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3. Building community as a Christian value

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

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

4. A social awareness that impels to action

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

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

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-re ective 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 instils 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 Pro le

School sector

Catholic Independent Secondary Girls

Address

365 Birdwood Terrace, Toowong Qld 4066

MESSAGE FROM THE Principal

2020 is Stuartholme School's Centenary year. However, our years of preparation and planning did not reach fruition under the restriction of the global pandemic. Unfortunately, for many 2020 will be remembered as the year of COVID-19.

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

In September, the Stuartholme School Board and the Leadership Team started a process of “what’s the next big idea?” for our new Strategic Plan. I look forward to our working relationship and our shared stewardship of our Stuartholme

Social Climate

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

Student Wellbeing

Overview

At Stuartholme School every initiative and action are in uenced 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 in uential 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 sta 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 sta 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 o ers. Our parent portal, fortnightly school

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 O cers to whom students can report inappropriate or unsafe behaviour.

Student Positive Expectations and Behaviour

The Stuartholme School Student Positive Expectations and Behaviour Guidelines promote e ective partnerships between the Leadership Team, Leaders of Student Wellbeing, Teacher Mentors, teachers, boarding and administrative sta 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 e cient 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 sta and parents, play an important role in creating a safe and happy school environment for all.

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

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

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

Counselling and Support

Stuartholme School's psychologists work in collaboration with all sta , 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, re ection and emotional regulation to function with meaning and con dence 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.

Parent and Community Engagement

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

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

Mission

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

The Religious Education Program at Stuartholme School combines the classroom teaching of Religious Education and the Religious Life of the School. Meaningful experiences to explore how our faith is lived include prayer and liturgy, voluntary service opportunities along with annual retreat and spirituality days for sta and students. Additonally, 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

DISTINCTIVE
Curriculum O erings

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 o ers a wide range of subjects, including Vocational Education courses, that contribute to the Queensland Curriculum Assessment Authority's (QCAA) Queensland Certi cate 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 con dently selecting appropriate pathways for their senior years.

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

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

Subjects o ered

- Accounting
- Ancient History
- Biology
- Business
- Chemistry
- Chinese
- Digital Solutions
- Drama
- Economics
- General English
- Literature
- French
- Geography

High Ability Students – Enrichment and Acceleration

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

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

Integration with Digital Learning

In 2020 Stuartholme School launched STU@HOME in response to the COVID-19 pandemic. STU@HOME is a bespoke

Key Student Outcomes

Student Attendance

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

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

*Enrolment numbers as at 28.6.2020.

Year 12 Outcomes

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

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

School & State %	ATAR above 98.9 (%) School	ATAR above 98.9 (%) State	ATAR above 91.5 (%)	ATAR e..235 Td [(ab1 i8r4 S0 gs /T18 bo) 1 5		

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- con dence 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 o ered interest a wide array of our students. Stuartholme School students are three times more likely to participate in co-curricular activities than the national average of adolescent Australian girls. In 2020 we had 78% of our students register to play at least one school sport with 53% of our students registered to play at least 2 or more school sports.

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

Co-Curricular Activities

ACTIVITY
Art Club
Athletics
Basketball
Cello Ensemble
Clarinet Choir
Concert Band
Core Fitness
Cross Country
Debating

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

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

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

Sta ng Information

Total sta (FTE as per census 2020)

Teaching	55.2
Non-Teaching	41.6

Teaching Sta

Attendance	96.41 percent
Retention	94.93 percent

Sta Composition - full time equivalent (FTE)

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

Highest quali cations of all Teachers

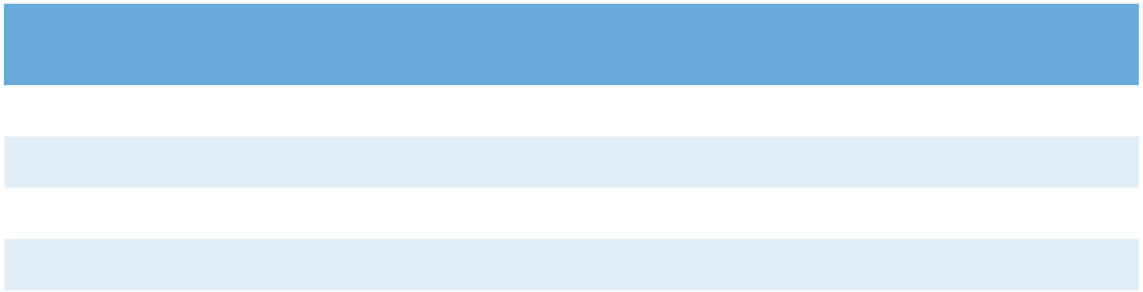
Doctorate or higher	3
Masters	22
Post Graduate Diploma	22

Sta Professional Development

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

Parent Quotes on what they value about Stuartholme:

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



PARENT
Involvement

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

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

Post-school destinations

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

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

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

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