

# SCHOOL REPORT 2022

BASED ON 2021 DATA

*Make yourself at* STUART HOLME



STUART HOLME SCHOOL

*International School of the Sacred Heart*



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# Introduction

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

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 2021 enrolment of 678. The school has a proud tradition of educating and empowering women to play an important role in their local and global community. The majority of graduates continue to tertiary studies and professional endeavours.

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

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

Stuartholme School empowers students to “Make Yourself at Stuartholme” to enable them to make a difference to transform the world.

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

## **The School aims to:**

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



## ABOUT A

# Sacred Heart Education

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

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

## The Five Goals of Sacred Heart Education

### 1. A personal and active faith in God

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

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

### 2. A deep respect for intellectual values

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

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

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







### **3. Building community as a Christian value**

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

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

### **4. A social awareness that impels to action**

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

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

### **5. Personal growth in an atmosphere of wise freedom**

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





# School Profile

## School sector

Catholic Independent Secondary Girls

## Address

365 Birdwood Terrace, Toowong Qld 4066

## Enrolment

678 (August 2021 Census)

## Year levels

Years 7 to 12

## Student characteristics

95 Boarders  
9 Indigenous Boarders  
1 Overseas students  
12 Students on Visas  
12 Indigenous  
116 NCCD Students with Disability (August 2021 Census)

This report represents information on the School and its policies relating to the 2021 school year.

# Financial Information

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







## MESSAGE FROM THE Board Chair

When 2021 is analysed by historians of the future, the second year of the COVID 19 pandemic, state border closures, weekly health directives and the rollout of vaccines will feature strongly. The world, fatigued from the arrival and destruction of the pandemic in 2020, was met with the challenge of the Delta variant and the implementation of the vaccine rollout.

During this year of global and localized stresses, Stuartholme continued with its mission to provide a holistic education to young women so she may develop a discerning mind, sense of understanding and compassion and courage to be the best she can be. This Annual Report attests to the educational offering, enrolment and staff data, and financial outcomes of 2021.

**Helen Spain**  
**Board Chair Stuartholme School Board**





## MESSAGE FROM THE Acting Principal

2021 marked a new century for Stuartholme School and our Cor Unum captain and committee set the scene with their theme *Grow your own way, guided by a million hearts* – a realisation of our Sacred Heart Focus Goal for the year – personal growth in an atmosphere of wise freedom.

While 2021 continued to provide challenge amidst the pandemic, this theme provided the narrative needed to encourage our community to continue to grow and flourish.

With our students at the heart of all we do, the school introduced our *Growing to Great* School Improvement Plan that strives to challenge our students in a supportive and affirming environment to reach their potential in all areas of development – spiritual, intellectual, social, emotional and physical. This plan centres on three strategic pillars to build staff, student and parent capacity.

These include:

- Activating individual students as owners of their learning and wellbeing to optimise success
- Building teacher capacity to support student growth and achievement, and
- Strengthening parent capacity to support the work we do at school in the home environment.

After a period of limited travel, 2021 enabled us to reconnect with our boarding families across Queensland through several regional visits. As an advocate for the rights of education for rural and remote students, Stuartholme also participated in the State and Federal ICPA conferences.

As a testament to the care each student is shown, our Year 12 students once again produced outstanding results. Of significance, 100% of our students achieved their QCE, 73% achieved a rank ATAR of 80 or above and an incredible 38.5% received an ATAR of 90 or above. These results demonstrate Stuartholme honours its strong tradition of excellence in education as a non-selective school and continues to deliver exceptional outcomes well above state benchmarks.

My sincerest thanks to the entire Stuartholme community for your ongoing support of the school. Most importantly, thank you to our students who inspire us every day and who I am sure, will continue to be an inspiration long after they leave our gates.

Yours in Cor Unum,

**Daniel Crump**  
**Stuartholme School Acting Principal**







# Social Climate

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

## Student Wellbeing

### Overview

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

### Structure

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

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

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

### Programs

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

### Wellbeing Initiative

Stuartholme School has implemented the use of a Wellbeing App called PULSE. It is an online safeguarding strategy to monitor our students' wellbeing on a weekly basis. The Wellbeing team are able to follow up with students who may indicate they are needing support.





## **School's Commitment to Child Protection**

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

## **Student Positive Expectations and Behaviour**

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

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

## **The Stuartholme Way – Stand Up to Bullying**

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

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


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

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

## **Counselling and Support**

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





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

Stuartholme School is Brisbane's only Catholic girls' boarding school and in 2021 had 95 boarders. Boarding is increasingly a drawcard for day parents wishing to enrol their daughters at Stuartholme School because they value the diversity and enhanced sense of community that boarders bring to a school.

Boarders from communities as diverse as Alpha, Aurukun, Cooktown, Dirranbandi, Groote Island, Rowena, South Mission Beach, St George, Tambo and Xiamen shared the triumphs and struggles of the year of COVID-19, unlike any other that we have experienced. A great strength of Stuartholme boarding is our diversity which we see expressed daily in a harmonious way, but this end result is not automatic; it comes about through hard work and deliberate pursuit of a common vision: a boarding community that enables each individual to flourish but in a way that helps empower others at the same time. 2021 continued to provide challenges yet proved what grit our girls have developed as time and time again the goal posts were moved and re-arranged at a moment's notice.

### Structure

The Boarding House is led by the Boarding Leadership Team consisting of the Dean of Boarding, Deputy Dean of Boarding and Assistant Heads of Boarding who ensure that there is excellent coverage on all shifts and that the capacity of all boarding supervisors can be developed and monitored. The Boarding Leadership Team 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 level of medical care the boarders receive is exceptional and this expands at times to include hospital stays and overnight admissions. Our Health Centre leads the way in optimum care for all the girls in Boarding.

### Programs

Stuartholme School Boarding has a strong leadership program and in 2021 we continued to enhance the role of Mentors in leadership positions that aspiring Year 11s can apply for at the end of each year. These positions help plan and run activities for each year level and also act in a peer mentoring capacity. The other official leadership positions in boarding are the Boarding Captains and Vice-Captains who met with the Dean of Boarding weekly to plan Monday's House Meeting and other special events. The student-led food committee called the Breakfast Club continued to meet the catering manager fortnightly to provide input into the menu as well as plan theme-based special dinners. The Boarding Recreation Program has developed an outstanding reputation and is based on an inclusive and holistic philosophy which sees the boarders engage regularly as volunteers and in sustainability ventures such as op shopping and recycling clothing.







## Parent and Community Engagement

Stuartholme School Boarding has continued to strengthen parent and community engagement. The creation of a Stuartholme School Boarding Facebook Group continues to reach out to parents to enhance their feelings of connection to what their daughters were involved in each week. The Boarder Parent Network Committee continues to be a strong connection of parents and Boarding School personnel. At the beginning of each term, Year level representatives met the Principal, Dean of Boarding and any interested parents.

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

## Mission

As a school of the Sacred Heart, a Stuartholme School education is about challenging both the mind and the heart of its community. Our 'Heart and Action' program provides opportunities for students to learn from, and work with, those in our local, national and international community who experience inequality and injustice. These opportunities form the hearts and minds of our students, allowing them to learn through their service of others, and being faithful to our mission to bring the love of the heart of Jesus to our world. In 2021, the ongoing global pandemic required creative measures to ensure the prayer and liturgical life of staff and students was engaging. At times, we gathered in person, while on other occasions, livestreaming was utilized. Most Social Justice opportunities resumed in person.

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



## Mission Activities

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





# **DISTINCTIVE** Curriculum Offerings

Stuartholme School provides a balanced and well-rounded education that focuses on the needs of the individual by providing both academic and vocational pathways. The school offers a wide range of subjects, including Vocational Education courses, that contribute to the Queensland Curriculum Assessment Authority's (QCAA) Queensland Certificate of Education.

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

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 the understanding and application of cognitive verbs. Along with literacy and numeracy, students are supported to develop critical and creative thinking, communication, collaboration and teamwork, personal and social skills and Information and Communications Technology (ICT) skills. An important part of the Year 7 to Year 10 program is to encourage and promote proactive, resilient and independent learners.

## **Subjects offered**

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



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

## Diverse Learning for Students

At Stuartholme, we are committed to prioritising the academic success and wellbeing for all students through every stage of learning. This is realised through a commitment to inclusive education and best practice principles of teaching and learning for all students. Programs catering for students identified with individual needs provide access to appropriate and challenging learning opportunities that allow students to strive for academic and personal excellence.

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

### **Diverse Learners Department**

The Diverse Learners Department provides a key role in facilitating learning opportunities for students identified with a disability, learning difficulties and/ or barriers associated with linguistic, social emotional and cultural needs. Planning for and providing personalised learning for students is realised through Individual Learning Plans and specialised programs that cater for such diverse learning needs. The Extended Studies Program elective available across Years 7-10 provides a small group focus on developing core skills and curriculum support with specialised staff. The development of personal and academic confidence is additionally facilitated through individualised targeted support for students with complex learning needs. The success of outcomes is supported by practices that prioritise processes of monitoring and review and working in collaboration with staff, students and families to ensure adjustments are effective for each student.

### **High Ability Students – Enrichment and Acceleration**

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







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

The introduction of the SPARK program has been a key achievement. Year 7 – 9 students are invited to join the program at various times throughout the year, with extension and enrichment opportunities in STEM and Writing. STEM students worked in teams to design and document a virtual model of a biomedical space hub for a future Mars settlement for the Australia's Space in Schools competition. The SPARK Writing program gave students an opportunity to work in teams to design and produce a 'student newspaper of the future' which was entered in Nine's 'FrontPage' competition.

## Integration with Digital Learning

In 2021 Stuartholme School re-activated STU@HOME in response to the COVID-19 pandemic. STU@HOME is a bespoke model of learning at home for our community that maintains our small, caring and connected village, exceptional teaching and learning, targeted support for all students, and spiritual nourishment and wellbeing of our community. Digital learning was at the centre of this model with curriculum being delivered through OneNote with weekly connect, clarify and confirm ZOOM meetings scheduled for each class. The model ensured continued effective teaching and learning could continue for all students.

The use of data analytics (TrackOne Studio) continued in 2021 with the continuation of academic goal setting for students in Years 10, 11 and 12. Students are given access to their past academic data and asked to reflect on and set academic goals for each semester. In conjunction with the new continuous reporting model, students are asked to reflect on their results and feedback including where they sit comparatively in the cohort for each subject. From there, they set goals, identify steps to achieve these goals and evaluate their progress at the end of each semester. All this is completed through the student portal in TrackOne and Academic Mentors, review and support their learning journey.



# Key Student Outcomes

## Student Attendance

The average student attendance rate for whole school in 2021 was 92.47 percent. Daily attendance records are kept. These records are monitored and followed up daily by Leaders of Student Wellbeing.

YEAR LEVELS	AVERAGE ATTENDANCE RATE FOR EACH YEAR LEVEL AS % IN 2021
Year 7	95.38
Year 8	94.63
Year 9	93.11
Year 10	91.16
Year 11	92.03
Year 12	89.16
<b>Overall</b>	<b>92.47</b>

## Non-Attendance

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

The research clearly shows that consistently attending school every single day and aiming to be on time are important.

This is because studies show that young people who have a low rate of absenteeism are more likely to:

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

To support parents in managing their daughter's attendance and optimising achievement and wellbeing, the school has developed the Stuartholme School Student Attendance Policy. A copy of the policy is located at:

<https://stuartholme.com/our-school/school-policies/>





## Apparent Retention Rates Year 10-12

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

YEAR 10		YEAR 12		APPARENT YEAR 10 – 12 RETENTION
Year	Enrolment	Year	Enrolment	
2007	149	2009	148	99.33%
2008	152	2010	154	101.32%
2009	147	2011	142	96.6%
2010	155	2012	142	91.91%
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%
2016	125	2018	128	102.4%
2017	85	2019	87	101.7%
2018	110	2020	102	92.73%
2019	118	2021	117	99.15%



## Year 12 Outcomes

The senior curriculum aims to engage each girl in a learning pathway that prepares her for a range of post-schooling options and opportunities. 100 percent of Stuartholme School's 2021 Year 12 students who applied to an Australian Tertiary Admissions Centre, received an offer.

In 2021, Stuartholme School had 117 students in Year 12. All students were domestic students and of these 81 were ATAR eligible. Their results are outlined in the following table.

School & State %	<b>ATAR above 99</b> (%) School	ATAR above 99 (%) State	<b>ATAR above 90</b> (%) School	ATAR above 90 (%) State	<b>ATAR above 65.5</b> (%) School	ATAR above 65.5 (%) State
<b>2021</b>	1	1	38.5	10	99	74.9

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

Number of students awarded a Senior Education Profile	117
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an ATAR	81
Number of students awarded one or more VET qualifications	36
Number of students awarded a QCE at the end of Year 12	117
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of ATAR eligible students with ATAR 65.50 – 99.95	99
Percentage of students who are completing or completed or were awarded one or more of the following: SAT, QCE, VET Qualification	100
Percentage of QTAC Applicants receiving a tertiary offer	100





# Co-Curricular Activities

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

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

The program is not static and the activities offered interest a wide array of our students. In 2021 we had 83% of our students participate in sport, which is 12% growth from the previous year. This is 35% over the National rate of teenage sport participation.

A staggering 60% of students play more than one school sport at least twice a week. We also had nine (9) out of ten (10) boarders participating in an organised sport.

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

## Co-Curricular Activities

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



Stuartholme School musicians had another exciting year beginning with the Welcome to Music Weekend. The annual weekend of rehearsals and social activities provided the students with a wonderful opportunity to firmly establish their repertoire and develop skills, musicianship and confidence as new members of a Stuartholme School music ensemble.

The Music at Twilight (March) and The Spring Spectacular (October) concerts featured all the bands, choirs, small ensembles and orchestras. The musicians challenged themselves with a diverse range of music that collaborated in heart-warming renditions of "" "We Are Family" , with outstanding solo contributions from our senior vocalists. .

The Queensland Catholic Colleges and School Music Festival was held for the first time online with Stuartholme School receiving one Gold Award, four Silver and two Bronze Awards.

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

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

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

2021 again brought many challenges for co-curricular sport with many of our events/seasons being cancelled or modified to meet government guidelines/restrictions.

Due to the huge success in 2020, we ran the community virtual run over the Easter break in 2021. The Stuartholme community clocked up 5,300 km.

### **Some highlights for Stuartholme:**

- 2021 CaSSSA Swimming Champions
- 2021 CaSSSA Cross Country Champions
- 2021 State Equestrian Champions
- 83% participation
- 60% of students played two or more sports
- Introduced enrolled Year 6 students into our Saturday netball program
- 112 coaches, with 71% Female role models
- 73 future students in Years 5 and 6 participating in water polo, athletics and netball





# Staffing Information

## Total staff (FTE as per census 2021)

Teaching.....	59.7
Non-Teaching.....	41.1

## Staff Composition - full time equivalent (FTE)

Teaching full time.....	44
Teaching part time.....	11.9
Non-Teaching full time.....	27
Non-Teaching part time.....	14
Indigenous full time.....	1

## Highest qualifications of all Teachers

Doctorate or higher .....	3
Masters.....	20
Post Graduate Diploma.....	27
Post Graduate Certificate.....	6
Bachelor.....	20

## Staff Professional Development

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

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

The Stuartholme School Staff Learning and Development program encourages staff to actively grow in their careers by building capacity and maximizing the quality of outcomes in the educational experience on offer. Strength in program design resides in the model which enables staff to engage in continuous learning through collaboration with their peers to improve learning outcomes. In 2021 the major professional development initiatives were as follows: targeted face-to-face and online workshops from Dr Ron Ritchhart from the Harvard Graduate School of Education, workshops and targeted online coaching with Dan Haesler and Tim Perkins on Positive Education, ways of working in a digital classroom focused towards enhancing technical skills and teaching strategies for STU@HOME, continuing to upskill staff understanding and knowledge for the new Queensland Certificate of Education, preparing and delivering quality feedback, and student wellbeing.

All teachers participated in timetabled Professional Learning Communities (PLCs) as well as weekly professional learning sessions on a Tuesday afternoon. In addition, many of our teachers took up professional learning opportunities to support pedagogical practice through face-to-face and online conferences, forums, workshops, lectures, and training. The average annual expenditure per teacher on professional learning was \$1,182.99. 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
59.7 FTE	\$70,625.00*	\$1,182.99
The proportion of the teaching staff involved in professional development activities in 2021		100%

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





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

## **PARENT, STUDENT AND** Teacher satisfaction

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

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

In 2021, 59 parents and 106 students from Year 12 participated in surveys and provided views on such areas as academic performance, student wellbeing, co-curricular, sport, communications, reputation and facilities.

### **Parent Satisfaction with the School**

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

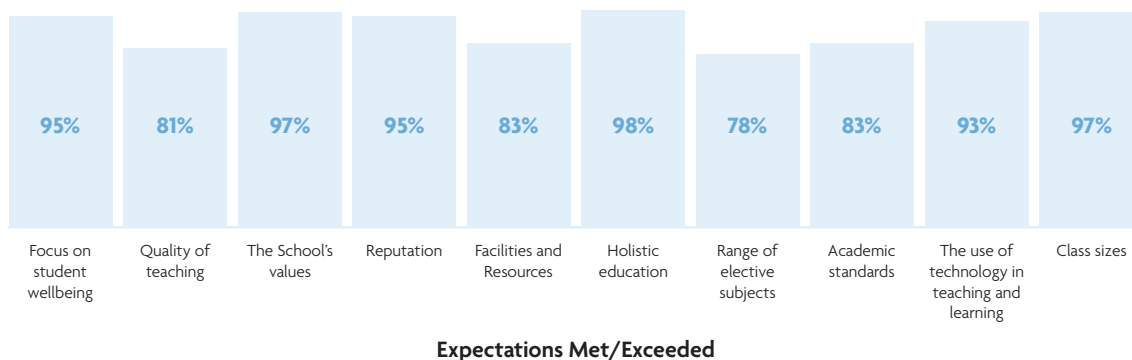
The top five areas are noted below:

1. 95% of parents noted their expectations were met or exceeded in relation to the focus on student wellbeing
2. 81% of parents noted their expectations were met or exceeded in relation to the quality of teaching
3. 97% of parents noted their expectations were met or exceeded in relation to the School's values
4. 95% of parents noted their expectations were met or exceeded in relation to reputation
5. 83% of parents noted their expectations were met or exceeded in relation to facilities and resources





2021 Stuartholme Year 12 Parents – Expectations Met/Exceeded – Top 10 (n=59)



### Parent Quotes on what they value about Stuartholme:

- Supportive and inclusive tone of the school. Attention to detail to develop my daughter's strengths. Approachable staff. Humble values are promoted.
- The beautiful location of the school is certainly a major drawcard, no external influence from surrounding areas. The majority of teachers have been very supportive and a positive influence on our daughter.
- Warmth generally of staff and small size of school have always been nice for our very quiet shy lass.
- Friendships and lifelong family connections made, and a deepening of the sense of understanding of the goals of a Sacred Heart education.
- I feel the school strives to create an environment where students feel they have an opportunity to learn and grow to their full potential and that parents can feel confident they have a strong and capable partner in wanting the best for their daughters.



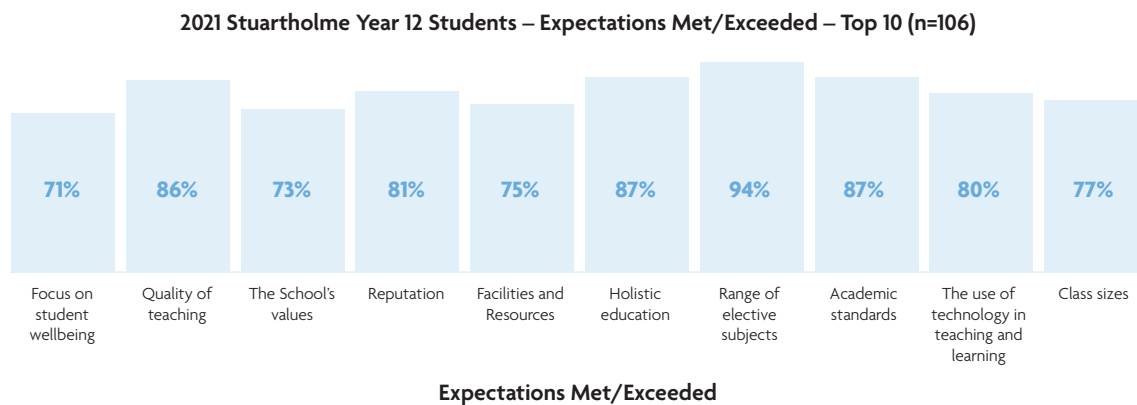


## Student Satisfaction with the School

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

The top five areas are noted below:

1. 71% of students noted their expectations were met or exceeded in relation to the focus on student wellbeing
2. 86% of students noted their expectations were met or exceeded in relation to the School's values
3. 73% of students noted their expectations were met or exceeded in relation to reputation
4. 81% of students noted their expectations were met or exceeded in relation to balanced challenging education
5. 75% of students noted their expectations were met or exceeded in relation to academic standards



## Student Quotes on what they value about Stuartholme

- Just the high school experience in general and the ways I've been challenged and pushed to learn who I want to be.
- The morals it has instilled in me, but rather to be empowered and chase what I want.
- I value the friendships I have made with my peers and my teachers.
- I value the most about my association with Stuartholme the connections and friends I have made in my time here.
- I really value the school environment and the way it has helped me to develop into who I am today.
- I really value the relationships that I have developed with my peers and staff during my time at Stuartholme. I know that these relationships will be maintained once I graduate and hopefully late into my life!
- The relationships I have made within the school whether that is with teachers or students.

## Teacher Satisfaction with the School

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



# PARENT Involvement

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

**I.E.C. RSCJ Working Paper, 1988**

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

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

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

- Year level specific Parent Information Evenings for all Year Levels offered several times a year with guest speakers and topics of interest, e.g. resilience, internet safety, new senior system, study tips
- Subject and Academic Information Evenings
- Parent / Daughter breakfasts are held with an Alumna speaker
- Orientation Day for incoming Year 7 students who join us at the school for a 'taster' of some of the subject areas they will experience the following year. New parents to the school meet for an evening prior to Orientation Day. Boarders are invited to a Boarder Orientation which includes a 'sleep-over' in our Boarding House
- 'Transition to Secondary School Parent Information' booklet
- Stuartholme School in Action Tours every month. Boarding Stuartholme School in Action Tours in August
- Parent support for events such as the Sony Children's Holiday Camp and Open Day
- Year Level and Co-Curricular Activity Parent Representatives in both the Day School and Boarding House
- Parents volunteer with sport coaching/support, event organisation, and Care and Concern Group
- Boarder Parent Support Network Group meet each term
- Parents of Stuartholme (P & F) meet each term Executive Team meet twice each term.
- School holds parent events four times a year, *All Parent Welcome, Mothers' Day Lunch, Fathers' Day event and co-curricular fundraising events*
- Parents of Stuartholme (P&F) hold Year level social events each term
- Twice a year parents are invited to Parent Teacher Interviews to understand their daughters' learning and academic growth
- New online feedback assists parents with assessment results for their daughters
- All families are seen as partners in improving educational outcomes



#### Contact Information

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STUART HOLME SCHOOL

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