



STUARTHOLME SCHOOL



School Report 2017

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Introduction

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

Stuartholme School opened in 1920 with just five students on the roll and, from there has grown to its present enrolment of 669. The School has a proud tradition of educating and empowering women to play an important role in their local and global community. The majority of graduates continue to tertiary studies and professional endeavours.

Established by the Society of the Sacred Heart and inspired by the charism of Saint Madeleine Sophie Barat, Stuartholme has a global connection through its membership of the Sacred Heart national and international network of schools. Along with more than 200 Sacred Heart schools in over 40 countries, the educational framework is guided by the Goals of Sacred Heart Education. These Goals articulate the forward-thinking and dynamic educational philosophy of Saint Madeleine Sophie Barat.

The five Goals of Sacred Heart Education are:

1. A personal and active faith in God
2. A deep respect for intellectual values
3. Building community as a Christian value
4. A social awareness that impels to action
5. Personal growth in an atmosphere of wise freedom.

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

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

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

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

The School aims to:

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

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

Kristen Sharpe, Principal



School Profile

School sector

Catholic Independent Secondary Girls

Address

365 Birdwood Terrace, Toowong Qld 4066

Enrolment

669 (August 2017 Census)

Year levels

Years 7 to 12

Student characteristics

151 Boarders

11 Indigenous Boarders

28 Overseas students

36 Students on Visas

12 Indigenous

15 Students with Disability (August 2017 Census)



This report represents information on the School and its policies relating to the 2017 school year.



Financial Information

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



Social Climate

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

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

STUDENT WELLBEING

Overview

Stuartholme's Student Wellbeing Program is framed and infused by the Goals of Sacred Heart Education, and permeates every activity and interaction in the School. Together we strive to celebrate successes, support one another through challenges, and create a community that lives out the spirit of Cor Unum – which means 'One Heart'.

Structure

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

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

Programs

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

Schools Commitment to Child Protection

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

Schools Behavior Management

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

These guidelines strive to promote the support for and respect of each student and sustain strong, positive relationships. The document outlines the processes to provide efficient resolution of issues. It recognises that students are in formation and facilitates student wellbeing through the adoption of professional best practices.



The Stuartholme Way – Stand Up to Bullying

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

The Stuartholme School Peer Relationships Policy is available online at:

https://stuartholme.com/wp-content/uploads/Stuartholme_Peer-Relations_Policy_20151.pdf

Counselling and Support

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

Peer Support Team

During times of need, it is natural for students to turn to their friends for support. Stuartholme has a Peer Support Team of Senior students, who are selected based on strict criteria. The Peer Support Team are initially provided with training through a two-day program called Peer Skills, developed by Kids Help Line and funded by Lifeline. Skills gained by students include developing advanced problem-solving skills to support their peers to define issues, identify options and outcomes, make wise choices, and ask for adult support when needed. This team is supported by our counsellors with ongoing education, support and supervision. The Peer Support Team aims to enhance school connectedness and resource students with lifelong skills in problem solving, communication and team work. It also works to raise awareness about key stressors, mental health issues and how to build resilience.



BOARDING

Overview

Stuartholme School is Brisbane's only Catholic Girls' Boarding School, and has 151 boarders, which make up a substantial 22% of the overall school student population. 77% of boarders were from rural and remote Australia, mainly Queensland, 3% were from Brisbane and 20% were international boarders. Boarding appeared as one of the School's three highest areas of satisfaction for parents in the 2017 MMG Survey and is increasingly a draw card for day parents wishing to enrol their daughters at Stuartholme School because they value the diversity and enhanced sense of community that boarders bring to a school. The boarding community is guided by a very strong vision statement: "Each girl is to feel at home in boarding, loved as she is, comfortable and secure. When girls feel like this, they are ready to be challenged and extended." Boarding has its own set of values: "Be Kind, Be Inclusive, Be Independent, Be Involved and Be Your Academic Best." Outstanding staff work exceptionally hard at ensuring these values are promoted and lived out in the daily life of all boarders.

Structure

The boarding house is led by the Boarding Leadership Team consisting of the Dean of Boarding and three Assistant Heads of Boarding. This team, in modelling distributed and collaborative leadership, ensures that there is excellent coverage on all shifts and that the capacity of all boarding supervisors is able to be developed and monitored. The strength of the Boarding Leadership Team was noted in some of the significant 2017 data used to input into the 2018-2020 Strategic Plan. The Assistant Heads of Boarding have responsibility for the wellbeing and care of particular year levels and they run a strengths-based Wellbeing Program that is boarder specific and sits alongside the day school Wise Wellness Program. The Assistant Heads of Boarding produce fortnightly newsletters for the parents in their year levels, as well as regular email and phone contact with parents. Academic tutors were employed in 2017 to assist the boarders with their supervised study sessions and these proved very beneficial by enhancing overall academic progress and also academic confidence.

Programs

Stuartholme School Boarding has a strong leadership program and in 2017, we enhanced the role of Mentors as leadership positions that aspiring Year 11s can apply for at the end of the year. These positions help plan and run activities for each year level and also act in a peer mentoring capacity. The other official leadership positions in boarding are the Boarding Captains and Vice-Captains who meet the Dean of Boarding weekly to plan Tuesday's House Meeting and other special events such as Anzac Cup. We introduced a student-led food committee in 2017 called the Breakfast Club which meets the catering manager fortnightly to provide input into the menu as well as plan theme-based special dinners. At least 15 students are regular attendees at these meetings. The Boarding Recreation Program has developed an outstanding reputation and is based on an inclusive and holistic philosophy which sees the boarders engage regularly as volunteers at Big Night Out (a disco for disabled young adults) and in sustainability ventures such as op shopping and recycling clothing.

Parent and Community Engagement

Stuartholme boarding has continued to very deliberately build parent and community engagement. In 2017, the creation of a Stuartholme Boarding Facebook Group marked a significant step in enhancing parents' feelings of connection to what their daughters were involved in each week. By the end of 2017, there were 180 members. A Boarder Parent Network Committee was established, each term Year level representatives met the Principal, Dean of Boarding and any interested parents. An inaugural Boarder Family BBQ was held during the Brisbane Exhibition Week. Partnerships with organisations such as ICPA, Australian Boarding Schools' Association, Cape York Leaders' Program, Marist and Nudgee Colleges were grown and strengthened. The 2017 NSIT Report noted that Stuartholme actively seeks ways to enhance student learning and wellbeing "by partnering with families, education and training institutions, local business and community organisations."



"Each girl is to feel at home in boarding, loved as she is, comfortable and secure. When girls feel like this, they are ready to be challenged and extended."

Andrée Rice, Dean of Boarding

MISSION

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

As a school of the Sacred Heart, a Stuartholme education is about challenging both the mind and the heart of its members. Our 'Heart and Action' program provides opportunities for students to learn from, and work with, those in our local, national and international community who experience inequality and injustice. These opportunities allow our community to learn through their service to others, and provides a practical way through which our community can live out its mission to produce young women who are Christ's heart on earth today.

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



Curriculum Offerings

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

The curriculum in Years 7 to 10 is based on the key learning areas of Australian Curriculum with students in Years 7 and 8 covering the suite of subjects in order to develop knowledge, skills and understanding for further studies. In Year 9 students continue studying core subjects along with two elective subjects that are studied until the end of Year 10. All students study a religious education subject from Year 7 through to Year 12.

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

The key focus for Year 10 is to begin the transition to the Senior school (Years 11 and 12). Students in Year 10 are encouraged to begin specializing in areas they would like to pursue in Years 11 and 12 which assists them in confidently selecting appropriate pathways for their senior years.

Stuartholme School's curriculum and co-curricular programs embed and enhance lifelong learning skills. Each girl is asked to give her best and to strive for personal excellence in all she does.



Subjects offered

- | | | |
|----------------------------------|----------------------------------|--|
| • Accounting | • Information Technology Systems | • Prevocational Mathematics |
| • Ancient History | • Japanese | • Religion & Ethics |
| • Biology | • Mathematics A | • Specialised Education Programs |
| • Business Management | • Mathematics B | • Certificate III in Business |
| • Chemistry | • Mathematics C | • Certificate IV in Business |
| • Drama | • Modern History | • Diploma of Business |
| • Economics | • Music | • Certificate III Early Childhood Education |
| • English | • Music Extension | • Certificate III in Fitness |
| • English Extension (Literature) | • Physical Education | • Certificate IV in Fitness |
| • French | • Physics | • Certificate II Tourism |
| • Geography | • Study of Religion | • School based Apprenticeships |
| • Health Education | • Visual Art | • Certificate courses as individually negotiated |
| • Home Economics | • English Communication | |

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“Stuartholme’s curriculum program supports students to develop critical and creative thinking, communication, collaboration and teamwork, personal and social skills and ICT skills.”

Deanne Johnstone, Deputy Principal

DIVERSE LEARNING FOR STUDENTS

Stuartholme is committed to inclusive education and best practice principles of teaching and learning for all students. Diverse Learning Programs are planned to provide students the opportunities to strive for personal excellence. Enrichment and Extension are available to students through curriculum differentiation, subject offerings, competitions and special programs.

Extension and acceleration are offered within subjects, and often gifted students are provided individualised project work. In Year 12, students can study Music Extension and English Extension. Students may also undertake university offerings through programs such as START QUT and UQ's Enhanced Studies Program.

In partnership with Clearing Skies, Stuartholme School runs a STEAM Residential program once per year for gifted and talented girls.

INTEGRATION WITH DIGITAL LEARNING

In 2017 Stuartholme implemented a new learning management system (Schoolbox) to enhance communication, collaboration and learning at the school. An all-in-one LMS, portal and intranet, the cloud hosted virtual learning environment provides a one stop shop for teachers, students and parents to support and engage in learning and facilitate better learning outcomes.

Online class notebooks were introduced across the school which provides students with a consistent digital learning platform, access to learning resources anywhere, anytime and real time feedback. Class notebooks allow teachers to engage, extend and challenge students as well as to monitor student learning and provide feedback.

To better inform teaching practices and learning outcomes, TrackOne Learning Analytics was employed. TrackOne uses school data, statistical analysis, and modelling to gain insights into student and school performance.

The school continues to transition from supplied devices to a BYOD program. All devices must meet specific specifications including digital inking capabilities to support the latest research on learning in educational contexts.



Extra-Curricular Activities

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

In the spirit of the philosophy of Sacred Heart education, students are encouraged to balance their co-curricular and mission activities over the school year, taking responsibility for committing fully to each activity and meeting the demands of their academic studies.

The program is not static and the activities offered interest a wide array of our students. Stuartholme students are three times more likely to participate in extra-curricular activities than the national average of adolescent Australian girls. In 2017 we had 1700 students register for extra-curricular activities in a school of 669 students.

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

CO-CURRICULAR ACTIVITIES

ACTIVITY	# STUDENTS
Athletics	40
Barat String Orchestra	11
Basketball	67
Concert Band	39
Cricket	12
Core	313
Cross Country	32
Debating	56
Duchesne Strings	13
Equestrian	23
Hockey	16
Jazz Band	12

ACTIVITY	# STUDENTS
Netball	137
Percussion Ensemble	6
Piano Collective (Junior)	10
Piano Collective (Senior)	4
Rowing	107
Soccer	85
Stuartholme on Stage	19
Swimming	290
Tennis	98
Touch Football	117
Volleyball	57
Water polo	64
Year 7 Choir	21



MISSION ACTIVITIES

ACTIVITY	DESCRIPTION	# STUDENTS
Annual retreat program	Each student from Years 7 to 12 participates in the retreat program. The purpose is to provide space for students to develop their understanding of their spirituality, and their relationship with themselves, each other, God and the world in which we live.	Each student in the school
Antipodeans program	In 2017 10 students visited India on a two-week expedition. The trip included a community project, trek and cultural immersion experiences. It provides the students with leadership opportunities to give back to a community as well as develop skills in how to plan and budget for a trip.	Approx. 10 students
Justice, Peace and Integrity of Creation (JPIC) advocacy group	JPIC is a student-led group with girls from Years 7 to 12. The group aims to raise their own awareness of social justice issues so that they can communicate this awareness to the wider community through advocacy work, giving voice to people and issues that have little voice in society. Examples of issues JPIC will focus on are homelessness, indigenous issues, human trafficking, disability issues, refugees and asylum seekers and global justice for women.	Approx. 50 girls with 7 girls on the Executive Committee
Liturgy Committee	The Liturgy Committee assists the Dean of Mission with the liturgical celebrations of the school. This includes participating in weekly Masses, preparing the Chapel for liturgies, serving as Eucharistic Ministers and altar servers and contributing to the development of prayers and reflection afternoons.	Approx. 20 girls
Orange Sky Laundry Volunteering	Each week students volunteer with Orange Sky Laundry, a mobile van that provides washing and showering facilities for homeless people in Brisbane. The students attend fortnightly throughout the term and holidays, and engage in conversation with our friends on the street.	Approx. 40 students/year
Red Earth Immersion to Cape York, Queensland	This ten day immersion is to remote communities and homelands where traditional Aboriginal culture still lives strong. During the immersion, students work on projects chosen by Traditional Owners and learn about the rich culture of the land directly from Elders of the local area.	Approx. 12 students every two years
Stuartholme School and St Laurence's College Sony Holiday Camp	This is a three day camp for children with special needs that provides respite for their families. Years 11 & 12 students care for a child for three days whilst participating in a range of activities.	Approx. 25 students as companions and 40 students who run activities
Yeronga Homework Club Tutoring	Each week students travel to Yeronga State High School to help with their Homework Club. The Yeronga students who attend this club usually have English as an additional language/ Dialect and are from refugee and asylum seeker backgrounds.	Approx. 40 students/year



Key Student Outcomes

STUDENT ATTENDANCE

The average student attendance rate for whole school in 2017 was 93.66 percent. Daily attendance records are kept. These records are monitored and followed up by daily by Leaders of Student Wellbeing.

YEAR LEVELS	AVERAGE ATTENDANCE RATE FOR EACH YEAR LEVEL AS % IN 2017
Year 7	95.25
Year 8	93.55
Year 9	94.01
Year 10	93.82
Year 11	94.11
Year 12	90.80
Overall	93.66

NON-ATTENDANCE

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



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APPARENT RETENTION RATES YEAR 10-12

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

YEAR 10		YEAR 12		APPARENT YEAR 10 – 12 RETENTION
Year	Enrolment	Year	Enrolment	
2007	149	2009	148	99.33%
2008	152	2010	154	101.32%
2009	147	2011	142	96.6%
2010	155	2012	142	91.91%
2011	139	2013	142	102.6%
2012	149	2014	143	95.97%
2013	117	2015	119	101.7%
2014	150	2016	153	102.10%
2015	113	2017	111	98.2%

NAPLAN RESULTS – YEARS 7 & 9, 2017 SCHOOL, STATE AND NATIONAL PERFORMANCE

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

In the 2017 National Assessment Program - Literacy and Numeracy (NAPLAN) test, Year 7 and 9 students achieved above the national and state averages. These strong results reflect the dedication and hard work of our teachers and students, and the quality of the teaching and learning opportunities provided at Stuartholme School.

	STUARTHOLME	STATE	NATIONAL
NUMERACY			
Year 7	580	549	554
Year 9	624	585	592

READING			
Year 7	583	540	545
Year 9	632	575	581

WRITING			
Year 7	546	502	513
Year 9	603	539	552

SPELLING			
Year 7	570	546	550
Year 9	612	577	581

GRAMMAR & PUNCTUATION			
Year 7	580	538	542
Year 9	630	573	574



YEAR 12 OUTCOMES

100 percent of 2017 Year 12 students received a Queensland Tertiary Admissions Centre (QTAC) offer. Students also gained QTAC selection ranks (TER) and Vocational Education Certification.

Females School & State %	QCS A or B (%) School	QCS A or B (%) State	OP 1 to 5 (%) School	OP 1 to 5 (%) State	OP 1 to 10 (%) School	OP 1 to 10 (%) State	OP 1 to 15 (%) School	OP 1 to 15 (%) State
2017	58.7	48.55	27.27	21.88	66.2	50.58	96	80.15

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

Number of students awarded a Senior Education Profile	105
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	77
Number of students who are completing or completed a SAT	5
Number of students awarded one or more VET qualifications	44
Number of students awarded a QCE at the end of Year 12	105
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of OP eligible students with OP 1-15	93.9
Percentage of students who are completing or completed or were awarded one or more of the following: SAT, QCE, VET qualification	100
Percentage of QTAC Applicants receiving a tertiary offer	100



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Staffing Information

Total staff (FTE as per census 2017)

Teaching.....	59.5
Non-Teaching.....	32.98

Staff Composition - full time equivalent (FTE)

Teaching full time.....	54
Teaching part time.....	5.5
Non Teaching full time.....	8
Non Teaching part time.....	25.98
Indigenous full time.....	1

Teaching Staff

Attendance.....	96.4 percent
Retention.....	94 percent

Highest qualifications of all Teachers

Doctorate or higher.....	2
Masters.....	15
Post Graduate Diploma.....	23
Post Graduate Certificate.....	1
Bachelor.....	24



Staff Professional Development

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

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

In 2017 the major professional development initiatives were as follows: Middle Leadership, Strategic Planning and understanding AITSL Standards. The majority of our teachers took up professional learning opportunities to support pedagogical practice through conferences, forums, workshops, lectures and training. The average annual expenditure per teacher on professional learning was \$1,734. This does not include the cost of compliance training or teacher replacement.

PROFESSIONAL DEVELOPMENT EXPENDITURE

TOTAL NUMBER OF TEACHERS	TOTAL EXPENDITURE ON TEACHER PD	AVERAGE EXPENDITURE/TEACHER
59.5 FTE	\$103,195.00	\$1734.00
The proportion of the teaching staff involved in professional development activities in 2017		100%



STAFF PROFESSIONAL DEVELOPMENT/PARTICIPATION

ACTIVITY	DESCRIPTION	# OF TEACHERS
Spirituality	Christian Meditation, Liturgy and Presentation, Province Induction, Sacred Heart Schools Conference, From Incarnation to Easter - Re-imaging Catholic Sacramentality, Catholic Social Teaching, Sacred Texts, An Evening with Eckhart Toll, Teaching About Islam Today, Images of Jesus in the Gospels	59.5
Compliance	Child Protection, Fire Awareness/Evac Training, Harassment and Bullying, CPR, Privacy Legislation, Fire Extinguisher Training, New staff induction, First Aid	59.5
Academic	A New Era as Astronomy Begins, Online Spatial Technologies, Curriculum Transition Planning, Senior Syllabus Implementation, Supervising Pre-Service Teachers Mentor Training, Sew Like a Designer, Portfolio Development Workshop, Fashion Illustration for Beginners, Academic Writing Workshop, The Arrival (Shaun Tan), Senior Schooling Forum, BWF - Depends What you Mean by Extremist, BEAQ Junior Business, QETA - Looking Forward: Economics Transitions, QCAA Accounting Syllabus, University of Melbourne Information Session, Digital Future of Geography, Master Making an App in Two Hours, Desk and Mobile Game Framework, An Introduction to First Lego League Challenge, Cracking the Hard Class, Nuts and Bolts - Drama Basics, Diversity and Differentiation in the English Classroom, Analytics for Learning Seminar, Most Likely to Succeed with Harry Rosenstock, Paragraphing, Precision and Creative Writing, CTA Validation/ Monitoring Conference, Learning About Islam Today, PDN Twilight Workshop, Applied Positive Psychology, School Law, Differentiated Instruction with Kathleen Kryza, New and Emerging Opportunities in the VET Landscape, Numeracy - Connecting Concepts in Measurement, Tectonic Shifts - Changes and Challenges, QCAA EAL Syllabus, QCAA Essential English Workshop, School Improvement, Assisting International Students in their transition to QUT, Sydney Jewish Museum Intensive, Critical, Creative and Collaborative Thinking, Anthony Hillin Workshop, QCEC Teacher Capability Symposium	50
Pastoral	Cultural Diversity, Student Wellbeing, All About Anxiety, The Mental Health and Wellbeing of Young People, Take 5, QCEC Student Protection In-service	57
Leadership	Secondary RE Leadership Day, Masterclass - Empowering Leaders, Leadership Presence, The Emotionally Intelligent Leader, Governance Short Course, Transitioning to Leadership, QCAA Senior Leaders Forum, Aspirant Head Roadshow	14
ICT	One-Note, One-Drive, Track One, Touchstones Rollout, Sharing One Note Best Practice, Schoolbox	59.5
National/ International Conferences	Aust Biology Teachers Biennial Conference, BEAQ Conference - A Whole New World, HEIA Conference, Moderation Conference, ACSSQ Conference - Expanding our Circle of Ideas, Ignite - Qld Art Teachers Conference, HPE Initial Teacher Education Summit, All Hallows School Digital Pedagogies Conference, Teaching Kids to Code Conference, National History Teachers Conference, Drama Qld State Conference, STAQ Senior Science Day Conference, AIM Conference, National Symposium for RE - Secularisation and Aust Catholic Schools, VET Conference, Gandel Holocaust Studies Program for Aust Education, Brisbane HPE Conference, Excellence in Professional Practice, EduTech International Conference, Leading a Digital School Conference, School Leaders Conference, Isolated Children's Parents Conference	28
Other	Professional Development for Early Career Teachers, Australian Boarding Schools Conference, Creating Future Libraries, Principal's Conference	4
Total number of teachers participating in at least one activity in the program year		57.7



Parent, Student and Teacher satisfaction

In Term 1 of 2017 a community wide survey was conducted with students, teachers, parents, alumnae, foundation members and board.

The survey indicated that over 90% of our student, parent, teacher and wider community was proud to be associated with Stuartholme. Our community would recommend us to their friends and all expressed their pride and appreciation of connection to the School, and of the calm, nurturing and supportive atmosphere.

These survey results formed the foundation of the Stuartholme School Strategic Plan 2018-2020 that was launched in Term 4 of 2017.

In Term 4 of each year we ask our exiting Year 12 Students and Parents to participate in the MMG Survey.

Some examples of Parent, Student and Teacher Satisfaction:

Parent Satisfaction with the School

- Enrolments in excess of capacity for future entry into secondary schooling at Stuartholme School.
- The number and involvement of Parent Support Groups that support the school's academic and extra-curricular programs.
- High attendance at Parent Information evenings.
- Parent input into school building improvements via the monies raised through the P&F.
- Feedback at Parent/Teacher interviews held twice per year.
- The passion and active involvement of the parents in the Stuartholme Community.
- Volunteer involvement in school shop and school events e.g. Open Day.

Student Satisfaction with the School

- Daily attendance rate.
- Attendance at the school's major events i.e. Swimming, Athletics and Cross Country Carnivals, Lip Sync Battle, Solo Music Awards and weekend co-curricular activities.
- Three times above average participation and sign up in co-curricular activities.
- Volunteer involvement.
- Involvement of students in student represented councils and groups.
- Pride in student leadership roles.
- The warm and welcoming atmosphere on the school grounds.
- Interaction of students with prospective families on monthly student lead school tours and annual Open Days.

Teacher Satisfaction with the School

- Weekly teacher meetings.
- Professional Appraisal processes.
- Use of industrial mechanisms.
- Monthly staff events.
- Proactive Staff Committee.
- Teacher participation in the school's extra-curricular activities.

“Stuartholme actively seeks ways to enhance student learning and wellbeing by partnering with families, education and training institutions, local business and community organisations.”



Parent Involvement

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

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

The Stuartholme P&F Association is the Parent support body dedicated to supporting the School in educating the girls. The 'Care and Concern Group' generously supports the School community in times of grief and need.

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

- Year level specific Parent Information Evenings for all Year Levels offered several times a year with guest speakers and topics of interest, e.g. resilience, internet safety, new senior system, study tips
- Subject and Academic Information Evenings.
- Orientation Day for incoming Year 7 students who join us at the School for a 'taster' of some of the subject areas they will experience the following year. New parents to the School meet for an evening session the night prior to Orientation Day. Boarders are invited to a Boarder Orientation which includes a 'sleep-over'.
- Stuartholme in Action Tours every month.
- Parent support for events such as the Sony Children's Holiday Camp, and Open Day.
- Stuartholme P&F Association meet once per term.
- Year Level and Extra-Curricular Activity Parent Representatives in both the Day School and Boarding House.
- Parent volunteer workers in the Uniform Shop, sport coaching/support, working bees and Care and Concern Group.
- Boarder Parent Support Network Group.
- School holds parent events four times a year.
- Twice a year parents are invited to Parent Teacher Interviews to understand the learning of their daughters and also raise any concerns.
- All families are seen as partners in improving educational outcomes.





Contact Information

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STUARTHOLME SCHOOL

Stuartholme.com