they are not unsurmountable. Enjoy the journey. It will make you stronger, more resilient and confident. At the end of the day, always remember that family and friendships are everything. These are the people who will be there for you always and get you through the rough times so never forget them. Lastly, don't forget to smell the roses once in a while.

ADVICE TO MY TEENAGE SELF continued

JACQUELINE JAGO, CLASS OF 1989

Between a quarter and a third of you will not have children. Each of you will have a different reason: a choice, or circumstances, heartbreaking infertility, or triumphant and loving childlessness that gives you all the time in the world to explore a different way of being whole as a woman. If you find yourself at the start of your forties without children, you're going to be OK. In some ways, but not all, your life will be better and easier than your sisters and friends who have children. All of you will race to justify your choices. All of you will spend time both regretting and feeling relieved about the life you lead.

The truth is, you get to decide. You get to decide what a happy and full life means for you. You get to decide what your version of being a woman looks like - whether it's as a dedicated Aunt, or a woman wholly devoted to a cause or religious vows, or a working Mum who shares the parenting equally with a partner, or a stay-at-home Mum who loves to bake. The question of children is for you to answer from your own heart. You get to decide.

KATHRYN WRIGHT, CLASS OF 2008

If I could tell my teenage self one thing it would be "you truly are powerful beyond measure, you don't know just what you are capable of until you allow yourself the opportunity to try".

I'll never forget Mrs Ferguson in year 9 BOM class, she instilled a belief in myself that I will be forever grateful for. I was once that student who had so little belief in herself and would self-sabotage by not trying in class and therefore failure was not a surprise. Now I am a graduate of the University of Queensland (Bachelor of Arts in Psychology and Criminology- achieving in the top 5 percent of my criminology cohort) and am commencing an LLB this year at the University of Auckland.

Ask any teacher at Stuarholme who taught me and they will agree that you really don't have any idea what you are truly capable of until you allow yourself the opportunity to try.

JACKIE STRACHAN (NÉE WARLOW), CLASS OF 1989

Always give everything your best and be kind to everyone along the way.

MELISSA SIMMONDS, CLASS OF 1993

You don't need to choose your life's path before you leave school. You don't even have to have a CLUE. It will work out if you are willing to give things a go and work hard. I am 40 and only just sorting out 'what I want to be when I grow up!' Life is great and I had wonderful adventures along the way.

Slow down and make time for your family and your friends. Quality time. Be the best friend you can be. That is the best gift you can give and what you will be remembered by. Be fair and don't gossip. You don't know what is going on in others' lives. Imagine your worst day ever, now image that the person you are looking at is having that day. Be kind. It costs nothing.

SAVE SAVE SAVE. You will be sick of the fashion you buy quickly but your savings can create so much happiness later in life.

MEGAN ELLIOTT, CLASS OF 1985

Dream often about how you as an incredible, inspiring young woman will change the world! Use your time at Stuarholme to make that dream a reality.

MARJORIE DALEY (NÉE MCDONALD), CLASS OF 1994

Try a new thing at school each year. It could be an after school activity or joining a club. Even if you just try for one term, you never know until you have go!! It will give you new friends and enrich your life.

ALANA TRISCOTT, CLASS OF 1989

The person you become in these early years is the person you will always be and circle back to. External things change, new relationships form (partners, children) but essentially you are you. Get to know her well in these early years and nourish her spirit, curiosity, quirks and passions. Life gets busy and it can be a challenge to find time for that deep self-reflection. This investment that you make in yourself early on is Gold. Go for Gold.

LAUREN OLSEN (NÉE BOYD), CLASS OF 2002

Take care of yourself, love yourself (inside and out) and nourish your body...it is the best asset you have!

LAURA FAZACKERLEY, CLASS OF 2009

Life is going to get tough, there are going to be things that will test you as a person and as a woman, but your ability to stand up and keep going is what will define you. You will learn more from pushing through the tough times than you will from giving up or just going along for the ride. Empathise with people and remember that everyone is fighting to keep going in their own way; see everything from all angles; and appreciate each and every day that you're given in your own shoes.

KELSIE BROWN, CLASS OF 2007

If I could tell myself one thing as an adult looking back at my teenage self it would be this.

Slow down! There is no need to rush, there is plenty of time to do everything. Be present at school and do as many activities as I can. Be involved in every extra-curricular activity. Be more accepting of myself and others. Don't take everything to heart, things get better and there will be bigger battles to conquer. These things that happen as a teenager are trial runs for adulthood. Acknowledge the lessons, remember them and move on.

You don't need to be the best at everything but you should try your best at everything. Don't take your parents for granted! They are doing the best they know how to give you everything they didn't have, you won't realize how grateful you will be until you're an adult or until it is too late to truly say thank you. It doesn't matter how many friends you have, it matters the quality of people they are because they will shape you in a significant way, so don't settle for anyone that does not see how special and worthy your qualities are. There are 18 Million people in Australia, you will find them don't worry! And most importantly figure out how you want to live your life and find something to fit this, do not let other people tell you, you can never have this life. You deserve it and you will have it!

DANIELLE DAVIDSON, CLASS OF 2006

Get stuck into life before you grow up and life gets stuck into you: play a sport you've never heard of, write a play, sing, dance, learn about other cultures, show compassion and break outside the social clique - enrich your mind, heart and soul. Enjoy your freedom by living boldly.

ANGELA CARTY, CLASS OF 1987

You're fantastic just the way you are right now - there's no one like you - embrace and own your individuality.

ERSKINE STUART ALUMNAE RECOGNITION AWARDS



Stuartholme School's Erskine Alumnae Recognition Awards aim to recognise the achievements and successes of our past students. The recipients of the awards were honoured at the annual Alumnae Cocktail Party, held on the Friday 26 May.

We are delighted to share this year's winners.

OUTSTANDING ALUMNA OF THE YEAR

For sustained exceptional success in the area of chosen professional/industry and substantial contribution to the community. This may be as part of employment or may be related to voluntary or charity work.

YOUNG ALUMNA OF THE YEAR

Our Young Alumnae of the Year nominees must be 35 years and under, with at least 5 years work experience. They should have exceptional success in the area of chosen profession/industry and substantial demonstration of contribution to the community. This may be as part of employment or may be related to voluntary or charity work.

Congratulations to **Veronica Wain (nee Bell) Class of 1981** on being named our 2017 Outstanding Alumna of the Year.

Veronica holds a PhD in the area of Film Production, and combines this with her writing skills, creativity, organisational ability and deep compassion to contribute enormously to the disability community, in both paid and voluntary capacities.

Veronica's third child, who is now 22 years old, was born with a rare chromosomal disorder 18q. Through her work, Veronica uses her media production skills to empower young people with disabilities.

This year, our Young Alumnae of the Year is **Dr Abby (Abhayaprada) Kamalakanthan (Class of 1998)**.

Abby holds a Bachelor of Economics and a Bachelor of Business Management (Information Systems) dual degree, a Master of International Economics and Finance, and a PhD in Health Economics, all from The University of Queensland. In her current role, Abby is an Associate Director in the Policy, Programs and Evaluation team at KPMG Australia in Sydney.

Abby is passionate about contributing to the community and to the field of Economics. She recently founded Abby's Acumen, a mentoring start-up for students and young professionals in the Economics, Accounting, Finance and Business sectors.

She is the immediate past President of Young Economists Queensland and was an Executive Director on the Board of the Economic Society of Australia (Queensland) prior to moving to Sydney. These are both voluntary roles. Abby has also been involved in the Sri Lanka and Australia Chamber of Commerce, Radio 4EB, Probono Econos International, and The Wealth Academy, all in a voluntary capacity.

RUNNERS UP

Outstanding Alumnae:
Anastasia Ellerby and **Kathleen Lynch**

Young Alumnae:
Lavanya Sukumar



CLAIRE GOLDSWORTHY



In her own words, Claire Goldsworthy, Class of 2006 is a fashion blogger, magazine editor, avid clothes lover, advocate for the Australian creative industry, but first and foremost, she is a conscious consumer.

After a hectic Melbourne Fashion week, Claire talked to Stuarholme about what fashion means to her and how all consumers can make a positive impact.

I UNDERSTAND YOU STARTED YOUR OWN LABEL STRAIGHT OUT OF HIGH SCHOOL, HAS FASHION ALWAYS BEEN A PASSION OF YOURS?

I was a creative child; I loved making a mess, sticking things together and getting crafty. I was only eight years old when I used my Great Grandmother's sewing machine for the first time. At the time, I was only stitching ribbons and odd bits of fabric together and making the occasional pillow case or outfit for my teddies, but nothing useful. I just loved the process, it made sense to me. I loved starting with odd bits and ending with something whole, whatever it was.

Studying Home Economics at school was definitely the start of my fashion journey though. Learning how to make my own clothes made me appreciate fashion, and the integrity of it. My teacher was always so supportive and encouraging, she also made me push myself because she obviously saw I had a knack for it. I used to make everyone's outfits for school dances, I loved being creative and stitching with my hands.

From there, I continued after school, piece by piece for myself when I couldn't find what I wanted in stores. I would get asked about my outfit and where I got it from quite often, and so I started Harriette Hill. I don't run the label anymore as my aesthetic has changed, but starting a label from scratch taught me a lot about clothes, business, and the creative industry as I was involved with runways,

styling and multiple collaborative projects through my brand.

I've also been a conscious-being for as long as I can remember. I was the kid that ran fundraisers at school for environmental projects or disadvantaged communities, and even at primary school I was starting recycling movements and class initiatives to encourage other kids to think about waste. My dad instilled my love for the environment and animals; we used to watch documentaries instead of cartoons, and read about the Amazon Rainforest or Sahara Desert instead of reading fairy tales. I grew to appreciate the earth and our precious resources very young, and this influenced my attitude toward slow fashion, ethics, and sustainable thinking.

WHAT CHALLENGES DID YOU FACE STARTING YOUR BRAND SO YOUNG?

Home Economics afforded me the basics, and my beautiful Grandmother taught me many of the traditional sewing methods we've now lost, like how to hand-hem, sew without an over-locker and deconstruct garments to change the fit, but I had to learn a lot myself and it was very difficult. Making industry connections was tough, because of my age, as was funding, and I was working two jobs most of the time alongside running my label. But I'm a hustler, I've always been a hustler, and I did what I had to do to get my label out there. I would work all week, sew all night, get up at 4am to set up at local markets. I would talk to people, face to face, and spread the word about slow fashion and my locally made label. It was tough, but challenges have never stopped me! If you want something bad enough, you go out there and you get it.

YOU WORKED IN THE INDUSTRY FOR 10 YEARS BEFORE STARTING THE DRESS COLLECTIVE, WHAT ROLES DID YOU DO DURING THAT TIME?

My experience in the fashion industry is broad, and I am so lucky to have the experience I have. My first job during school was at Boost Juice on the front counter, and while this had nothing to do with fashion, it had everything to do with customer service, and that's one of the most important ingredients in good business. I then worked as a Senior Sales Manager at Living Silk in Paddington, and it taught me about the luxury market, working with VIP clients, and a lot about sourcing and production. Working in a boutique environment with a handmade silk product gave me an understanding of niche products and target marketing, and I worked on a lot of runways and wedding expos too. I also started styling for Dally's Models during that time, which exposed me to backstage dressing, runway operation, organising and directing models, large scale shows and project management. I worked directly with Paul Hunt, Tengdahl, Camilla and Alex Perry, to name a few, and some of those conversations backstage are etched in my mind! It was incredible to be working with industry greats at such a young age, and to be given advice and guidance from renowned designers. I then moved into a management role at Camilla in James Street, and was responsible for store marketing, VIP management, inventory, rostering, in store events, and the demanding duties of running a boutique store with an annual turnover of more than \$1m. I've always stepped up to the task, so my age didn't ever define the roles I worked in. I was 23 when I gave that up to start studying a Bachelor of Fashion at QUT, which was incredible. Being in a creative environment surrounded by like-minded people and fashion 24/7, was heaven. Practical, on-the-job experience is one thing, but the creative freedom and the way my mind was broadened at uni, was such a valuable experience. I had also started a fashion PR/events business (Emerge Australia) on the side for local labels. I was running monthly runways across Brisbane for emerging designers, and my involvement in local fashion shows grew from strength to strength. The next thing I knew, I was responsible for the Teneriffe Festival Fashion Precinct, showcasing 40 brands across 7 differently themed runways in one day. It was... insane! There were thousands of people through the Fashion Precinct that day, and I oversaw the entire project from start to finish, dealing with brands, marketing, models, hair and make-up, ticketing, theming, audio/visual, set up, everything and anything, from big detail to small, I did it.

I was then awarded a scholarship from the Queensland Overseas Foundation in 2014 to travel and work in fashion, so I deferred my degree, packed up, and shipped myself off overseas. I worked with a label in Berlin as a Creative Director, I enjoyed Milan and Paris Fashion Week from the front row and I styled at some shows back of house. I gained global industry experience at trade shows in New York and I made global connections with stores, buyers, PR agencies and fashion agents. It was incredible! I fell in love with a new style of fashion, and I think I really found myself and my direction on this trip. I was surrounded by the most fanciful fashion you could imagine on a daily basis, but the whole while, I was itching to come home and turn my experiences into a project that would elevate Australian fashion to the same level. I spent 12 months in 36 different cities and when it was time to come home, Melbourne seemed natural given its fashion industry.

I worked in National Sales for a sports compression brand when I first returned to pay the bills, but the idea for my own business was bubbling away inside. This role was especially influential though, as I was literally responsible for the figures and success of the brand, and I managed everything from sales and marketing, to sponsorships, wholesale clients, social media, website updates,

sourcing, testing, creative direction, I even worked on the designs for the collections. Some of those days were 12 hours long, and it got to a point where I realised I was applying myself 12 hours a day for someone else, and it was well and truly time that I turned the focus to myself, and what I wanted to build. I wanted to wake up every day and make a difference, I wanted to promote fashion that matters, fashion with a purpose, and I wanted to help people, I wanted to help labels and the local industry. So I took the final leap, and launched The Dress Collective, an online store for Australian made designers, and The Fashion Advocate, a blog and magazine dedicated to Australian fashion, beauty and lifestyle brands. Doing those two things have been the two greatest things I have done in my life thus far. I now run the two, and I have several fashion clients who I assist with social media and brand building.

HOW IMPORTANT WAS IT FOR YOU TO PROMOTE THE AUSTRALIAN MADE ETHICS?

Australian made is the backbone of both my businesses, it's what I am all about. 168 million children are forced into labour exploitation worldwide and millions of garment workers are paid wages so low they'll never escape poverty. I could talk all day about what the fast fashion industry is doing to our environment, and what it's doing to offshore garment workers, but the facts are horrendous and it's all a bit depressing when you read into fast fashion.

For me, it's important to think about every single garment you buy, where it comes from, and how it's made. Don't you want to wear something that someone else has made over 10 hours, with great attention to detail, because they're passionate about their label and live, breath and love fashion? I know I'd rather that, than a garment that's been made by a five-year-old child who walks 5km to work every day, and works for 10 hours, on a wage that doesn't even put a roof over their head. That's the harsh reality of fast fashion, and to appreciate Australian made garments, you must understand the alternative.

It's important to support local makers and creators, and ethical and sustainable fashion, so that we can alleviate the pressure on the offshore system, and support the local economy. We have hundreds of local labels that are so incredibly talented and they're doing such amazing things, and we need to support them if we want any kind of fashion identity to exist in the future for Australia.

It's simple; think about how much you would go to work for, and in what conditions, and buy the fashion that's made in the standards you'd expect for yourself.

YOU COINED THE PHRASE 'FAST-FASHION' TO DESCRIBE THE ENVIRONMENTAL DAMAGE POOR CONSUMER CHOICES CAN HAVE, JUST AS 'FAST-FOOD' HAS DAMAGING IMPACTS ON OUR HEALTH. ARE YOU SURPRISED BY HOW LITTLE CONSUMERS REALLY KNOW ABOUT WHERE THEIR CLOTHES COME FROM AND HOW THEY ARE MADE?

50 years ago, people thought smoking was harmless. It's the same with fashion, it's a slow process of education, and the general understanding of fast fashion is going to take time. We live in a technological world where information is shared in milliseconds and you can Google absolutely everything. The problem is, our ethics and our morals haven't caught up with the progression of technology, it's all happened too quickly. I know that in my lifetime there will be major shifts and changes because we can't keep pillaging the earth forever, but it is a slow process educating the masses on the impacts of their choices. We're fed so much rubbish through TV, media, newspapers and magazines. We're told what

CLAIRE GOLDSWORTHY continued

to buy, what to eat, the latest trend to wear and the mainstream media holds the monopoly on what's promoted and what's not, because it's all about money. Sustainable and ethical fashion isn't a cash cow, and often, there's not a lot of profit for labels who make ethical and sustainable clothes, so less media outlets are inclined to support the movement, which means less people are exposed to it. It's a flow on effect. I am surprised that consumers don't take time to read into it, but then again, we're all so busy and so occupied with the million things we're exposed to, see, hear, think about every day. It's time to slow down and consider the impacts, and the people, who are making the things we consume and use.

MANY CONSUMERS BELIEVE 'AUSTRALIAN MADE' MEANS MORE EXPENSIVE, BUT THAT'S NOT THE CASE IS IT?

Definitely not the case! Some of my labels sell basic organic dresses and tees for \$50-\$80. You'd spend that on dinner out! Some brands are a little more expensive, yes, but that's because the person making them has been paid a fair wage and superannuation, and they've worked in a safe environment and have been given time to eat lunch. Also, the question should be asked, "Is Australian made fashion more expensive, than something that is killing the earth and starving third-world country garment workers?" – and the answer to that is yes, Australian made is more expensive. But it comes down to what you value, and 'expense' isn't always about money. Fast fashion comes at the expense of people's lives, deforestation, pollution, water contamination, corruption... What's more important?

THE FASHION ADVOCATE IS AN EXCELLENT DRIVER FOR SOCIAL CHANGE IN THE FASHION INDUSTRY, CAN YOU TELL US ABOUT YOUR AUSTRALIAN MADE CAMPAIGN?

I've always been conscious of my fashion habits, but after working so closely with so many local labels over the past few years, it became more and more apparent that Australian fashion needed a strong spotlight. Not just a feature here and there, but an ongoing campaign to promote and support the makers and creators behind the Australian industry, in a way that would reach thousands of people. I don't know if lucky is the right word, because I've worked very hard to build what I have, but I'm lucky that I have an engaged following and readership that take the time on my blog to discover new brands. My followers, readers and digital fans are a community, and they're all very passionate about fashion that matters. There's enough Chanel and Gucci bloggers out there, and I wanted to

establish a purpose, so I launched the 2017 Australian Made Campaign on The Fashion Advocate to champion Australian fashion. From this year onwards, I now only work with Australian made fashion, beauty and lifestyle brands, and the only offshore-made products I promote are those which are ethically accredited, a social enterprise or have a charitable focus, or if they are positively impacting small communities or empowering women with their manufacturing sites.

HOW DID STUARTHOLME IMPACT YOUR CAREER CHOICES?

Business Week was great! In just one week I learnt a lot about business and gained a brief but impactful insight into the possibilities of running my own business. I still think back to some of the tasks we had to do that week, and it was great to present our projects at the end of the week. It instilled my appreciation for collaboration and I loved the feeling of working towards something you could call your own. That, Home Economics and History (surprisingly) were my biggest influences. History forced me to write, research, and be creative about content delivery whilst covering all the facts, and it's something I do every day through the blog. Most importantly, I am so grateful for my teachers. You could go to any school, have any class, but it takes very special teachers to make students connect with the content and encourage them, and I found that with all of my teachers. I may have been more receptive than other students, I'm not sure, but I always felt that my teachers were encouraging and supportive, and were always prepared to offer one-on-one support, and if I didn't have that, I don't think I would have persisted with school or my current career path. I was always made to feel like I had potential, and that gave me the courage to consider running my own businesses.

WHAT ADVICE WOULD YOU GIVE TO OUR CURRENT STUARTHOLME STUDENTS?

Be open to subjects that you otherwise wouldn't be interested in, and don't pick subjects just because they're easy. Push yourself, do your absolute best, and take every class seriously. It's easy to think 'it's just school', but the skills you learn at school, from reading, to writing, to how you work with other people and even your own time management skills – that's all developed at school, and you must give yourself the best shot. The only person responsible for your results, your career, your life path, is you, and it's tough, but you must put in 110% to get what you want in life. Don't give up when things are hard, because there will always be hard tasks and times, and have faith that every experience serves a purpose in life if you make the effort to learn from it.



BAPTISMS & WEDDINGS

Baptisms

- 5 February** Isabel Hook, daughter of Lauren (nee Younger), Class of 2004 and Morgan Hook.
- 5 March** Ignatius Nolan, son of Danyelle (nee Britz), Class of 1993 and Dominic Nolan.
- 8 April** Harper Hegerty, daughter of Jess Hegerty (nee McLean), Class of 2004 and Ben Hegerty (current Stuartholme Teacher).



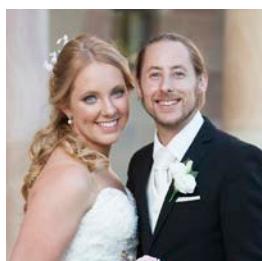
Amy Dunphy, Lauren Hook with Isabel, Alice Canniffe (nee Kelsey)



Olivia Nolan, Class of 2016 with Danyelle and Ignatius

Weddings

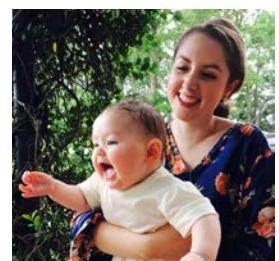
- 7 January** Rebecca Williams, Class of 2009 to David Alexandra.
- 18 March** Kristen Howard, Class of 2005 to Robert Foley.
- 20 May** Kimberley Hicks, Class of 2008 to Nicholas Bishton.



Rebecca and David



Kristen and Robert



Jess Hegerty with Harper

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**For more information and to register,
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*ISBN Registered hard cover book.



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