

“Cor unum et anima una in corde Jesu”

One heart and one mind in the heart of Jesus



STUARTHOLME SCHOOL



Cor Unum

Winter 2019

There was great excitement among our friends at Ipswich Road when the day for the laying of the Foundation Stone was announced - Big crowds were at the Ceremony, performed by Idia Grace - We did not go, but with the aid of glasses we could recognize the position of Stuartholme from Ipswich Road.

05 From the Archives

- 02 Cultures of Thinking
- 03 Stuartholme School Board
- 04 The Sisters
- 05 From the Archives
- 06 Why a girls' school
- 07 Introducing our new Dean of Boarding
- 08 New look Boarding House
- 10 Compassion and Boundary Setting
- 11 One lap at a time
- 12 Real World Applications
- 13 My experience as a Boarder
- 14 Forever sisters
- 15 Interhouse Music Festival
- 16 Stuartholme Sport
- 18 Feast of Saint Madeleine Sophie Barat
- 20 Parent Events

## ALUMNAE

- 21 Erskine Stuart Women of Success Recognition
- 22 Reunion Mass and Morning Tea
- 23 Annalies Moens – Challenging Stereotypes
- 24 Ellen Bowden – Outback Work Experience
- 25 Weddings, Baptisms and Deaths

## Contact Us

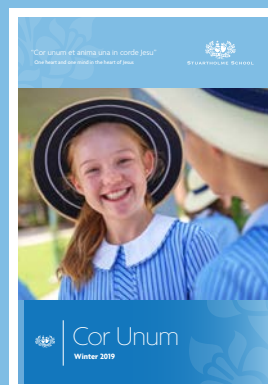
**Journalist:** Kate Gilmore  
e. [kgilmore@stuartholme.com](mailto:kgilmore@stuartholme.com)

## Contributors

Many thanks to everyone who contributed stories and photos to make this edition possible.

**DESIGN:** Look Education  
[www.lookeducation.com.au](http://www.lookeducation.com.au)

If you are interested in submitting content for the next edition, please email [kgilmore@stuartholme.com](mailto:kgilmore@stuartholme.com)



## Disclaimer

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



## Message from The Principal

### Compassion, Connection and Change

In 2019 our Focus Goal is:  
**Social Awareness which impels to action.**

Our theme is:  
**Compassion, Connection and Change.**

Central to our Catholic identity is Jesus teaching of "love one another". Compassion is a quality which is essential to our Christian expression and our emotional intelligence. If we aspire to be thoughtful and decent, we must be kind and willing to help others. Do we purposely develop our competencies in compassion? Everything we do at Stuartholme is built on the notion of compassion. At all times, we are encouraged to empathise, to understand a different point of view. While as individuals we can temper our opinions and self-regulate to ensure we are honouring the other, how do we promote compassion in the collective? While we believe compassion is central to who we want to be, is it the norm in our society, in our social media exchanges? Ensuring compassion is an intrinsic quality in our girls is of the highest priority. The challenge is can we ask them to grow it beyond themselves.

Emotional intelligence, understanding the other, is foundational to good relationships. The most sort after quality in all jobs/careers is excellent interpersonal skills. Good relationships are built on compassionate connections. We build relationships individually and we build broader connections through community. Our Social Justice programs challenge our girls to go beyond their comfort zones, to offer action to help others.

If our girls are innately compassionate and believe in themselves, we want them to have the confidence and courage to step forward to challenge norms that are unkind and not inclusive. To lead change means to influence for a positive improvement.

Our Justice, Peace and Integrity of Creation (JPIC) group facilitated a Stuartholme student General Chapter. The JPIC student leaders enabled a process of discernment about compassion, what qualities do we identify with and how do we want to broaden our social understanding and expression of compassion in a concrete yet relational way. The students nominated three areas to focus on: disability, environmental issues and refugees.

As the year progresses, several initiatives have been implemented to ensure our social awareness and our compassion impels to action and begins change.

**Kristen Sharpe**  
Principal



# Cultures of Thinking

Education is no longer just about teaching facts and figures. These days, it's about helping students develop tools to navigate an increasingly complex, volatile and uncertain world... We are no longer rewarded based on what we know, but how we use our knowledge... Tomorrow's schools will need to help students think for themselves, be empathetic and work with others.

**Queensland is currently in the early stages of the biggest curriculum reform seen in over 40 years, necessitating not just changes to curriculum content but an examination of the skills and knowledge students will need to succeed as they progress through their senior schooling.**

OECD Director for Education and Skills, Andreas Schleicher, recently stated, "Education is no longer just about teaching facts and figures. These days, it's about helping students develop tools to navigate an increasingly complex, volatile and uncertain world... We are no longer rewarded based on what we know, but how we use our knowledge... Tomorrow's schools will need to help students think for themselves, be empathetic and work with others."

Schools must provide students with the opportunities to develop a range of life skills including critical and creative thinking, problem solving, collaboration and personal and social competencies. Furthermore, the possession of skills alone will not be enough – students must also have the dispositions to use their skills.

Stuartholme recognises the importance of preparing our students with these cognitive, social and emotional qualities and understands that the classroom is a powerful shaper of this development. Our teachers are committed to classrooms and school culture that promote deep thinking as part of the regular, day-to-day tone for learning.

At Stuartholme, each and every girl is valued and we want our classrooms to be places where individual thinking is not only valued but is visible, and actively promoted. This year we have been working with Dr Ron Ritchhart, a senior research associate with Project Zero at the Harvard Graduate School of Education. Dr Ritchhart is also a fellow at the University of Melbourne and a recipient of the Presidential Award for Excellence in Mathematics Teaching. Each term, Dr Ritchhart has spent time at Stuartholme, sharing his research and developing teacher understanding of how to develop a culture of thinking that prioritises the skills and dispositions vital for lifelong learning.

In his work with our teachers, Dr Ritchhart has highlighted the eight cultural forces present in the classroom namely language, time, environment, opportunities, routines, modelling, interactions and expectations. These represent the tools teachers use to transform and shape the culture of their classroom so that thinking is valued and visible. By showing our teachers how to use structures, routines, probing questions, and documentation, Dr Ritchhart is helping them to communicate powerful lessons to students about what it means to think and learn well. It is this approach which will harness lifelong learning and grow student identity, agency and purpose.

Dr Ritchhart also asserts that if classrooms are going to be cultures of thinking for students, "schools must be cultures of thinking for teachers". Through our professional learning communities, time

has been given for teachers to learn, to come together and to hold deep and rich discussions of teaching, learning, and thinking. The sharing of classroom experiences and successes has been energising and inspiring, building our teachers' commitment to the provision of classrooms that nurture students' thinking and learning. We are looking forward to our ongoing relationship with Dr Ritchhart so that we continue to develop our capacity to facilitate energetic classroom cultures that value deep thinking.

We are also excited about sharing more of Dr Ritchhart's research and Stuartholme's Cultures of Thinking journey with our community. Stuartholme will be hosting a parent evening in Term 3 with Dr Ritchhart as guest speaker. We look forward to seeing our parents, friends and community members come along to hear how families can support their daughters and the work of the school by promoting a culture of deep thinking at home.

**Deanne Johnston**  
Deputy Principal



*Dr Ritchhart*

Sources:

Ritchhart, Ron 2015 *Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools*, Jossey-Bass, San Francisco.

Schleicher, Andreas "Assessing creative thinking is way of the future", The Age, Monday, May 20, 2019.



*Sr Kathleen Muirhead rscJ, Kristen Sharpe (Principal), Kerry Manton, Andrea Hetherington, Adeline Viniko (Acting Commercial Director) Catherine Baudet, Brendan Delahunty and Helen Spain (Board Chair). Absent: Diane Neve and Michelle Sterling.*

# Stuartholme School Board

I am delighted to serve as the Chair of the Stuartholme Board. It is a time of funding challenge, educational change and Stuartholme centenary celebration in 2020. It is also a time of change of governance from the Society of the Sacred Heart Sisters to the company Sophia Education Ministries which was established as a public juridical person having both canon and civil law compliance and characteristics. This simply means that the sisters who have governed Stuartholme since its commencement 99 years ago have handed over governance to a company of majority lay directors. The change reflects the diminishing population of sisters and their commitment to ensuring that Stuartholme has a sustainable and contemporary governance structure for the next hundred years and beyond.

In taking on the role of Chair in 2019, I acknowledge the legacy of the previous Chair Mark O'Hare and his wise and prudent stewardship and retiring Board members Brendan Williams and Stephen Brown. I welcome new Board members Michelle Sterling, Brendan Delahunty and Kerry Manton and look forward to the Board working together to support Kristen's leadership and vision for Stuartholme and to realise the great trust placed by the Sisters in us, as Board members, to continue the mission of Madeleine Sophie Barat in educating women of substance for a changing world.

I come to the role of Chair having served as a Board Director since 2015. I was the inaugural Chair of the Governance, Compliance and Risk Committee from 2016 -2019 and have acted a Board Child Protection nominee.

My commitment to Stuartholme comes from my gratitude for the education my two daughters received at Stuartholme, my admiration for the educational and personal values of a Sacred Heart education and an enduring interest in promoting and enabling girls from regional, remote and urban backgrounds to access the gift of a world class education. I have a deep love and respect for the Sisters of the Society of the Sacred Heart and was fortunate to live under the inspiring leadership of Sr Mary Shanahan rscj at Sancta Sophia College, the University of Sydney in the 1980s.

It is my hope and expectation that our current Board will provide wise counsel, governance and direction for Stuartholme to meet any challenges ahead and join with the Stuartholme community in celebrating the significant milestone of Stuartholme's centenary next year.

**Helen Spain**  
Board Chair

## Introducing two of our newest board members, Dr Kerry Manton, BAppSc(Hons), Grad Cert Acad Prac, MEd, PhD (QUT), FHEA and Mr Brendan Delahunty, BBus (Marketing), MPM (Property).

Kerry is a Senior Lecturer in the School of Biomedical Science, Faculty of Health at Queensland University of Technology.

Dr Manton's teaching and learning philosophy revolves around experiential learning and she has various post-graduate teaching qualifications and is a fellow of the Higher Education Academy (FHEA). Dr Manton's research career has included three years of post-doctoral research in Singapore, investigations into cancer, stem cells and tissue engineering and a QLD Tall poppy award (2010). Her current research interest is in human clinical trials and to this end she has formed active teaching and research partnerships with several Brisbane biotechnology companies. While at high school Kerry was once told, "there are no jobs in science for women". Having worked in the STEM sector for over 15 years, she is happy to see that attitudes and opportunities have changed.

Kerry has a passion for rural and remote education and healthcare and travels frequently with her family to remote destinations in Australia including Kimberly, Cape York, Kakadu, Simpson Desert and Arnhem Land. "I attended a high school with boarders

and highly value the diversity of spirit that boarders bring to a school community". I feel privileged to be accepted onto the Stuartholme Board and I hope that I can use my independent views to assist Stuartholme to continue to educate young women for ongoing success and happiness in a challenging, exciting and ever-changing world.

Brendan has joined the Stuartholme School Board and also serves on the Finance and Facilities Committee. His background in Commercial Property brings a skill set to the board that will assist in the schools plans to continue to expand the facilities on the campus. Brendan has a number of family connections to Stuartholme including his wife Adelaide McDonald, Class of 2002.

"I took the opportunity to serve on the Stuartholme Board as a real honour. My impression of Stuartholme has been formed based on the experiences of past students, ranging from my aunts and cousins to my wife and her family and friends. I have always been inspired by the philosophies of this school and how it has encouraged independent and forward thinking young women".





*Tending the copper for the washing*



*L-R Bridget, Josephine and Mary Smith*

## The Sisters

Some of you may have read the book *Galileo's Daughter* by Dava Sobel based on the letters of his daughter, Virginia, who took the name of Suor Maria Celeste when she became a nun.

The book allows us to see the close relationship which existed between Galileo and his brilliant daughter and it also gives us insight into the lives of women in monasteries in the Seventeenth Century. Structures in the Church evolve slowly over centuries and the effects of the rigidity of social class were mirrored in religious life. When Madeleine Sophie Barat founded her Society it was the accepted practice that an upper class woman who entered the convent might also be followed there by her maid or companion. Since these would not have had the education of their mistresses, they took on the domestic work of the convent. This gave rise to two divisions in religious orders, the "Choir Nuns", who chanted the Office in Latin and taught, and the "Coadjutrix Sisters" who did the domestic work and led a more contemplative life. As time went on the lines blurred, some women with educational qualifications chose the more contemplative lifestyle. Choosing not to be "Choir Nuns", sometimes they ended up teaching. This division persisted in the Society of the Sacred Heart until the renewal of religious life following Vatican II.

You will notice in the photo of the first group of religious at Stuartholme that three of them are wearing a different religious habit. These are the Sisters who did the domestic work, the cooking, cleaning and care of some aspects of the children's lives. The three who appear in this photo are Sisters Briget and Josephine Hallinan, who came from the one family, and Mary Smith who, along with domestic duties, is also listed as teaching Commercial Classes. Like many women of the time these Sisters led lives that

are not recorded in great detail as their days passed in the humble service of the daily needs of the school community. When it came to spring cleaning in holiday time the Choir Nuns and Coadjutrix Sisters tackled the tasks together.

The students came to know the Sisters as they interacted with them in their daily tasks of serving food, caring for their health, cleaning around the school and as portress at the main entrance. Supervision of the students was something that Madeleine Sophie frequently wrote about in her letters, and the Sisters often helped with this. Any male teacher who came into the school to teach classes or music would find one of the older Sisters there in the classroom to act as chaperone. The change rooms for sport were another area where the students expected to find an older Sister saying her rosary while she supervised them.

Bridget Hallinan and Mary Smith both served more than 20 years here at Stuartholme and are buried in the cemetery at Kincoppal Rose Bay. Josephine spent most of her religious life here and is buried in our cemetery. After the Second Vatican Council the Sisters all did further studies in the various fields of their choice. Some chose to teach, some did professional courses on catering and others counselling and pastoral work. Today the work that the Sisters used to do is contracted out to professional companies. We hope that the holy trio of founding Sisters watches over us from heaven as they prayed for us when they were here on earth.

**Sr Rita Carroll rscJ**

# From the Archives

## Building Stuartholme

The stunning architecture of Stuartholme, in particular the Renard Building, is a testament to the work of the Sisters and architects who designed it. But given the limited funds available to Sisters, you can't help but wonder at how they paid for such a spectacular structure.

Fortunately, we have access to some journals that record in different ways the history of our school. The *Journal of the Economat* records in its entries the income and expenditure in a much more interesting form than today's set of audited accounts.

The first entry is made in December 1922 and recorded that £8,659 was owed to Mr Cunningham for the building. In today's money, that equates to a staggering \$233,650.

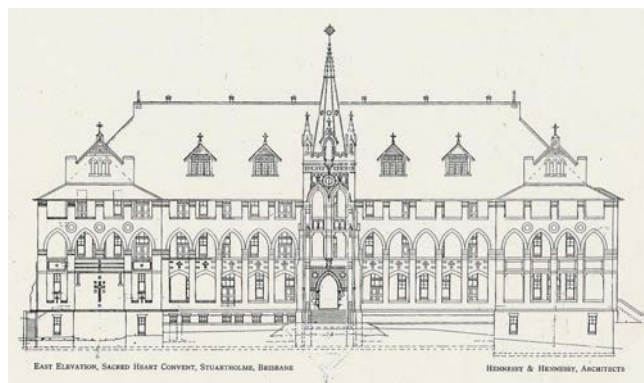
*During the month we received from the "Caisse Générale", through Tokyo, the sum of £862/10/0. This gift added to what we had from gifts enabled us to give to Mr Cunningham £2,000 on account due.*

In January 1923, a loan of £7,000 is taken out with the Commercial Banking Co of Sydney at 5% interest. This enabled Mr Cunningham to be paid after Mr Hennessy, the architect, had inspected the building and declared himself satisfied with it.

Help came from around the globe with the Mother House gifting £1997/10/0, Rome £1,500 and Roehampton £5,000.

As with all new home owners, our building needed furniture. Mr Cunningham's final account for the building and furniture was £3,594.10.11. With thanks to the Mother House for a final gift and a very patient Mr Cunningham, all debts were paid in July 1924, only four years after the school opened.

Mr Cunningham's story, like the building itself, was not quite complete. The school moved in when there was still more to be finished and there are entries relating to furniture, partitions etc which the builder supplied. In July 1924 we find:



*The final account for the building was at last sent by Mr Cunningham we gave him a cheque for £1229.*

From these records we can see what we owe to the international Society for our beautiful historic building and the land purchased from Archbishop Duhig for £3,000. We can learn from the letters written by Saint Madeleine Sophie that dowries and bequests given to young women when they joined the Society were used to purchase land and buildings for new schools. Contributions to the *Caisse Générale* from established communities, known as the "dixième", also helped to establish new foundations as well as gifts from generous benefactors. The various Provinces of the Society still support those that need assistance in whatever way they can by supplying financial assistance or RSCJ to work there.

There are many other stories and insights that can be drawn from the money trail that is recorded in Stuartholme's *Journal of the Economat*.

## 100 years

On 25 May Stuartholme marked 100 years since the foundation stone was laid by Archbishop Duhig in 1919, signalling the start of construction.

The Sisters were still living at Annerley at this time and did not attend the ceremony. Mother Powell's journal entry from the day read:  
*'There was great excitement among our friends at Ipswich Road when the day for the laying of the Foundation Stone was announced. Big crowds were at the ceremony, performed by His Grace. We did not go, but with the aid of glasses we could recognise the position of Stuartholme from Ipswich Road.'*

The first boarders were due to arrive at Stuartholme in early 1920, so on 23 January the Sacred Heart community left their Ipswich Road home and made their way across the city to their new home at Stuartholme.

The beginning of term took place for the first time on 1 March 1920. For the first year though, a cottage on the hill was the first school building. Finally, on 1 August 1920 Stuartholme was opened.





# Why a girls' school

**Whether they want to grow up to be a quantum physicist, public accountant, game designer, our nation's prime minister, or the Secretary General of the United Nations, we want our girls to leave Stuartholme knowing that nothing can stand in their way. We want them to believe that they have the skills, attributes, knowledge and tenacity to confidently and courageously pursue opportunities despite hurdles and setbacks.**

Stuartholme is a woman-centric environment where girls are nurtured, challenged and supported to participate, collaborate, think critically and achieve. This is the advantage of a girls' school – girls' schools specialise in girls. They tailor every aspect of teaching and learning to girls, to developing their self-efficacy, growing their leadership potential and empowering them with the skills and confidence to learn, experiment and grow.

Girls' schools facilitate leadership because they encourage girls to compete, lead and take risks, skills which are advantageous for careers and leadership. An Australian study exploring the leadership attitudes of girls in girls' schools showed that the girls believed their single-sex school was teaching them to be a strong, independent leader (Archard, 2012). Stuartholme invests in student leadership development through the provision of formal and informal opportunities. A Student Representative Council, led by the Principal, gives students in Years 7 to 12 a voice within a formal structure. Wellness Ambassadors in Year 9, Green and Blue Ribbons in Years 10 and 11, Big Sisters, Environmental Leaders, Science Ambassadors and the Liturgy Committee are just some of the numerous leadership opportunities for girls before they reach their senior year. A dedicated leadership program in Year 11 culminates in the selection of a Cor Unum Committee and Year 12 leadership captains and committees who lead the student body with confidence, warmth and humour.

Girls' schools also encourage girls to use their voice, to advocate and to debate (Tully & Jacobs, 2010). A survey in the United States found that nearly 87% of girls' school students feel their opinions are respected compared to 58% of girls at co-ed schools ([www.ncgs.org/advocacy/why-girls-schools/](http://www.ncgs.org/advocacy/why-girls-schools/)). Stuartholme's curriculum supports girls to be informed and supports them to express their view. Subjects such as Study of Religion, English, History and the Sciences allow girls to debate historical and contemporary social and ethical issues, to listen to others' opinions and to form considered, reasoned arguments. The Justice, Peace Integrity of Creation (JPIC) Committee plans and supports social justice, advocacy and outreach programs, to enrich students' spiritual growth and understanding of their mission of service which supports the Sacred Heart charism and ethos. Stuartholme's strong results in debating, including last year's successes in QDU Debating Championships and Brisbane Girls Debating Association competitions, reinforces that Stuartholme girls have not only the confidence but the skills to use their voices and be heard.

Research also shows that girls' schools encourage girls to participate in male dominated subjects, including STEM. A 2017 Monash University study found that girls at single-sex schools were more likely than girls in co-ed schools to study chemistry, physics and high level mathematics (Forgasz & Leder, 2017). At Stuartholme, girls are encouraged to pursue STEM opportunities, both within and outside of the classroom. Our girls are given access to the full suite of senior mathematics and science subjects and, with the support of Stuartholme's Leaders of Learning and Director of Enrichment, actively pursue engage in STEM opportunities. Students participate in university-hosted competitions and workshops as well as presentations where Australia's leading scientists, mathematicians and tech companies reflect on ways students can shape the future.

US researchers also found that female students from single-sex schools are more likely to develop confidence and competitiveness (Laury, Lee and Schnier 2019) and are more likely to emerge from school willing to take risks, ask questions, make mistakes. Recognising that these are vital skills for success in the 21st century, Stuartholme facilitates environments where girls can problem-solve, make mistakes and develop solutions, resulting in improved self-efficacy. Our pedagogical focus, Cultures of Thinking, is built around developing students' thinking skills and ensuring our curriculum is underpinned by questioning, challenging, justifying and critical and creative thinking. Stuartholme's emphasis on a deep respect for intellectual values ensures students are also supported to engage in thinking competitions outside of the classroom. This year four of our Year 9 students competed in the Future Problem Solvers International Final in the United States. Our Year 8s also had success in the World Scholars' Cup, qualifying for the Global Round in Sydney.

Researchers from UCLA concluded that when compared to their female peers at co-ed schools, not only do girls' school graduates have stronger academic skills and engagement, they demonstrate higher levels of cultural competency, stronger community involvement and increased political engagement (Righers, Lim and King 2018). Stuartholme's Heart in Action program, based on this year's focus goal 'A social awareness that impels to action', ensures students and staff build their understanding of justice issues and engage in service and advocacy, both in our own community and in communities overseas. In the July holidays, a number of our staff and students will head to far north Queensland to participate in an immersion experience to Aboriginal communities and homelands.

It is clear that there are many positive effects of single sex schooling, particularly for girls. Girls benefit where they are free from traditional gender stereotypes, where they are empowered to behave in competitive ways and where they are free to pursue academic excellence in any area they choose. Stuartholme has a long history of providing, and will continue to provide, an environment where girls are encouraged, empowered and supported to be the best they can be.

**Deanne Johnston**  
Deputy Principal

## Reference List

- Archard, N. (2012). "Adolescent girls and leadership: The impact of confidence, competition, and failure." *International Journal of Adolescence and Youth*, 17(4), 189-203. DOI: 10.1080/02673843.2011.649431
- Forgasz, H., & Leder, G. (2017, October). "Single-sex versus co-educational schooling and STEM pathways: Final report". Melbourne: Monash University.
- SK Laury, DJ Lee, KE Schnier (2019) "Will girls be girls? Risk taking and competition in an all-girls' school", *Economic Inquiry*, Wiley Publications.
- National Coalition of Girls Schools (2019) "Why girls schools?" [www.ncgs.org/advocacy/why-girls-schools](http://www.ncgs.org/advocacy/why-girls-schools) accessed 10th May 2019
- Riggers-Piehl, T, Lim, G and King, K. (2018) "Fostering Academic and Social Engagement: An Investigation into the Effects of All-Girls Education in the Transition to University", University of California, Los Angeles (UCLA).
- Tully, D. & Jacobs, B. (2010) "Effects of single-gender mathematics classrooms on self-perception of mathematical ability and post-secondary engineering paths: an Australian case study", *European Journal of Engineering Education*, 35:4, 455-467, DOI: 10.1080/03043797.2010.489940





## INTRODUCING OUR NEW

# Dean of Boarding

In 2019, Stuartholme welcomed Mrs Karen Davies to the role of Dean of Boarding. We sat down with Karen to talk about the role and her goals for the Boarding House.

### You have been in the education industry for over 33 years and worked in a number of schools. What drew you to Stuartholme?

I am very passionate about girls' education and I was impressed by Stuartholme's focus on how to educate girls. I believe the right environment can impel girls to have all the opportunities they should have to reach their very best potential.

Stuartholme has some of the finest teachers I've ever seen, who are dedicated to the students academically and in the development of self.

### What are you enjoying the most in your role as Dean of Boarding?

As an Assistant Principal in a day school for 13 years I am enjoying the change to Boarding where I can fully immerse myself in every aspect of the girls' day, not just during school hours. My timetable has been carefully constructed so that I can spend time every afternoon with the students in the Boarding House while they do their homework and have dinner with them.

### You live on site at the school, why is that important to you?

Stuartholme has certainly shown its commitment to the Boarding House by providing a residence on campus, I am literally a heartbeat away from the girls. I can also become a solid conduit between what the parents want for their daughter and what the girls want.

### What is your key focus for 2019 at Stuartholme?

Firstly, I would like to acknowledge that the Boarding House is a home. When I arrived there was already a genuine community there, with outstanding staff, all of whom I have the utmost respect. I believe Stuartholme is committed to providing resources to the Boarding House and prioritising work there to give the girls beautiful facilities.

In 2019, my main focus is on proposing an academic plan to support the educational endeavours of the girls. Our tutors come in three times a week to help any student who has specific needs. I am keen to ensure that every boarder is achieving her very best academically and at the same time, feels supported and nurtured.

Stuartholme has some of the finest teachers I've ever seen, who are dedicated to the students academically and in the development of self.

### Finally, what advice would you like to give to parents who have a daughter in boarding or about to start in boarding?

Trust us. You are making the right decision sending her here. Any issues she has, although difficult at the time, such as homesickness, will build resilience that will enable her to explore new territories in her future.



## Centenary Boarding Bursary

Stuartholme School is pleased to announce the launch of our Centenary Boarding Bursary for 2020 entrants to coincide with our 100 year celebrations.

The Bursary is designed to assist families who live more than 200 kilometres away from the school and would be unable to consider Stuartholme School due to financial reasons.

This Bursary is open to new Year 7 and 9 students wishing to commence at Stuartholme School in 2020 as a Boarder.

Applications are available via the website.





## New look Boarding House

With its unrivalled views of Brisbane's CBD, heritage listed buildings and secluded location at the foothills of Mt Coot-tha, the Stuartholme Boarding House has always been a beautiful place to live and learn.

Over the Christmas break the house was treated to a number of renovations to update the common areas and provide more study areas.

As part of the improvements, bathrooms on levels 2, 3 and 4 were refreshed with beautiful new tiles and accessories. The veranda on level 4, which is a favourite hangout for the Year 7 students, had synthetic grass installed, refurbished timber decking and new furniture added. The students can be found outside in this space most afternoons as it provides an ideal area for homework.

The shared areas of the Boarding House have also been updated. Common rooms have new carpet, furnishings and accessories.

Finally, the Year 12 common room received new joinery furniture, painting and soft furnishings. This room, in a quiet part of the Boarding House, is the perfect location for Year 12s to relax with friends. Later this year, there will be renovations to the Year 12 rooms where private space will blend with state of the art accommodation and the bathrooms given the 'Hollywood' treatment.







...which is a favourite hangout for the Year 7 students, had synthetic grass installed, refurbished timber decking and new furniture added. The students can be found outside in this space most afternoons as it provides an ideal area for homework.







# Compassion and Boundary Setting

The theme across Stuartholme for 2019 has been “Compassion, Connection and Change”. In my role as School Psychologist, I feel this focus is very helpful for parents in continuing to build supportive and healthy relationships with their daughters. This includes the all-important step of setting boundaries.

Compassion, by definition, is being sensitive to the distress that we, and others, may feel and being motivated to alleviate this and take action. Sometimes compassion can be misinterpreted as “soft and fluffy” or “taking away someone’s negative feelings”. In truth, compassionate action with adolescents involves maintaining empathy and responsibility while also avoiding power struggles with the understanding that having expectations for a young person may mean that there are conflicts and negative feelings at times.

Some tips to support the setting of appropriate boundaries include the following:

## 1. Express empathy and model understanding:

Adolescents respond well when we provide active listening and quality time to sit and understand what’s going on for them, rather than rushing to fix. Compassion comes with a sense of “common humanity”, that is, helping your daughter understand that she is not alone in making mistakes and struggling sometimes. Being open about this helps them feel connected and it’s more likely they will feel respected and, in return, respect you.

...your presence is important to help  
shape the adult she becomes.

## 2. Be firm and consistent:

Be clear with what is acceptable and unacceptable, follow through with consequences and discuss with your daughter why you have set these expectations. It’s helpful to reference the “bigger picture”. It’s more important to learn to manage negative feelings and deal with conflict than have everything go your way.

## 3. Conflict is inevitable:

We are quick to become defensive and attack in an argument. Dr Stan Steindl (Co-Director of the Compassionate Mind Research Group at The University of Queensland) suggests practising an assertive response that comes from a compassionate motivation. This might include: “stepping out of autopilot, taking time to breathe, reminding yourself to be helpful rather than harmful towards others, reminding yourself to listen to understand, arriving at mutually beneficial solutions and aiming to forgive yourself and others for hurt.”

## 4. Remember your role:

Even when you are disappointed or frustrated, adolescents still need to know that you support and love them and are responsible for keeping them safe. Yes, your daughter may be smart and independent, however, your presence is important to help shape the adult she becomes.

## 5. Model self-compassion:

Show your daughter how you are taking care of yourself after a difficult day and check the language you are using in response to when your daughter has struggled with something, such as an exam (e.g. replace “study harder next time” with “I can see you’re feeling upset, it’s okay to make mistakes, let’s work out a plan for next time”).

For further information or support, please contact either myself, [econrad@stuartholme.com](mailto:econrad@stuartholme.com) my colleague, Natalie Morgan [nmorgan@stuartholme.com](mailto:nmorgan@stuartholme.com) or your daughter’s Leader of Student Wellbeing.

**Eloise Conrad**  
School Psychologist



# One lap at a time

Growing a successful sporting program takes time, effort, and, in the case of Stuartholme's swimming and cross country programs, the skill and commitment of two exceptional coaches.



Peter Rosengren (left) and Chris Gale (right) have been the driving forces behind these two programs for nearly 10 years and the results speak for themselves.

Peter's involvement started in 2009 when his daughter began Year 8 at the school.

"When I took over the swimming program, Stuartholme had placed 8th out of nine schools for seven consecutive years in the Catholic Secondary Schoolgirls Sports Association (CaSSSA) competition.

"With these results, I could see there was room to improve the culture around swimming."

Peter's vision was to make swimming at Stuartholme a sport in which girls at all levels could participate and one that Stuartholme as a whole could become successful.

Peter introduced holiday training, ran yearly swim tours to destinations such as Sydney and the NSW mid-coast, diversified the program to introduce ocean swimming, and ran special squad events such as the annual 100 x 100s challenge.

"Before we knew it, of the total school population of around 600, we had 150 registered for swimming," said Peter.

Success on the scoreboard followed relatively close behind. In 2013 Stuartholme finished third overall, coming home with the Percentage Cup. The schools that finished first and second had student populations of around 1400.

At a competitive level, the program continues to produce some impressive outcomes. In 2017 an unrelated reorganisation of schools within CaSSSA saw Stuartholme move to a different level

of the competition, competing against schools of similar size. For the last three years Stuartholme has won the swimming competition by a considerable margin.

For Peter though, the greatest achievement of the program has little to do with the scoreboard.

"Without doubt, the culture that has been built around swimming at Stuartholme and the opportunities it gives young athletes to represent their school are what I'm most proud of."

"We made it clear we would not reward pure talent which did not participate and we promised to apply that approach without fear or favour. Our mantra has been tested on several occasions where lack of participation saw the best swimmers in the school miss selection."

"The second, and perhaps more important limb to our design, was a promise to swimmers that if they were the best they could be – if they participated, if they worked hard, if they showed resilience and good sportsmanship – then we would do everything we could to give every deserving swimmer a swim, regardless of the effect on the scoreboard."

Stuartholme's cross country program has been under the strong coaching of Chris Gale since 2011.

Chris has over 55 students in the program, which includes girls who run to be part of a team and improve their fitness, to more serious runners looking at representative duties.

"Another very important aspect of the cross country program is to keep every training session fun, enjoyable whilst working on building fitness, stamina and endurance – I am a firm believer as a coach that you get the best results from the athletes when they are having fun and enjoyment, this is done by putting it all into a positive training environment," explained Chris.

For the past couple of years, Stuartholme has been privileged to welcome Australia's greatest ever distance runner, Steve Moneghetti, to the launch of the cross country season.

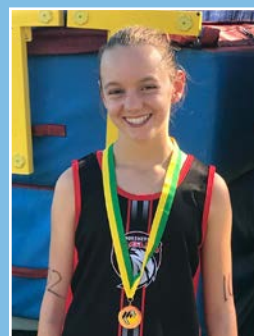
"Having Steve at our launch really sets the tone for the season, he talks to the students about running, gives them some tips and then takes them on a circuit.

"I strongly feel we have a training program that is consistent with the school's core values of 'to be the best she can'. Chris and the team have seen excellent results, with Stuartholme winning CaSSSA cross country for last three years.



**Lily Hunter, Year 11**, has been involved in both the swimming and cross country programs since she started in Year 7 and really enjoys the fitness she achieves from them and the friendships she has made.

"Even though you are running or swimming for your best time, these are still team sports, you can't win CaSSSA with only one good runner or swimmer, everyone contributes," she said.



**For Gretta Johnson, Year 7**, joining the swimming program was a great way to get to know others particularly when she was new to Stuartholme.

Gretta found cross country was a fun way to get fit and improve her confidence.

"I have made friends with girls from other grades who I would otherwise not have met.

# Real world applications

**If you were to consider what qualities a teacher needs to inspire a class, a passion for their subject would probably be number one.**

For 36 years, Wendy Bolton has been inspiring her Geography classes through her passion and dedication to the subject.

"I am unapologetic in how wonderful I think Geography is," Wendy said.

"This is a subject where students can start to explore and build their awareness for issues such as climate change, resource depletion and inequalities around the world.

"The Australian curriculum empowers students to shape and change for a socially just and sustainable future. I believe this rationale works in perfectly with the Goals of Sacred Heart education, in particular Goal 4; a social awareness that impels to action.

"It is important for students not to be isolated in the classroom, geography allows them to explore and analyse characteristics of

places that make up our world. It enables students to question why things are the way they are and examine alternatives.

Within the classroom, students are embracing technology used by the industry. Spatial technology forms the basis of many geographers' work practice. In addition to Geographic information systems (GIS), students are creating maps from software such as Arc, which allows users to use contextual tools to visualise and analyse their data.

"These programs give students real-world experience and if they choose a career in geo spatial, they will bring this experience with them," Wendy said.

Chiara Towler, Class of 2008, claims Wendy was the reason she became a town planner.

"I studied Geography from Year 10-12. As one of our Year 12 assignments, Mrs Bolton had us choose a local park and redesign it based on the opportunities and constraints of the site. It was such a cool project and I remember Mrs Bolton saying that if we enjoyed the work we should be researching town planning as career. I've never looked back!"

Chiara has been working as a town planner for over eight years now, with experience in Queensland and Victoria.

"Town planning is an excellent career path, being able to solve complex problems through good communication is essential. I work on over 30 projects at a time so there is never a dull moment. My favourite part is driving around town now and seeing the projects I work on coming out of the ground."

Recently, Chiara visited Wendy's Year 11 Geography class to talk to the students and provide some advice on their upcoming assignment. Students took the opportunity to ask Chiara questions about traffic movements, cycling facilities and how they interact with other road users.





# My experience as a Boarder

## What I've learnt from being a Boarder.

The prospect of starting high school is daunting for any child: making new friends, adjusting to different teachers and managing a new work load. Yet the trepidation of this prospect becomes real when this school is over a thousand kilometres away from everything that is familiar to you, including your home, your family, and your routine. At only eleven years of age, and like many other students attending boarding school, I was nervous and excited. I am now in Year 11 and have learnt so much from my boarding experience.

## The tight bonds between boarders.

Thanks to the incredible supervisors who treat us like their own, Stuartholme boarding is a positive, close-knit community where each girl knows that at the end of the day when she walks upstairs, she will be greeted by smiles and hugs from her friends. Even when homesickness, stress and apprehension kick in, the incredible boarding tutors and recreation officers are always there to provide assistance and offer a place to relax, much like in your own home.

## The spirit of the school.

Whilst Stuartholme is considered one of Brisbane's smaller high schools, the spirit of each girl is no less. You can feel the buzz of excitement and competition in the air during sporting and co-curricular events, and even if you are not the sporty type, the house captains still encourage you to participate and cheer for your fellow peers. This sense of teamwork and support implemented by the seniors boosts the confidence of even the quietest girls, and provides model leadership and school spirit for the younger grades.



## The support systems.

Stuartholme encourages each girl to work to her full potential, yet it values the wellbeing of the students. The strong support systems, consisting of counsellors, leaders of student wellbeing, nurses and mentor teachers, help students deal with stressors no matter how big or small they may seem. It is reassuring to know that you are in an environment that cares about each individual, and even in hard times, Stuartholme has your back.

## Our participation in social justice actions and awareness.

Our school employs a worldly vision, where through the work of staff and peers we raise awareness and act towards social justice issues prevalent in today's society. This includes improving the school's sustainability, organising activities for children with disabilities, and helping students to gain awareness on politics, religion, and other social issues. I particularly appreciate this, for whilst teenagers are often powerless, we are given the opportunity to bring our passion to the table and make a difference both in school and the wider community.

## Opportunities for immersion in different schools and countries.

Stuartholme, a Sacred Heart School, also provides a large variety of exchanges and immersions. During 2018 I travelled to France for a Faces of the Heart Conference, where I met students from other Sacred Heart Schools around the world and explored different cultures and the future Sacred Heart goals. It was an unforgettable experience which would not have been possible without Stuartholme.

Therefore, despite the difficult transition from primary school to boarding school, the friends I have made and the opportunities I have received are all worth it. I may not love exams or assignments, but I love the Stuartholme community, for it empowers and inspires us to use our education for the better and become future leaders in our fields of interest, whatever they may be.

**Hayley Bowden**  
Year 11 Boarder



# Forever sisters



Over the Christmas holidays a number of Stuartholme students travelled across the globe as part of the Sacred Heart Exchange Program. Stuartholme is part of a larger network of International Sacred Heart Schools that actively participate in a reciprocal exchange program.

International exchanges are available to girls in Years 10, 11 and 12 and allow our girls the opportunity to experience other cultures and educational environments, while spending time with girls of their own age in a family situation.

The students who took part in this exchange program visited the student who they hosted last year.

Erin Lafferty was lucky enough to attend the Sacred Heart School of Montreal for three weeks in January with her exchange sister Hannah. Erin experienced true Canadian weather, with temperatures reaching around -35 degrees Celsius.

India Timms went on exchange to Boston to visit her exchange sister Paige, where she saw snow for the first time, and had a weekend in New York full of shopping and fun.

Molly Cowan and Lily Condon travelled across the world to France where they spent an incredible month and a half in the town of Nantes. The girls spent their Christmas in Paris with their host families who became like second families to them.

Greeted with cold weather and grey skies, Erin Tucker travel to Seattle where she spent her holidays with her exchange sister Halle. Erin's host family is Jewish and shared with Erin all the traditions of Hanukkah.

Travelling for 26 hours and visiting three different continents, Estella Berghan spent her holidays in Barcelona, where she loved the abundance of cultural differences, ranging from the Spanish greetings to the food.

Chloe Cronin had the opportunity to travel to Omaha in Nebraska, and attend Duchesne Academy with her host sister Sophia. There she experienced cold days full of snow, with the average temperature being -20 degrees Celsius. She had a wonderful time and learnt so much about the American culture.

Visiting her exchange sister Hope in New York, Alice Illidge attended the Convent of the Sacred Heart 91st Street, which is three mansions joined together overlooking Central Park. Despite the freezing cold weather, Alice enjoyed her daily commute to school on the subway.

Travelling to Austria for five weeks across December where she attended the Sacré Coeur Wein with her exchange sister Raffi, Imogen Cusack enjoyed visiting the beautiful Christmas markets and participating in most classes, despite them being spoken primarily in German.

After waiting six months, Kate O'Donoghue was excited to finally visit her exchange student Greta

and attend her school Duchesne Academy of the Sacred Heart, in Omaha, Nebraska. While Kate was able take part in amazing experiences, her highlight was meeting Greta's family, and becoming their 'Australian daughter'.

Students in Years 8 and 9 are encouraged to take part in the ANZNet Exchanges, which is made up of the four Sacred Heart Schools in Australia and New Zealand. Recently, Stuartholme welcomed 12 students from Sacré Coeur in Melbourne, Kincoppal-Rose Bay in Sydney and Baradene College in Auckland to join us for Madeleine Sophie week.

The visiting students will in turn host the Stuartholme girls later this year.

The Exchange Program provides many life-changing benefits. It is an ideal platform for fostering maturity, personal growth, building confidence and gaining independence. Exchanges also promote cultural awareness and provide opportunities to create lifelong global friendships whilst reinforcing connections to the Sacred Heart Network.







# Interhouse Music Festival

Spread over three events, the annual Interhouse Music Festival is an incredible culmination of talent, teamwork and tunes.

The Festival started in May with the Solo Music Awards. Soloists are encouraged to perform with every performer earning points for their House, which count towards the overall trophy. Musicians can enter the piano, band and strings sections and vocalists can choose from art song, musical theatre, jazz standard and contemporary categories.

Students audition for a chance to compete with the successful musicians performing in the Gala Concert on Sunday 26 May. Congratulations to the performers on their outstanding efforts.

The second event was the Choral Competition. This competition has been part of Stuartholme's history for 30 years so it was fitting that the special anniversary theme was ABBA!

The songs for each House were:

**Macrae – Take a Chance on Me**

**Woodlock – Ring Ring**

**Coen – SOS**

**Parker – Fernando**

**Toohy – Super Trouper**

**Stuart – Waterloo**

Finally, each Teacher Mentor Group showed off their lip sync skills with the Lip-Sync Battle! Points are scored for choreography, lip sync skills, audience engagement and song selection.

Co-curricular Music Director, Andrew Mear said the Interhouse Music Festival provides opportunities for every student to be involved in music.

"What I love about the Festival is that it gives our musicians an opportunity to share their talent and hard work, while also giving students who don't play an instrument the chance to perform with their peers in a fun way. The students support each other and cheer each other on regardless of what House they belong to."



# Stuartholme Sport



## CaSSSA SPORT

### TENNIS

Thirteen strong teams represented Stuartholme in the CaSSSA tennis competition held in Term 1. The girls competed in home and away matches across Brisbane. Four of our teams played off for the premiership on Saturday 30 March at the University of Queensland with Stuartholme walking away with three premierships in the Senior B, Junior C and Junior D competitions. Stuartholme also retained the CaSSSA Percentage Cup for another year.

#### Results:

Open A.....	4th
Senior B (1).....	1st
Senior B (2).....	2nd
Senior D.....	4th
Inter A.....	4th
Inter B.....	5th
Inter C.....	4th
Inter D.....	7th
Junior A.....	4th
Junior C.....	1st
Junior D (1).....	1st
Junior D (2).....	5th

Our girls will now prepare for the Alumnae Cup competition being held in Sydney in October and the Knowles Cup Season in Term 4.

### SWIMMING

Stuartholme had a very successful 2019 season, with over 150 of Stuartholme's 680 girls involved in the swim program. Of the 91 events on the program Stuartholme won 76 and, of the rest, placed 2nd or 3rd in all but two. Success isn't just measured in results but in participation.

#### CaSSSA Swimming Results:

12 Years.....	1st Place
13 Years.....	1st Place
14 years.....	1st Place
15 Years.....	1st Place
16 Years.....	1st Place
17+ Years.....	1st Place
2019 Champions All Age Relay	
2019 Overall Champion School	

### INDOOR CRICKET

Indoor cricket maintained its strength in 2019 fielding a Junior and an Open team in the CaSSSA competition. Both teams finished in the top four of the competition and had some fantastic individual batting performances. We have also had three of our cricketers selected for the district outdoor cricket team. Congratulations to Isabella Woodbridge, Emma Smith and Mia McMillan.

### CROSS COUNTRY

The Interhouse Cross Country Carnival was held on Tuesday 30 April. It was wonderful to see nearly all marquees empty for the fun run with most Houses fielding over 100 runners for this event.

#### Congratulations to our top 3 fastest runners around the course:

3rd Georgia Rink.....	11.55 seconds
2nd Ella Mackenzie.....	11.53 seconds
1st Holly Robertson.....	11.35 seconds

#### Congratulations to Stuart for taking out the 2019 Interhouse Cross Country title.

1st Stuart.....	481
2nd Parker.....	466
3rd Coen.....	369
4th Macrae.....	366
5th Woodlock.....	358
6th Toohey.....	320

Close to 50 students took part in the CaSSSA cross country held at Limestone Park on Friday 31st May. The girls have had coaching advice from Steve Monteghetti, lead up meets and team building days to best prepare them for the competition.

### OPEN & INTERMEDIATE VOLLEYBALL

Senior and Intermediate Volleyball saw huge growth this year, up 70% to over 85 athletes spread across 8 teams.

#### Congratulations to the following teams who were awarded Premiers and Runner Up Premiers:

Inter B.....	(1) 1st
Inter B (2).....	2nd
Inter C.....	(1) 1st
Inter C.....	(2) 2nd







## CLUB SPORT

### WATER POLO

The 2018/2019 water polo season saw Stuartholme field 11 teams in the Brisbane Water Polo Inc. (BWPI) competition. For the first time, incoming Stuartholme students from Years 5 and 6 were invited to join the program which proved a success. Players were able to attend skills workshops run by our Water Polo Coordinator and Metropolitan West coach Rachel Byron. We look forward to building on our program for the 2019/2020 season.

Eight Stuartholme girls (Bec Phelan, Molly Nasser, Lily Hunter, Alice Rogers, Ella Mulligan, Sophie Fern, Phoebe Leech and Abbey Pomeroy), travelled to Rockhampton as members of the Metropolitan West team to compete in the State Championships where they finished with a silver medal. Molly Nasser and Phoebe Leech were named in the 13-19 Years Queensland Water Polo team, and Alice Rogers, Sophie Fern and Abbey Pomeroy were named as shadow players. These athletes will compete at the National Championships in Sydney.

### ROWING

Stuartholme Rowers continued their success with back-to-back bronze in the Schoolgirls Quad Scull at the Australian Rowing Championships.

The crew of Lucy Hope, Emma Tucker, Sophia Tully, Ella McKenzie and Issy Mailli won their heat and semi, but found the competition from Kinross Wolaroi and Ruyton Girls too strong in the final.

The girls, along with Georgia Weston, also competed in club events, representing Toowong Rowing Club and University of QLD Boat Club, and winning a number of medals.

### NETBALL

2019 has seen an extraordinary 30% growth with 193 students playing this season. Stuartholme started the 2019 netball season with the Netball Clinic on Sunday 31 March with over 140 girls attending.

### EQUESTRIAN

On 9th and 10th of March the Stuartholme Equestrian team held their annual event for dressage and show jumping at the Fig Tree Pocket equestrian grounds. These two days saw a myriad of riders from all different levels come together to compete, some even making the drive from Warwick.

The girls also attended a two-day camp in Warwick in May where they received individual coaching from some of the top Australian riders. The coaches included Prue Barret, Guy Creighton, Mel Van den Berg and Lil Ballard. The girls were trained in Cross Country, Dressage and Show Jumping.

## REPRESENTATIVE SPORT

The following students have been selected in representative teams through the district, regional and Queensland school sport pathway.

NAME	YEAR	TEAM
Bec Phelan	9	Met West Water Polo 13-19 Years
Molly Nasser	10	QLD Water Polo 13-19 Years
Lily Hunter	11	Met West Water Polo 13-19 Years
Alice Rogers	10	QLD Water Polo 13-19 Years Shadow
Ella Mulligan	11	Met West Water Polo 13-19 Years
Sophie Fern	12	QLD Water Polo 13-19 Years Shadow
Phoebe Leech	12	QLD Water Polo 13-19 Years
Abbey Pomeroy	12	QLD Water Polo 13-19 Years Shadow
Ruby Pinn	12	Met West Water Polo 13 - 19 Years
Anna Boxall	7	Met West Swimming 10-19 Years
Phoebe Dobson	9	Met West Swimming 10-19 Years
Jenna Hanley	7	Northern Eagles District (Swimming)
Amy Horn	10	Met West Swimming 10-19 Years
Gretta Johnson	7	Northern Eagles District (Swimming)
Alice Morrison	7	Met West Swimming 10-19 Years
Holly Roads	11	Met West Swimming 10-19 Years
Cholie Faggotter	11	Northern Eagles District 16-19 Football
Lucinda Adams	8	Northern Eagles District 13-15 AFL
Lucy Berge	10	Northern Eagles District 13-15 Touch Football
Sarah Connors	10	Met West Netball 16-19 Years
Emma Henderson	9	Northern Eagles District 13-15 Netball
Rebecca Phelan	9	Northern Eagles District 13-15 Netball
Grace Valentine	7	Northern Eagles District 13-15 Netball
Alice Illidge	11	Northern Eagles 16-19 Netball
Ashleigh Beauchamp	9	Northern Eagles 12-15 Volleyball
Isobel Armstrong	7	Northern Eagles 13-15yr Football
Lily Hunter	11	Northern Eagles 13-19 Hockey
Ella Lyons	11	Northern Eagles 13-19 Hockey
Emelia Pyle	11	Northern Eagles 13-19 Hockey
Mackenzie Hermann	10	Northern Eagles 13-19 Hockey
Lucinda Freeman	7	Met West Cross Country 10-19 Years
Emma Stringer	7	Northern Eagles 10-19 Cross Country
Alex O'Brien	8	Northern Eagles 10-19 Cross Country
Holly Robertson	9	Met West Cross Country 10-19 Years
Ebony Anderson	10	Northern Eagles 10-19 Cross Country
Lily Hunter	11	Northern Eagles 10-19 Cross Country
Gretta Johnson	7	Met West Cross Country 10-19 Years
Lucy Hope	12	School Girls Quad - Australian Rowing Championships
Emma Tucker	12	School Girls Quad - Australian Rowing Championships
Sophia Tully	12	School Girls Quad - Australian Rowing Championships
Issy Mailli	12	School Girls Quad - Australian Rowing Championships
Ella Mackenzie	12	School Girls Quad - Australian Rowing Championships
Isabella Woodbridge	8	Northern Eagles 13-15yr Cricket
Emma Smith	9	Northern Eagles 13-15yr Cricket
Mia McMillan	7	Northern Eagles 13-15yr Cricket

# Feast of Saint Madeleine Sophie Barat

In her address to the school on Saint Madeleine Sophie Day, Cor Unum Head Milly Starky, spoke about talent, ability and being original.

Two weeks ago today, I had the pleasure of watching a Senior drama performance, a piece on political theatre. And after all the laughter, it had me thinking, mainly, two things. The first, that Meryl Streep is genuinely incompetent and would be shaking if she saw what I was seeing. I mean, they were doing what she does, pretending to be someone they're metaphysically not, except of course they were way better at it. And this first thought, regarding the talent and ability of my sisters, led me to my second, also regarding the talent and ability of my sisters.

In fact, spoiler alert, this whole speech is about your talent and ability. The talent and ability St. Madeleine Sophie, 219 years ago, knew you possessed, the very same that I too know you possess. You and your ability however can sometimes be hidden by, and lost to, the amalgamation of people, words, places and things that you have admired, and then, sought to recreate. Certain qualities and attributes appeal to us, so much so that often we find ourselves in the sometimes difficult or destructive attempt to ourselves, have them. Today, in this very moment, an Instagram feed shows you how you could look, what you could do and where you could go. You can imitate anything, anyone.

I think at this point one could probably take a guess at where I'm going with this remarkably uninteresting analysis of human behaviour; be yourself. One could hazard a guess that I'm going to tell you to "be yourself, because everyone else is already taken." But those are Oscar Wilde's thoughts, not mine, and so doing that would actually be ironically contradictory. And I mean, we've all heard that one before. And even though this isn't going through TurnItIn, I flatter myself by being a strong proponent of original thought. And so instead, I offer to us all a speech instructing you **to know yourself**.

Because in order to be yourself you must first know yourself.

**Knowing yourself is the first step towards being yourself.**

Because how are we to know who we will become, who we are yet to be, without first knowing who we are?

Knowing yourself isn't as easy as choosing between barbecue or tomato sauce. Although obviously barbecue is indescribably superior. But the best place to start to know yourself is school – in the time that you can learn from a textbook, you can learn from yourself. Here at Stuartholme, we are afforded the opportunity to know ourselves. And we are also afforded the opportunity to be ourselves. But some of us aren't always up to that part. It's scary and the world is frighteningly apt at stopping us from getting there. But because of our time here, living in the love of the Sacred Heart and the spirit of Cor Unum, one day we will. Knowing ourselves in here, we'll be ourselves out there.

I think St. Madeleine Sophie knew this. I think she knew a lot of things. But I know that she knew, the fundamental importance of one's self. Of their spirit, and of their love. This very school is a testament of her knowing this. A testament of her knowing that your words, your actions, are founded on what you know.

What do you know? The circumference of the Earth perhaps? The imagery of the Black Death and its cultural impacts in medieval artworks? Or maybe just the 5 goals of Sacred Heart education?

The Goals of Sacred Heart education are actually just 5 ways of knowing yourself.

The first goal is you knowing your spirituality or relationship with God, and what you believe your life is for.

The second goal is you knowing what you don't know; a desire to learn about those things.

The third goal is you knowing others, and the love you have for them and they for you.

The fourth goal is you knowing what you feel compelled to do in the face of injustice.

The fifth goal is you knowing that you'll never stop learning about yourself.

So that when you ask yourself that angsty, oh-so teenage question, who am I?, you should know that Sacred Heart education asked you first. The legacy of St. Madeleine Sophie is asking you today, and will ask you every day yet unlived. Madeleine Sophie wanted the answer. She wanted to know who you truly are. The very existence of the Sacred Heart is founded on her belief in you. Of you she said, "she is made in the image of God and already there exists in her the capacity to choose all that is good if we take the time to awaken her reason and to help her put into practice her capacity for reflection." Her capacity to know herself.

Knowing yourself involves something more however, something that we often feel is an object of division; Having an opinion. But if we are to think for ourselves and believe in something like we are taught to here at Stuartholme, we must be bold and we must be brave. The courage it takes to say "Niall Horan was the most talented member of One Direction and that's the tea" is an earlier version, perhaps the ancestor, of the courage it takes to stand up for a victim of hateful abuse and intimidation.

Girls, being indecisive is okay. Don't have an opinion for the sake of having one, but rather for the sake of knowing that you have a voice, and that we're all better off if you use it.

Because you can take that line of neutrality, that line of indifference, as far as you want, but where does it take you?

Neutrality is the death of originality. The death of creativity. The death of liberty. The same idea of liberty which inspired the French revolution, a war that touched St. Madeleine Sophie so mercilessly.

In this world, we cannot be neutral.

Not to war, nor genocide. To terrorism, or extremism. To any of the isms.

Do not mistake peace, and harmony, for a homogenous conglomerate of opinions and beliefs. Having an opinion doesn't make you opinionated. It's make you a student of the Sacred Heart. It makes you, you.

St. Madeleine Sophie believed in a world where we connect our beliefs with our thoughts, our thoughts with our actions. A world in which we know ourselves, so that we may better know others. Think with purpose, and speak with conviction. Have an opinion. Know yourself.

The proof that we know ourselves? Our performance not as actors, but as ourselves. Our actions.

In the words of St. Madeleine Sophie, "Let us leave acts, not words. Nobody will have time to read us."





## MADELEINE SOPHIE DAY CELEBRATIONS

After the beautiful Mass, where the Blue and Green Ribbon recipients were announced, staff and students donned their costumes and headed to the oval for Mad Soph Day celebrations.

The theme this year was “Australian” which encouraged the school to dress up as an icon, symbol, individual or group who has contributed to our unique Australian story.







# Parent Events

Stuartholme is fortunate to have the Parents of Stuartholme (PoS). This group provides an informal structure to engage more parents across year levels, co-curricular groups and boarding.

The PoS look after a number of events throughout the year which began with the All Parents Social on Tuesday 29 January. This is a wonderful opportunity to meet new and returning parents over a casual dinner and drinks.

A long standing tradition at Stuartholme is the annual Mothers' Day Lunch, held at the beautiful Hillstone at St Lucia.

Included in the Parent Events this year was a Dad's Night Out on 24 May at the Lord Alfred Hotel.





## ERSKINE STUART WOMEN OF SUCCESS RECOGNITION



In 2019 the Stuartholme Sacre Coeur Association created the Erskine Stuart Women of Success recognition. The aim is to formally recognise the outstanding success our alumnae have had in their chosen profession or industry. Additionally, alum can be recognised for their substantial contribution to the community, whether that be as part of their employment or related to voluntary or charity work.

As part of the School's Saint Madeleine Sophie celebrations, the Alumnae held their cocktail night on Friday 24 May. On the night, alumna Anne McMillan, Class of 1964, was announced as the 2019 Erskine Stuart Women of Success recognition. Anne was recognised for her work in the legal industry.

After commencing legal studies in 1965, Anne left Brisbane in 1969 to work for the Department of External Affairs (now the Department of Foreign Affairs and Trade) in Canberra. In 1971, she became a teacher for Australian Volunteers Abroad in Papua New Guinea. After returning to Australia, Anne served as an executive member of Justice for Juveniles. In 1981 Anne joined the Legal Aid Office in Queensland and became a founding member of the newly formed Youth Advocacy Centre where she remained until 1993. Anne's passion for social work continued and she took roles at the University of Queensland as a tutor in the School of Social Work and Social Policy. In 1999, Anne served as a consultant to the Forde Inquiry into Child Abuse inside Queensland Institutions having surveyed detainees and staff at the youth detentions centres in the state.





## REUNION MASS AND MORNING TEA



*Class of 2014*

Following the Cocktail Party, alum, family and friends were invited to the annual Reunion Mass and morning tea on Sunday 26 May.

This year we welcomed back alum from the Classes of 2014, 2009, 2004, 1999 and beyond. After mass the alum were able to catch up over a delicious morning tea served in the Joigny courtyard, before taking a tour of the school. For many, the rooms brought back happy memories of their time at Stuartholme. Others were interested to see the changes that have happened since they left and remark on how it still felt like the Stuartholme they remember.



*Class of 1989*



*Incoming Alumnae Presidents Elizabeth Woods and Georgie Woods thanking outgoing Presidents Ellie Foxcoft and Clare White.*



*Class of 2009*

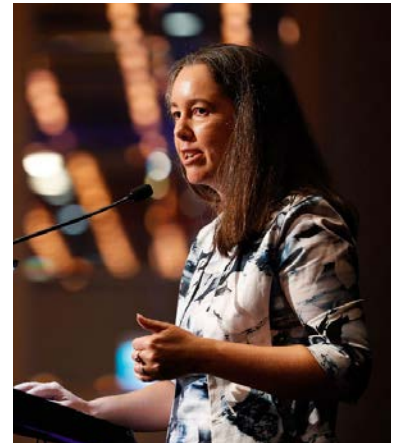


## ANNELIES MOENS – CHALLENGING STEREOTYPES

Annelies Moens, Class of 1993, is a widely recognised global privacy expert and thought leader, trusted by business executives, government and privacy professionals and is currently the Managing Director of Privcore, a privacy consulting company ([www.privcore.com](http://www.privcore.com)).

She has a tremendous depth of experience on privacy issues at the national and international levels and, as such, was the perfect choice to give a keynote speech at the Institute of Managers and Leaders International Women's Day lunch attended by over 540 women and men in Sydney on 8 March. The focus of her speech was on artificial intelligence and women. In the speech, Annelies reflected on her computer science class at Stuartholme which inspired her to continue studying IT at University, including artificial intelligence and machine learning.

We are thrilled to be able to share Annelies' thought provoking speech, which can also be viewed on her website [www.privcore.com/videos](http://www.privcore.com/videos)



The recent World Economic Forum's Gender Gap Report, which shows Australia in a downward trend in the rankings since it started in 2006, for the first time includes emerging gender gap risks relating to Artificial Intelligence - AI. The gaps within the AI talent pool are significant, often as much as three times larger than industry gender gaps. Overall, only 22% of AI professionals globally are female.

### **So, why did this new insight from the World Economic Forum resonate with me?**

I attended an all girls' high school and studied computer science all the way through high school alongside many other girls. We all loved the subject – most of us continued studying IT at University. We were puzzled, because when we turned up to our first IT classes they were full of young men. That was the first time it entered our minds that IT was a subject that other young women may not have considered.

In my second year of University, I was fortunate to be awarded a scholarship at a prestigious American University to study IT for a year. Again, I recall entering my first class, running a little late, where everyone was already seated and there were no other women. The men were equally surprised to see me. I stuck out like a sore thumb that year, not only was I female, I was younger than the men and a foreigner. I ended up studying postgraduate classes in AI and machine learning.

What is striking about IT from a historical perspective is that there were many female programmers and pioneers, including Admiral Grace Hopper. One of her creations was making a programming language closer to ordinary language so that it could be used by non-technical people, thus opening the practice of programming to the business world.

The lack of diversity today in AI and related disciplines is showing up in the everyday products we use. Take, for example, your mobile phone and consider the default voice assistant on that phone. We hardly ever bother to change default settings – so I'm guessing that your voice assistant is most likely female, and therefore without you realising, it reinforces the feminised roles of "assistants" in the workplace. We just have to look at the gender ratio of tech roles at the companies creating these technologies to see how clearly the gender bias is reflected in technology. More than 75% are male, a percentage consistent with the statistics from the World Economic Forum.

New technology is being developed without diverse talent, limiting its innovative and inclusive capacity and is reintroducing bias, discrimination and reinforcing stereotypes that we have long been striving to eliminate from our workplaces.

Since completing my studies, my career over the last two decades

has been interdisciplinary – crossing IT, law and business, in government, not for profit and private sectors and focusing on developing a privacy profession. Indeed, we increasingly live in a data inter-connected world, where we have to think more consciously about the data footprints we leave. We need to take back personal autonomy and control over technology because our data shapes predictions that technology makes about us.

My vision is to make privacy core business, a discipline as integral to business and government as finance - with the chief privacy officer role as important as the chief financial officer role. This is because today, much of the value of an entity lies in the data it holds.

- I love challenging stereotypes:
- I was the first female President of the International Association of Privacy Professionals in Australia and New Zealand which I co-founded, and all Presidents following me have been female.
- My husband works full-time and cooks 4 nights a week and does the laundry whilst I manage the finances in our household.

I am a Fellow of both the Australian Institute of Company Directors and the Institute of Managers and Leaders through which I took the Chartered Manager accreditation – I was one of the first Chartered Managers in Australia. I chose to undertake the accreditation to have a third party assess and provide objective feedback to help me determine whether I was on the right management and leadership track. This was especially important, as I was considering a management buyout of the company I was working in at the time.

My recipe for success is to know what you want and define your purpose – it will be different for everyone – so don't compare yourself to others. Work smart and take strategic risks. If you don't define your own success, you may find at the end that you have climbed someone else's mountain.

I urge you also to engage with, and to influence, the design and regulation of the technology that is affecting us. As Angela Yvonne Davis, an American political activist, academic, and author said: "I am no longer accepting the things I cannot change. I am changing the things I cannot accept."

Thank you.

*Annelies has an MBA in general international management (distinction) from the Vlerick Business School, is a qualified lawyer and has undergraduate degrees in computer science (AI and machine learning) and law (first class honours) from the University of Queensland. She is a Fellow of the Australian Institute of Company Directors, a Chartered Manager and Fellow of the Institute of Managers and Leaders in Australia and New Zealand and is a Certified Information Privacy Technologist. Annelies can be contacted at: [moens@privcore.com](mailto:moens@privcore.com)*

## ELLEN BOWDEN – OUTBACK WORK EXPERIENCE

### UPDATE FROM ONE OF OUR NEWEST ALUM

After graduating in 2018, I deferred my nursing degree to return to the outback to work as a station hand in central western Queensland. I knew this opportunity would be something that I would enjoy before venturing back to the city to study at Queensland University of Technology.



With my plans to take a year off before uni, I found a job as a station hand close to Longreach on a property called Isis Downs, run by Consolidated Pastoral Company (CPC). The location was ideal being only 3 hours from home, allowing me to visit my family once a month. This luxury was fantastic after boarding at Stuartholme for the past five years and only seeing my parents in the holidays.

Even within the first few months of working at Isis Downs I have learnt so many new things!

The managers of Isis Downs have created a very welcoming culture, they really make it feel like one big family and are very inclusive. I work with a team of six station hands, an assistant manager and of course the managers.

Life as a station hand revolves around mustering cattle on motorbikes, drafting, and branding cattle as well as station maintenance such

as fencing. We also regularly process young cattle as part of the company's early weaning program.

Even within the first few months of working at Isis Downs I have learnt so many new things!

There has never been a dull moment at Isis Downs with the weekends involving knee boarding, fishing and swimming at the weir. Living 15 minutes from the closest town of Isisford makes it very social with all the events occurring in the community. Employees at Isis Downs are encouraged to be involved with the neighbours and community events in Isisford which includes the Sheep and Wool Show, Fishing Competition and Races.

Through my experience of being a Stuartholme boarder it has certainly helped me prepare for the outside world and have the confidence to work in the outback. I highly recommend the opportunity for everyone to try something like this as it opens your eyes to a different lifestyle away from the busyness of the city.

**Ellen Bowden**  
**Class of 2018**





## WEDDINGS, BAPTISMS & DEATHS



Rosie Vanthoff



Celeste and Todd

Left to Right - Katy Nelson (2010), Rebecca Carr (2010), Raphaelle Vasta (cousin, 2011), Celeste Lauren (nee Farmer, 2010), Lisa Osborne (cousin), Emma Shadbolt (friend from WA)



Maximilian Brooks

### Weddings

**29 September** Celeste Farmer, Class of 2010 and Todd Lauren (married in Western Australia)

**19 January** Tiffany Marsh, Class of 2006 and Callum Marsh

### Baptisms

**19 January** Maximilian, son of Emily Brooks, nee McDonald, Class of 2004 and Andrew Brooks

**2 February** Rosie, daughter of Kate Vanthoff, nee Barry, Class of 2005 and Damien Vanthoff

### Deaths

**30 September 2018** Annelie Hughes, Class of 1967



Tiffany and Callum

# 100 YEARS

1920  2020

STUARTHOLME  
SCHOOL

## Save the Date

### STUARTHOLME CENTENNIAL CELEBRATIONS

We look forward to you joining us at these celebrations in 2020.

#### Sunday 24 May:

10.00am Centennial Mass

10.45am Sacré Coeur Alumni Association AGM

11.00am Centennial Morning Tea

12.00pm Past staff luncheon

**Wednesday 22 July:** Centennial School Photo

**Sunday 16 August:** Wine and dine at Canungra day trip

**Saturday 12 September:** Art, Bubbles and Canapés





365 Birdwood Terrace, Toowong Qld 4066  
Phone: + 61 7 3369 5466 Fax: +61 7 3369 4028  
Email: [admin@stuartholme.com](mailto:admin@stuartholme.com)

Provider No: CRICOS 00524E



**STUARTHOLME SCHOOL**

[Stuartholme.com](http://Stuartholme.com)