



Somerville House
Annual Report

2021





Our Purpose is to remain an exemplary school and leader in education.

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Our Vision:
Educating girls to
be fearless leaders of
change, developing
excellence, confidence
and connection to their
individual purpose.”

Introduction

Established in 1899, Somerville House is a Prep to Year 12 day school for girls, with boarding available from Year 6 and a co-educational Pre-Prep program.

The School is made up of two sub-schools:

- Junior School (Prep to Year 6), including the Early Learning Centre (Pre-Prep)
- Senior School, including the Middle Years (7 to 9) and Senior Years (10 to 12)

Somerville House aims to provide an exemplary educational environment by supporting each student's personal growth.

Our values are at the heart of the School philosophy. The Somerville Values Framework is made up of six values, which guide the way we interact with each other; thus, influencing every aspect of school life.

The School's strategic priorities include:

- Striving for Academic Success
- Sustaining Personal Growth
- Supporting Service Learning
- Serving as Responsible Citizens

These four priorities reflect our commitment to being a leading girls' school and the importance of preparing our students for the future workforce of the 2030s. These priorities continue to build on the mission, traditions and strong foundation of our founder, Miss Eliza A Fewings.

Somerville House provides for the education of girls from Pre-Prep to Year 12 and boys in Pre-Prep. In 2021, Somerville House had 557 students enrolled in the Junior School (Pre-Prep to Year 6) and 799 in the Senior School (Years 7 to 12). Somerville House is also a boarding school for Years 6 to 12. The Somerville House student body is diverse with many nationalities present. There were 28 boys enrolled in Pre-Prep in 2021.

Somerville House is governed by the Presbyterian and Methodist Schools Association (PMSA).

The Somerville Values Framework



2021 Highlights

February

- Year 11 student, Hannah Lau recognised for her positive contribution to the Lord Mayor's Youth Advisory Council in 2020
- Students raised \$850 for the Heart Foundation at their lunchtime bake sale

March

- A record-breaking 1,600 visitors attended our Open Day
- Somerville House Foundation hosted their first 'Future Proofing Our Girls' lecture, where psychiatrist and current parent, Dr Joanne Sargeant was guest speaker

April

- Inaugural Dr Lorna Archibald Society Function hosted by Somerville House Foundation
- Rachel Yang (Class of 2020) received a Queensland Certificate of Education Achievement Award

May

- *Cinderella: Enchanted Edition* musical production hosted by Somerville House

June

- Olympian, Riley Day was appointed as Somerville House Athletics Ambassador and Coach for the 2021 Sport season, and former Queensland Firebird and Australian Diamond, Caitlyn Nevins, as our Head Coach for Netball.

July

- Ms Fiona Gaske *M Sp Path St, B Mus, GAICD* appointed Chair of the Somerville House School Council following the end of term appointment of Mr Jim Demack
- 'Around the World' Robotics team won Best Superteam at the 2021 RoboCup Junior International competition
- Old Girl Harriet Hudson (Class of 2015) and teammates Ria Thompson, Rowena Meredith, Caitlin Cronin claimed Bronze in the women's quad scull final at the Tokyo Olympics
- \$66,100 was raised at the Somerville House Foundation's fundraising lunch

August

- Year 6 students raised \$4,250 for the SolarBuddy initiative

September

- Spring Ball hosted by Parents and Friends' Association (P&F)

October

- Inaugural Somerville House Old Girls' Awards were presented to the Honourable Anthe Philippides and Abigail Green at our Commemoration Day Service
- 120 years of the OGA was celebrated at the annual Somerville House Birthday Lunch
- Students created history, participating in the Queensland Girls Secondary Schools Sports Association's first AFL interschool sporting competition
- Physics Teacher Mr David Haliczzer was announced as a finalist in the Dr Joe McCorley OAM Award for an Outstanding Contribution to School Community in the TEACHX Awards
- Junior School students collected 6,563 containers for their Container Collection Challenge
- Taylor Thorne (Class of 2020) featured in the QCAA's 'Assessment Highlights 2020'
- Ee Lin Saw achieved the School's first High Distinction Excellence Award in the International Chemistry Competition

November

- Construction began on the refurbishment of A Block
- Year 11 student Georgie Watson was accepted into the 2022 National Youth Science Forum program
- Dr Gemma Dale was accepted as a Research Fellow of the Global Action Research Collaborative on Girls' Education's 2022-2023 cohort, researching The Global Reset – New Opportunities for Educating Girls
- Students participated in the Cancer Council's Ponytail Project, raising \$10,239
- Kate Golder (Class of 1995) was elected as OGA President

December

- 62 graduates received an ATAR of 90 or above, with ten students receiving 99 or above
- Junior School Support Group donated \$10,000 towards the Junior School Makerspace



January

- SomerLink, our all-in-one school portal and learning management system launched



From the PMSA Chair and Chief Executive Officer



As an organisation, we have experienced great change over the past 12 months including our ongoing response to the impacts of COVID-19.

Despite this uncertainty, our schools continued to provide an exceptional educational and learning experience for our students to thrive while sustainably serving our school community in accordance with our Christian faith and values.

Our schools were outstanding in responding to the pandemic and continued to lead the way in Queensland, meticulously juggling home-based learning and classroom education, while also supporting our students to carefully navigate the changes as they occurred. This devotion was reflected in our student outcomes as they continued to generate and deliver excellent academic and co-curricular results and achievements.

We congratulate all our schools for their resilience and commitment to adapt and embrace any restrictions brought on by the pandemic and remain grateful for all their hard work, dedication, and agility to serve our school communities. We are blessed by the quality of our talented and highly experienced staff who continually lead from the front and ensure their focus remains wholly centred on the education and wellbeing of our many students.

While we further advanced our initiatives informed by the 2019-2023 Strategic Plan, our mission and values continued to define us, and we remained committed to our purpose to build caring school communities by providing world-class teaching and learning environments for our students and staff today and into the future.

The PMSA plays a benevolent governance role, overseeing our four great schools as they fulfill their mission to provide excellence in Christian education. Over the past three years the PMSA has implemented a contemporary governance framework to advance the PMSA in a constructive and clear direction. It provides clear lines of accountability, more informed and thus better decision making, and a clear separation of governance from management.

We are confident in the new governance model as it has given the PMSA a strong foundation to build upon and we look forward to our future with great excitement and optimism.

On behalf of the PMSA, a heartfelt thank you to all our wonderful school community for their support and contribution to our mission. Thank you to all our governance members, advisory council members, foundation members, old girls and old collegians, school support groups, staff, parents, volunteers, and the broader school community, for your unwavering support, contributions, and enthusiasm as we all work together to develop Australia's next generations.

As we look ahead, we are eager to explore the possibilities that collectively we can achieve to enhance our students' experience in accordance with our Christian mission.

Peter Barker
PMSA Chair

Shane Coppin
PMSA Chief Executive Officer

Right to Left: Shane Coppin and Peter Barker

From the Principal

Despite the challenges of 2021, we experienced our 122nd year with gratitude for the chance to hold traditional events on the School calendar. Although three lockdowns impacted the best-laid plans, we certainly celebrated the opportunity to simply be together as a community.

One such occasion was the P&F Association gathering at The Greek Club at the end of Term 1. At that time, I encouraged all present to reflect on the easing of COVID-19 restrictions, and to never forget the memory of being able to shake hands, breathe freely on public transport, sit in a crowded theatre, to name a few nostalgic moments. Our continued progress relies on community support, which we welcome through the Somerville House P&F and the associated Support Groups.

We were fortunate that our Class of 2021 led the student body with energetic enthusiasm through the implementation of their VIVID theme. Our students and staff exercised great perseverance in the face of the uncertainty fraught by the possibility of COVID-19 related lockdowns. Academic and corporate staff worked with extra zeal to navigate all the 2021 challenges. Admiration is extended to each and every Somerville House student, for the way they embraced their learning and co-curricular programs.

Highlights of our VIVID 2021 year included the opportunity to celebrate the Senior Formal, Speech Night and an emotionally significant Valedictory evening with Year 12 graduands and their families. 2021 was a vivid year for notable successes, and we all take great pride in the individual successes of Somerville House students.

Mrs Kim Kiepe
Principal



From the School Council Chair



The Council has welcomed four new members this year, while still retaining the steady hand of existing members, and as your School Council Chair, I feel very blessed to be part of such a dynamic team.

There is no doubt that 2021 has presented extremely challenging circumstances, and my admiration for all that our Class of 2021 has endured together during the ongoing pandemic, and recognition for all that the School has achieved together, combines with the hope that our united experiences as a community will continue to make us stronger together.

The beauty of this community, I have come to learn, is the tapestry of networks woven through the School and beyond. The legacy of the Foundation, the richness of the OGA, the support of the P&F, the dedication of Mrs Kiepe and her staff, and of course, the commitment of our parents.

I reflect on the enormous journey that has been undertaken in getting to this point. I encourage you to know that each of us as individuals has the capacity to make a difference, regardless of the scale of the problem or challenge. And that our students will always be a part of the Somerville House tapestry.

Samantha Power, US Ambassador to the United Nations during the Obama administration, poses the question: "What can one person do?" Power asks this question in relation to global challenges such as climate change and human rights violations. But its relevant in other contexts also. What can one person do in our families, in our friendship circles or in our communities?

In answer to the question, Samantha Power describes a wonderful concept – she suggests, we can 'Shrink the Change'. So rather than being overwhelmed by what's in front of us, we identify that big problems are most often solved by a sequence of small solutions, sometimes over weeks, sometimes over decades. 'Shrink the Change' became a motto for Samantha and her team as they navigated the beast that is United States foreign policy. But we can 'Shrink the Change' too, as we prepare that last big assignment, or train for that important sporting event or practise for an instrumental music exam.

The other thing 'one person can do' is mobilise a great team. In fact, it's essential. We have a great example of this in the history of this amazing School, through the work and achievements of Miss Eliza Fewings. Her work bore witness to the scriptures, Romans Chapter 8, reminding us that in striving for earthly goals, we know that all things work together for good, for those that love God, and for those who are called according to His purpose.

And so to our amazing students. I know that they are people who care, who take action, and who refuse to give up. While we may not be able to change the world, through the support of the community and the gift you have been given in the Somerville journey, we might be able to change many individual worlds. And that is definitely something to celebrate!

*Ms Fiona Gaske
Somerville House Council Chair*



Strategic Plan

Educating girls to be fearless leaders of change, developing excellence, confidence and connection to their individual purpose is the vision for Somerville House. It echoes the dreams of our Founder, Miss Eliza Fewings, when she started her school in 1899.

‘Striving for Academic Success’ is the first of our school’s four Strategic Priorities, and our Year 7 team placed overall first in the Da Vinci Decathlon in Queensland, and then competed in the virtual National finals, achieving second place nationally in the Science category. Academic results continue to be among the best in the State. While 2021 has seen strong achievements by our students across the academic spectrum, it has also seen some amazing individual student and year level results in competitions and a variety of sports.

‘Sustaining personal growth’ is the second Strategic Priority, which is achieved by engaging students in co-curricular performance and participation. Vivid connections between current and past students were evident in the pool, as reflected through Old Girl Emily Ault (Class of 2020) coaching the U14 Water Polo team to victory in the Queensland State Titles with Year 9 student Abigail Easton awarded Most Valuable Player of the final. This year has also seen the performances of a very professional musical production, Cinderella, and several other excellent concerts through Kaleidoscope and other musical presentations.

‘Supporting Service Learning’ is the third of our school’s four Strategic Priorities, as well as being

something frequently alluded to by Miss Eliza Fewings, our Founding Principal, more than a century ago.

Somerville House graduates have always been recognised for how they support the broader community through local, national and global contexts. We are focussed on furthering our students’ world views and the importance of philanthropic pursuits. In recent months, staff and students have concentrated their efforts on raising funds for important causes such as the Epilepsy Foundation through Pyjama Day. August’s Jeans for Genes Day raised funds for the Children’s Medical Research Institute. Year 6 students are commended for their involvement with the SolarBuddy initiative, and we thank our Junior School families for their generous support. Year 8 students collected empty pool chlorine buckets from the School pool and local pools, and filled them with education, sporting, health, and first aid supplies to be sent to Tuke Elementary School, an isolated school in the jungles of the Nakanai Ranges in West New Britain, Papua New Guinea. Our Year 8s also wrote penpal letters to the students at Tuke Elementary as their service learning activity for The Bucket of Love charity.

‘Serving as Responsible Custodians’ is the fourth Strategic Priority, and through the development of our Master Plan over the next twenty years, we aim to develop world-class facilities and inspiring learning environments. It is exciting to report that the builders are underway with the refurbishment of ‘A Block’. This 100-year-old building will retain its external façade, with the renovation of teaching spaces to a contemporary standard, thus preserving the School’s architectural history. Further, our aspiration to build world-class sporting and recreational facilities that will benefit every student is being realised with the development of SomerFields, through the Stage One works of:

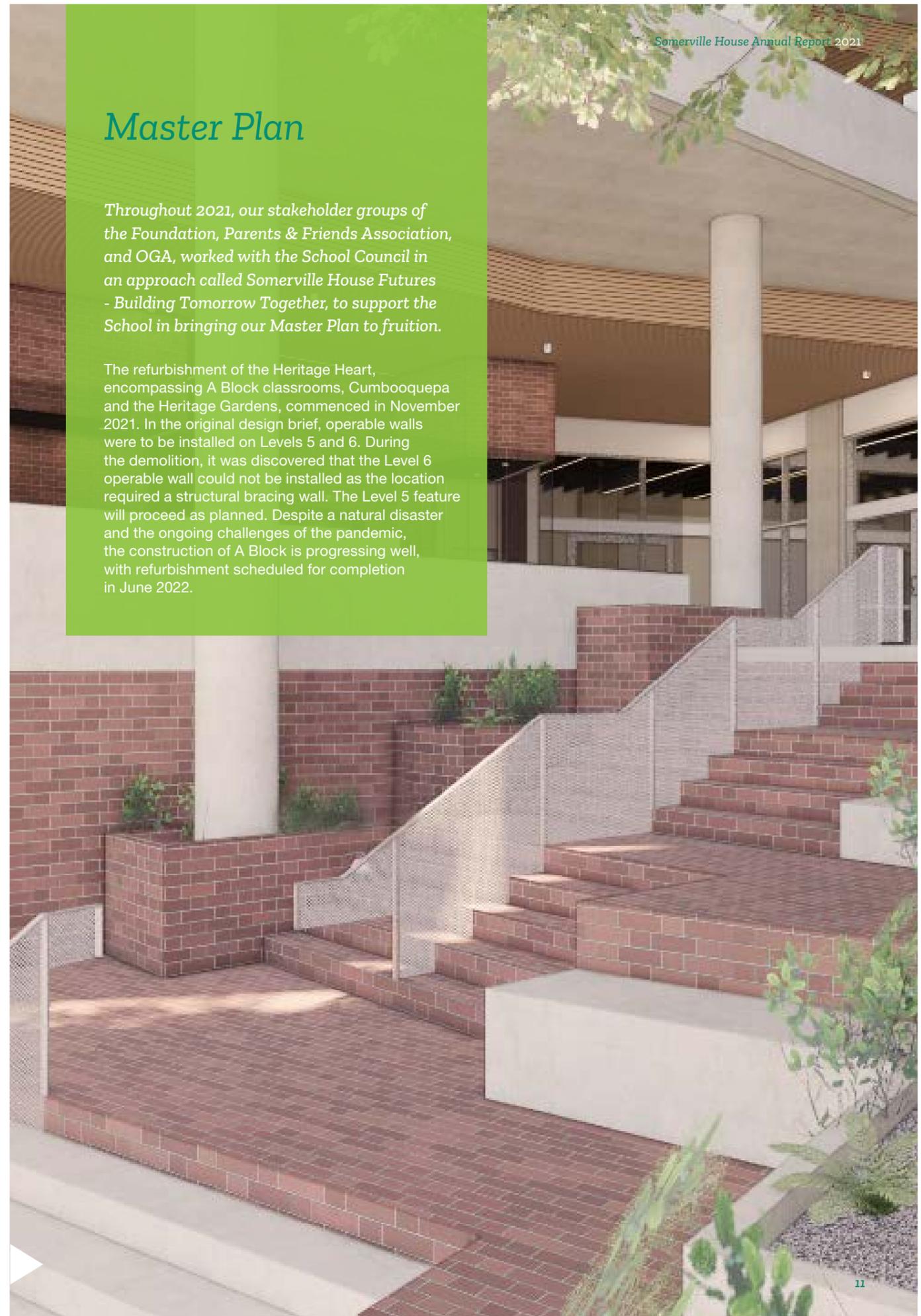
- four multipurpose fields (cricket and AFL)
- site civil works and seeding for remaining fields
- entry road and associated car parking
- main driveway construction including bus turnaround, set-down and carpark
- temporary facilities and overflow parking
- irrigation tank and shed.



Master Plan

Throughout 2021, our stakeholder groups of the Foundation, Parents & Friends Association, and OGA, worked with the School Council in an approach called Somerville House Futures - Building Tomorrow Together, to support the School in bringing our Master Plan to fruition.

The refurbishment of the Heritage Heart, encompassing A Block classrooms, Cumbooquepa and the Heritage Gardens, commenced in November 2021. In the original design brief, operable walls were to be installed on Levels 5 and 6. During the demolition, it was discovered that the Level 6 operable wall could not be installed as the location required a structural bracing wall. The Level 5 feature will proceed as planned. Despite a natural disaster and the ongoing challenges of the pandemic, the construction of A Block is progressing well, with refurbishment scheduled for completion in June 2022.



Right and Left: Renderings of the Senior School Precinct.

Distinctive Curriculum Offerings

Somerville House aims to provide a learning culture that nurtures and challenges every student, assisting them in finding their strengths and working towards goals. As outlined in the School's Strategic Intent, we educate our students to be fearless leaders of change, developing excellence, confidence and connection to their individual purpose. Academic staff embed the values articulated in the School's curriculum framework in day-to-day learning across the School: Engagement, Excellence, Empowerment and Diversity. These principles, with Christian Education at the core, assist in meeting the School's Strategic Priorities of Academic Success and a Future-Focussed Curriculum.

Junior School and Early Learning Centre

The educational program in the Early Learning Centre aims to extend each child to reach her or his potential by creating a stimulating learning environment. Students and teachers learn side by side, constructing knowledge together. Pre-Prep students are encouraged to problem-solve, create and test theories. The Pre-Prep curriculum incorporates the Early Years Learning Framework (EYLF) and the Queensland Kindergarten Learning Guidelines (QKLG).

In the Junior School, a comprehensive and rich educational program caters to the diverse needs of learners with a focus on critical and creative thinking, collaboration and communication. It is recognised that each student learns differently, and strategies and programs implemented in classrooms endeavour to support the needs of all students.

Enthusiasm for learning is nurtured through active engagement in a rich and challenging learning environment. Learning programs support student growth across all areas. Girls are inspired to be engaged in their learning and strive to reach their potential by recognising and enhancing their individual strengths.

Programs and courses of study are derived from the Australian Curriculum. Class teachers teach the core subjects of English, Humanities and Social Sciences (HASS), Technologies, Mathematics and Science. Specialist teachers are timetabled to teach Art, Chess, Christian Education, Drama, Health and Physical Education, Information Literacy, Languages and Music.

Students in the Junior School are actively involved in a number of initiatives to encourage and foster skills in STEAM (Science, Technology, Engineering, Arts and Mathematics). STEAM is incorporated throughout the curriculum and co-curricular programs.

A new initiative in 2021 was the introduction of a Junior School Makerspace. One of the Junior School labs was converted into a dedicated Makerspace which is used for STEAM activities. New resources were purchased using grants and generous funds donated by the Junior School Support Group. Teachers used the space for

dedicated technologies (Design and Technologies, Digital Technologies) lessons and students had the opportunity to 'make and create' during supervised lunchtime sessions.

As a result of detailed research and planning about different methods of teaching reading, Prep and Year 1 teachers introduced the Science of Reading approach in earnest in 2021. This method involves decoding strategies, positive error feedback and targeted instruction through a content-rich curriculum. To support the program, the School invested in decodable texts for use in classrooms and the home-reading programs. Data gathered throughout the year showed an increase in the level of students' reading skills, a positive impact on comprehension skills, and the use of a broader range of vocabulary.

Year 1 teachers delivered an information session to parents and carers about this approach, giving practical examples and demonstrating how help should be given at home.

Teachers also engaged in professional learning sessions about the Heggerty Phonemic Awareness curriculum. This is a structured and systematic daily oral phonemic and phonological awareness program. Teachers implemented this approach, delivering ten to twelve minute daily lessons to develop phonemic awareness skills, along with activities to develop letter and sound recognition, and language awareness.

Writer's Toolbox, an online program, was introduced in Years 3 to 6 in the latter part of 2021. Writer's Toolbox involves the explicit teaching and reinforcement of specific writing skills. Goals and targets for individual students are established and recorded. Students develop their writing skills through individual feedback and targeted areas for improvement.

Students in Years 3 to 6 used laptops as a tool to develop their knowledge and confidence to critically analyse and creatively respond to design challenges and develop their understanding of digital technologies. Students also worked individually and collaboratively to use design thinking to generate, produce and create solutions for authentic needs.

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We focus on positively shaping the future of our students: to grow the values of courage, compassion, inclusion, gratitude, integrity and respect.

iPads were used by each student in the Prep to Year 2 classrooms. Teachers and students learnt and implemented new skills, showcased their knowledge on the Seesaw platform, and improved their keyboarding skills using *Typing Tournament* – an online tool. When students record their learning using various apps, it enables easy sharing with the parent community and builds a strong student digital portfolio.

When learning during *Somerville@HOME*, students engaged in programs that offered diversity and differentiation using SomerLink and OneNote, as well as undertaking Seesaw activities. Microsoft Teams was used for explicit teaching of various subject areas, and students were able to check in with the teacher if there were any areas of concern or misunderstanding.

Senior School

In the Senior School, teaching and learning programs for Years 7 to 10 align with the Australian Curriculum and progressively prepare students for their studies in Years 11 and 12. They are underpinned by the School's Positive Learning Behaviours, emphasising the development of cognitive skills to support critical and creative thinking. 21st century skills are developed through inquiry-based learning in Humanities, coding and design in Technology, and problem-solving approaches embedded in STEAM-based subjects.

During 2021, the *Somerville@HOME* program continued to be utilised to facilitate learning for students during government-mandated lockdowns due to COVID-19. Teaching staff developed the School's new Learning Management System, SomerLink, providing access to digital resources, assessment feedback and online collaboration through their class pages. Microsoft Teams served as a means of connecting with parents for Information Evenings and Parent Teacher Interviews.

The teaching programs in the Senior School assist students in developing positive behaviours as a learner. Within their subjects, including Year 10 MAP (My Academic Path) and Years 11 and 12 AIM (Academic and Individual Mentoring), students consolidated a range of skills, including active studying, academic resilience and goal setting. Somerville House engaged with external providers, including Elevate Education and Success Integrated, to provide a variety of opportunities for students. Students who required learning development to enhance or extend learning are provided opportunities within their academic program to work with specialist learning development staff. In 2021, Somerville House further engaged the assistance of Alumni to work with students in preparing for External Examinations and other assessments, including the University Clinical Aptitude Test (UCAT) test for entry into Medicine and Health-related courses.

In the Middle Years, the curriculum included a broad range of learning areas from the Australian Curriculum, including English, Mathematics, Science, Humanities, Languages, The Arts, Health and Physical Education, and Technologies.

All subjects, in particular Mathematics, Science, Humanities and English, maintained a focus on literacy and numeracy development. Language study in French, German, Japanese and Chinese, which commences in the Junior School, continued in the Middle Years as a core subject until the end of Year 8 and was available for students to continue with the language of their choice to the end of Year 12. New Year 9 elective subjects in Languages, Digital Technologies and Commerce were made available in 2021 for students to include in their academic program.

Two cross-curricular programs were introduced into the Middle Years' core curriculum in 2021. In Year 7, Technologies Entrepreneurship Connect (TEC) incorporated key learnings from the Australian



Curriculum Learning Areas of Humanities (Economics and Business) and Technologies (Design and Technologies, and Digital Technologies). Students engaged in a year-long collaborative project to develop creative design, entrepreneurial and technical skills. A global citizenship program, High Resolves, was introduced in Year 8. Students participated in a series of weekly workshops focussing on civic engagement and social responsibility, locally and internationally, to further skills in collaborative, creative problem solving and communication. The program covered components of the Australian Curriculum in Humanities, Health and Physical Education and The Arts (Media Arts).

Throughout the year, the School trialled a weekly SomerSmart program. In the Middle Years, this consisted of ongoing, targeted literacy, numeracy and general capabilities workshops and activities to consolidate requisite skills across the curriculum, as well as assessment literacy and NAPLAN readiness.

Students in Years 11 and 12 performed very strongly in each of the twenty-seven subjects offered. Within their subjects, students undertook a range of Internal and External assessments and engaged in a rigorous preparation program, which included subject workshops, tutorials and mock examinations. Year 12 students also assisted one another in the External Examination preparation by making use of the Seymour Library during the September holidays.

When designing their Senior pathways, students had the opportunity to study a university subject, additional Senior subjects through the Brisbane School of Distance Education, a Diploma qualification on campus or a vocational course through a recognised learning provider. Year 10 students and their parents are involved in a SET (Senior Education and Training) Plan program, meeting with a key member of staff to discuss their future pathways and select subjects to support these pathways.

Despite a number of periods of online learning, teachers have continued to incorporate new programs and activities within learning to facilitate the continued use of technology, and a sustained focus on collaboration and outreach. Students in Years 7 and 8 used new programs within Music to facilitate creativity within composition. Languages students in Year 9 collaborated with students nationally to work together on developing their understanding of common themes and vocabulary. In Year 10, French students became the teacher, facilitating French lessons for members of the School Leadership Team. Students in Senior Health combined with Service Learning to hold a "Rough Night In" to better understand homelessness, and students in Senior Physical Education worked with the Human Movements faculty at the Queensland University of Technology.

Co-Curricular Engagement

The Co-Curricular Program offers students a wide range of cultural, musical, sporting and social opportunities. It provides a framework to identify, match and nurture student skills, talents and interests. Our carefully developed Co-Curricular Program consists of 250 teams or activity-based groups and is integral to the educational experience of our students. In 2021, a number of co-curricular activities were disrupted due to the ongoing pandemic.

Cultural and Community

There are numerous social opportunities for students to become involved in service-based activities, literary pursuits, faith-based groups and exchange programs. Some key achievements for Cultural and Community include:

Chess: 128 students enrolled in Lunch and Afterschool Chess Club. Somerville House placed 3rd in the Brisbane South Interschool Zonal for Terms 1 and 2. Stephanie Yuan became the 2021 Queensland Under 8 Chess Champion.

Christian Fellowship: Fifty-five Junior School students participated in SupaClub, and seventy-five Senior School students participated in SomerCircle Christian Fellowship. 2021 events included Inter-School Leader's Dedication and ice skating, Valentine's Day Panel, Volleyball night, and camp.

Debating: 100 students participated with all coaching sessions moved online. Over 70% of debaters progressed to the Finals Round of the QDU Competition. \$900 was raised for the Queensland Women's Legal Service. The Wendy Ward Debating Shield was won by Team 9.3.

Duke of Edinburgh: Sixty participants (twenty-nine Bronze, twenty-one Silver, ten Gold), completed eighteen Awards (one Gold, ten Silver and seven Bronze) from October 2020 to September 2021. Twenty-eight students participated across four Gold / Silver and two Bronze / Silver adventurous journeys.

Musical – Cinderella: Over 100 Somerville House and Churchie students participated. There were 2,000+ attendees over three nights, including Mater Children's Hospital Foundation families. Retired Director of Strings, Ms Loreta Fin conducted the orchestra for the final musical after twenty-five years.



Above: Somerville House Musical - Cinderella

Robotics: The International OnStage team won the award for the Best Superteam in the virtual 2021 RoboCup Junior International competition. Two first placings and one second placing were achieved at the RoboCup Junior Brisbane Regional Competition.

Service Learning: The Inaugural Biggest Morning Tea was held with the first-ever bake-off. The HEADSPACE Push-up Challenge team of thirty-three participants completed 41,832 push-ups in twenty-five days. Students participated in the Cancer Council's Ponytail Project, raising \$10,239 for families affected by cancer.

Music

Music at Somerville House caters for a wide range of individual interests and skill levels. The Music Program is conducted in the classroom and in a co-curricular capacity. Our comprehensive Co-Curricular Ensemble Program includes string ensembles, bands and vocal choirs as well as many woodwinds, percussion and small string ensembles.

Our choral and instrumental ensembles exemplify the excellence for which the School is known. This standard is evident across our many choral and instrumental groups, catering to students of differing ability.

In 2021:

- Over 500 students from Years 3 to 12 were involved in Co-Curricular Music activities.
- Both Junior School Choirs won Gold Awards at the Queensland Youth Music Awards, with Poco a Poco placing 1st.
- Students achieved AMus and LMus qualifications.
- Live performances included Kaleidoscope Concerts 1 and 2, the Junior School Easter Concert and Grand Concert (September), Somerville/Churchie Musical, Junior School Instrumental Music Program Concerts, Band Program Showcase Concert and String Program Showcase Concert, St Lukes Church Chamber Concert and Somerville Strings Recital.
- Interschool events included the Somerville/Churchie Musical and workshops, Brisbane Grammar School Senior String Festival, and Interschool Choral Weekend with Cannon Hill Anglican College and Ambrose Treacy College.
- Student-led events included Busking for Beyond Blue (fundraising) and Nuova Musica.
- A large number of students were involved in the State Honours Ensemble Program (SHEP) Primary, SHEP Middle School, SHEP and AHEP (coordinated by the Queensland Conservatorium of Music)

Sport

Students had the opportunity to participate in a wide array of sports in multiple competitions and associations throughout the year. Students in the Junior School competed in seven sports within the Andrews Cup competition. Students in Years 7 to 12 competed in multiple competitions, including the Queensland Girls' Secondary Schools Sports Association (QGSSSA) competition, the Brisbane Schoolgirls' Rowing Association (BSRA), and Brisbane Water Polo Association Inc. (BWPI), as well as a range of club-based sporting programs. Students were also nominated and competed in district and regional sport pathways right through to national representation.

In 2021:

Athletics: Ella Rodwell medals at Australian Athletics National Championships - Bronze - 3km girls U17, fourth 2km Steeple U17 and Brianna Leung medals at Australian Athletics National Championships Bronze - Long Jump Girls U17, Gold - High Jump U17.



Badminton: Three pennants and nine top three placings were awarded.

Basketball: Students vs Parents game in Round 7 as a fundraiser with Noda Donuts was a massive hit amongst students and parents. \$450 was raised for the basketball program. Susan McHugh is currently playing at a semi-elite level in the State League Basketball Competition (NBL1).

Cricket: Division 2 QGSSSA team were undefeated for the season. Cricket Captains raised over \$5,000 for the McGrath Foundation with their Pink Stumps Day bake sale. Lucinda Hillier represents Queensland.

Cross Country: The Somerville House team placed second at the State Relay Championships, and the inaugural Cross Country Camp was held at Tallebudgera Creek.

Equestrian: 100% of the team qualified for regionals, 60% of the team qualified for states and 20% of the team qualified for nationals. India Cochrane was appointed QLD State Team Vice Captain. We continued our connection with a local charity, with team members volunteering there in the holidays.

Football: Inaugural year for Andrews Cup Football – Somerville House were well represented with four teams and won the A-Grade Competition and trophy presented by Arna Bennett (former Head of Junior School).

Tennis: Andrews Cup results included winners in both C and D grade, second in A/B grade, and second and third in Year 4 grade.

Gymnastics: 2021 was the first year for many that we were able to field a full Opens team which went on to place third in the QGSSSA WAG competition. Our Gymnastics Captain Cali Westmoreland (Opens team member) was the 2021 National Champion in Beam and Floor.

Netball: Two teams placed top three in QGSSSA Netball in 2021. Tia Pohio and Ella Bashford are currently playing in the Greater Brisbane Netball League (GBNL), which is the second-highest playing level for their age group. Junior A came first on Andrews Cup Carnival Day.

Rowing: Olympian – Harriet Hudson (Class of 2015) medalled in the Tokyo Olympics. Somerville House competed at the Australian Rowing Championships in Tasmania, winning Gold in U17 Women's Quad. Somerville House finished with twelve podium finishes from twenty-three starts at the Head of the River. Somerville House achieved

twelve medals at QLD Schools' Championship Regatta in Rockhampton, including the coveted School Girl Eight.

Softball: The Open team placed fourth at QGSSSA. 8A team won their pennant, undefeated for the season.

Touch Football: Two teams attended Queensland All Schools Competition.

Volleyball: Over 120 students committed to training and fixtures in 2021.

Water Polo: The U14 team won Gold at the State Titles. Current students Annabel Cowan and Louisa Downes were nominated for the Paris and Beyond Squad.

Queensland/Australia (selected/represented) Students 2021

Name	Year Level	Sport	Selection Details
Kristy Appleton	Year 8	Water Skiing	Selected and played for Queensland
Selina Appleton	Year 5	Water Skiing	Selected and played for Queensland
Minaya Bishop	Year 11	Rowing	Selected and played for Queensland
Nadia Comben	Year 7	Water Polo	Selected and played for Queensland
Annabel Cox	Year 12	Ice Skating	Attended junior worlds
Annabel Cowan	Year 11	Water Polo	Selected and played for Australia
Jacqueline Davison-McGovern	Year 12	Swimming	Selected and played for Queensland
Louisa Downes	Year 11	Water Polo	Selected and played for Australia
Annabelle Durling	Year 12	Cross Country	Selected and played for Queensland
Jessica Durling	Year 8	Triathlon	Selected and played for Queensland
Coco Farrow	Year 11	Beach Volleyball	Selected and played for Queensland and attended the National Beach Volleyball Championships
Tahlia Hanson	Year 9	Swimming	Selected and played for Queensland
Isobel Hughes	Year 11	Reining	Selected and played for Queensland
Olivia Jordan	Year 10	Swimming	Selected and played for Queensland
Brianna Leung	Year 11	Trampolining and Athletics	Selected and played for Queensland
Pippa Lawson	Year 6	Equestrian	Selected and played for Australia
Isabelle Mezger	Year 9	Softball	Selected and played for Queensland
Natalia Mezger	Year 8	Softball	Selected and played for Australia
Georgia McDonald	Year 9	Aerobic Gymnastics	Selected and played for Queensland
Dasha Osadchuk	Year 8	Water Polo	Selected and played for Queensland
Dhriti Singh Panwar	Year 10	Table Tennis	Selected and played for Australia
Alice Ready	Year 12	Rowing	Selected and played for Queensland
Sadie Ridgway	Year 12	Rowing	Selected and played for Australia
Ella Rodwell	Year 11	Athletics (Track and Field) and Cross Country	Selected and played for Queensland
Ellie Saxby	Year 12	Softball	Selected and played for Queensland
Isabella Upton	Year 6	Synchronized Ice Skating	Selected and played for Queensland
Cali Westmoreland	Year 12	Gymnastics	Selected and played for Australia
Jemma Wilson	Year 8	Athletics (Track and Field) and Cross Country	Selected and played for Queensland

Social and Emotional Wellbeing

Positive Wellbeing Overview

Positive social and emotional wellbeing at Somerville House encompasses all students, staff, parents and members of our community. We focus on positively shaping the future of our students: the way they think and perceive themselves and others and the world around them, to grow the values of courage, compassion, inclusion, gratitude, integrity and respect. We strive to educate them to initiate ideas and meet and challenge the modern complexities of their future. Our approach is both proactive and reactive, strengthening character, building belonging and connections, and strategically building skills to manage life's challenges within age/stage-specific contexts and within the contexts of the social climate within the School and community. We aim for *Honour Before Honours*.

The Positive Wellbeing Framework is based on Christian foundations and incorporates all aspects of school life - pastoral, academic and co-curricular and fosters positive relationships, emotions, engagement, self-concept and regulation, achievement and purpose, growth mindset, resilience and academic buoyancy.

In 2021, the Positive Wellbeing Framework was used to adopt the School theme of VIVID to:

- develop passionate and fearless women
- work with students to strive for success and to flourish in all endeavours
- promote connection across the Junior and Senior Schools and between and within year levels
- feel a strong sense of belonging
- empathise with others and celebrate differences
- develop resilience and agility to respond positively to change
- challenge thinking and being
- apply a daily guide to happiness through 'Bucket Filling' (Junior School)
- implement five-step conflict resolution (Junior School).

Key Improvement Strategies adopted in 2021

- encourage students to act with emotional intelligence in life and leadership
- develop the whole-student through individual care and support, within a Christian ethos
- provide academic and social support to ensure each student develops personal resilience
- help students improve their confidence through high levels of participation in sport, music, performing arts and cultural activities
- review pastoral wellbeing planning in Prep to Year 6 to link school Positive Wellbeing Framework with Circle Solutions social and emotional learning dimensions

2021 External Influences

- impact of the pandemic on community attitudes and realisation of programs including camps and events
- increasing number and severity of presentations of individual student mental health issues
- pronounced changes in community attitudes to socio-political issues, student and community behaviours and expectations
- increasing social awareness of students with diverse ways of thinking, feeling and being
- rising issues, including a focus on pastoral care, resilience and 21st-century capabilities
- inability to train teachers in Aristotle EI programs due to COVID-19 interruptions to allocated training days

Partnerships with Universities/Wellbeing Institutions

- developing Aristotle EI program on campus for Years 7, 8 and 10 with Swinburne University
- actioning UPP - Unleashing Positive Potential program in Year 9 with Luke McKenna
- inclusion in Positive Education Schools Association (PESA) as exemplar school in the Positive Education Guide 2020
- assisted Beyond Blue and Headspace with ideas for managing COVID-19 in schools
- supported by SchoolTV.me – a national online resource for parents, headed by Dr Michael Carr-Gregg
- supported by ELES – Dr Prue Salter – Enhanced Learning Educational Services Study and Life Skills program
- connection with Smiling Minds mindfulness programs

Policies

Policies such as the PMSA Child Protection Policy, Child Protection Officers, Anti-Bullying Policy, Acceptable Use of ICT Policy and the Student Code of Conduct were readily available on SomerLink for all stakeholders. A video for staff was created and made available on SomerLink to increase their understanding of the changes to legislation and the importance of mandatory reporting in Child Protection. The policies were incorporated into the Student Diary, which was used as a valuable resource to educate students. Students, parents and staff were reminded to review these policies throughout the year via whole-school communications, including the weekly newsletter, SomerLink posts, assembly presentations and education of the students in formal Pastoral Care lessons. Posters of Child Protection Officers were placed strategically within SomerLink and around the School grounds providing ready access for students in need.

The **Bully Alert Button** – a link providing education about bullying and the opportunity to alert staff to potential or existing bullying – was utilised by a number of students through a secure electronic platform. When the Bully Alert button was used, in all cases, students felt compassion and care. In a number of cases, it was identified there was a misunderstanding of the concept of bullying. In turn, this provided positive educational opportunities.

External speakers were invited to speak to students and parents across the Junior and Senior Schools to assist with students' education of bullying. These included but were not limited to:

- **Brett Lee** – Cybersafety (face-to-face)
- **Rebecca Sparrow** – Find your Tribe – Relationship and Consent Education to Years 5 to 8 (face-to-face)
- **Paul Dillon** – Drug, Alcohol and Safety (virtually through Microsoft Teams)
- **Brainstorm Theatre** – Presentation regarding social skills including use of devices and social media to Years 7 to 9 (face-to-face)
- **Judith Krause** – Sexual Health and Consent – a presentation to parents, teachers and students in Years 6 to 9
- **The Butterfly Foundation** – presented to Years 9 and 10 students with a focus on positive body image
- To promote positive engagement with social media and the internet, an expert in LinkedIn educated students in Years 11 and 12 about the platform.
- **Red Frogs** for Year 12 students
- **Headspace**
- **Michelle Mitchell** – Consent and Respectful Relationships for Year 9 students
- Recent Old Girl Mentors speaking to the Year 12 students – Lifeskills / Transition Program.

Connections

Key connections in 2021 for students helped develop a strong sense of belonging:

Tutor Teachers: For ten minutes each morning at Tutor Group and during Pastoral Care lessons, purposeful relationships were forged by Tutor Teachers. These were homogeneous groups in the Middle Years, and in the Senior Years, these were house groups. The first line of care, Tutor Teachers, were also the Pastoral Care teachers engaging in the Pastoral Care programs and attending camps.

Heads of Year: These roles are key contacts for students and parents. Heads of Year provide opportunities for students to build their teamwork and leadership skills. In 2021, a focus was placed on building character strengths, communicating high behavioural expectations and ensuring adherence

to school policies. Heads of Year are integral in the implementation of stage-appropriate Pastoral Care programs and help to develop students' social and emotional skills. They manage and empower students to resolve social and academic issues, providing a safe environment for them to seek help.

Student Wellbeing Centre: In addition to the Dean of Student Wellbeing, the School Psychologist, Careers Counsellor, and Administrative Assistants are available to meet the wellbeing needs of students. A new position, the Associate Dean of Student Wellbeing, commenced in Term 4, 2021. An additional Administrative Assistant shared with the academic portfolio was also employed in 2021.

Student Health Centre: Our nurses nurtured students and provided them with health care and education in a well-equipped campus facility. In 2021, a new Health Centre Manager was appointed. She has reimaged routines and protocols, changed the Centre structure, and established strong relationships with the Boarding staff, students and parents. Health Centre staff have remained flexible throughout the pandemic and continued to provide for the needs of students, boarders and staff over the course of the year.

The Careers Counsellor met with every Year 11 and 12 student and many Year 10 students multiple times throughout the year, sometimes with their parents, to discuss post-school options, subject selection, ATAR and QCE issues. She was integral in educating students regarding potential university courses, industry pathways including traditional and non-traditional careers and employment projections to achieve their goals. Careers Day, a whole-cohort incursion, inviting many industry specialists, provided valuable exposure to possible careers for Year 10 students prior to their subject selection for Year 11. In addition, students were assisted with overseas university applications.

School collaboration: Student Wellbeing worked closely with the Boarding House, Chaplains and Co-Curricular Programs to build capacity for social and emotional wellbeing.

Co-curricular: Through strong house spirit and competitions across Swimming and Athletics, and through the student-led Middle Years Arts Festival and Senior Years Choral Festival, House Co-ordinators engaged students in cross-age connections and empowered them to practise team building and leadership-building skills. Much experiential learning of relationship and communication skills occurred through house activities. Unfortunately, the Cross Country carnival was impacted by COVID-19.

Junior School: The Dean of Student Wellbeing and Head and Assistant Heads of Junior School convened fortnightly to ensure a strong connection between Junior and Senior student wellbeing. This resulted

in Prep to Year 6 class teachers including social and emotional learning activities in their weekly programs based on the eight core elements of the School's Positive Pastoral and Wellbeing Framework. The Junior School Leadership Team and Year 5 students assisted younger students each day during the morning drop-off at the Turning Circle.

School theme: Prep to Year 6 students embraced the Senior School VIVID theme through a collaborative art installation displayed on the School oval.

Promotion of wellbeing: The Student Wellbeing team worked to increase the profile of Student Wellbeing initiatives and activities via social media, newsletters, posters, digital screens across the campus and assembly presentations to help convey the value of a wellbeing focus to the School community.

Key Programs in 2021

Sisters Connect

Sisters Connect connected students in older year levels with their younger 'sisters' – Year 12 with Year 7, Year 11 with Year 6, Year 10 with Year 5, Year 9 with Year 4 and Year 8 with Year 3.

This 'Connection and Belonging' strategy saw whole-school, year level and in-class activities from Let's Dance to sharing reading, to craft and parachute, obstacle courses, ball and giant board games on the oval. Much to the younger students' delight, a giant green air tube person was purchased to generate energy on such fun days.

Positive Wellbeing Days and Weeks

Three Positive Wellbeing days were organised in Terms 1, 2 and 3 in conjunction with Positive Wellbeing Week in Term 4. Such days were led by the Wellbeing Captains who worked to promote Student Wellbeing. The days focussed on gratitude, belonging and connections. The Positive Wellbeing Days were placed to release the pressure of exams and challenge the students to focus on the positive and to focus on connecting with others. The energetic days were fun learning experiences and included graffiti on the wall and road, games on the oval, music and themed costumes. They were well received in providing positive and valuable learning experiences to help students self-regulate and build resilience in a year of some uncertainty. Additional whole-school installation programs included the celebration of:

- National Day Against Bullying and Violence
- International Women's Day
- Harmony Day
- Celebration of themed days to promote wellbeing
- Stairwell Project – whole-school wellbeing installations in the Junior School
- Ribbon for a Cause Day – the celebration of a cause of personal interest to each student where they were able to wear a coloured ribbon to promote the cause of choice
- RUOK Day.

Student Reviews

Student Wellbeing reimagined the Student Review process to focus on a greater correlation between individual academic achievement and their wellbeing. Meetings were held each term for each year level in the Senior School involving the Dean of Student Wellbeing, Dean of Academic Programs for Years 10 to 12, Dean of Teaching Practices for Years 7 to 9, the Head of Year, the Head of Learning Development and the Careers Counsellor for Years 10 to 12.

Evidence-based Pastoral Care Programs

- Restorative Justice – The principles of this framework underpin student management. The value of individuals is recognised and creates the opportunity for students to engage in the School community, learn from their mistakes and seek to restore relationships through a fair and reasonable process.
- YLead – Leadership training for students in the Junior School, and Years 9, 11 and 12
- Circle Solutions for Student Wellbeing – Sue Roffey for Prep to Year 6
- Alannah and Madeline Foundation digital licence in the Junior School
- LinkedIn education was introduced to provide positive corporate social media strategies for students in Years 11 and 12

Voice and Responsibility

Student voice was encouraged through leadership and connection activities. Service leadership was promoted to all students, noting that students do not need recognised leadership titles to exhibit strong leadership and initiative. For example, the Junior School Environment Monitors promoted the Containers for Change initiative, increasing the awareness of environmental pollution and a shift in behaviour for the School community around recycling and waste disposal. In the Senior School, ideas for improvement and action were encouraged across the student body.

The Student Representative Council (SRC) provided the opportunity for students to express their ideas to their Tutor Group representative who met with the School Captains, who presented proposals to the School Leadership Team and multiple actions were taken, allowing students to witness the value of voice. One example was the 'Jersey Day' proposal presented by Middle Years Captains to raise funds for Beyond Blue. Friendly competition ensued between the reds and the blues.



Right: International Women's Day 2022 - #BreakTheBias



National Day Against Bullying and Violence - #bullyingnoway

Leadership

Formal Leadership programs were conducted for Years 5, 6, 8, 9, 11 and 12 students to engage them in learning key skills. External providers, Character Builders, ran a Leadership Day for the Year 6 Captains and House Captains, identifying personal character strengths and exploring leadership themes in the School context. Character Builders were engaged for the Year 5 camp with a focus on student leadership in preparation for nomination and election of the Junior School Executive.

Additionally, the Year 6 Monitors accepted responsibilities for a range of school activities, including reporting news, assisting with lunchtime library activities, promoting environmental initiatives, assisting with lunchtime Makerspace activities, promoting wellbeing, assisting with co-curricular music activities, assisting with visual art displays and the Junior School Scripture Union club.

Junior School Captains took an active role in special assemblies, and Junior House Captains each led an assembly based on a chosen positive wellbeing theme.

YLead were engaged to deliver presentations to Years 9, 11 and 12 students. Leadership selection processes were reimagined in the Senior School for increased transparency and efficiency using a selection of digital platforms. Formal leadership included the selection of School Captains, Prefects, House Captains, Convenors, SRC members, Middle Years Captains, Middle Years House Captains and Tutor Captains.

Service Learning

Service Learning is vital in assisting our extended community in developing compassionate, concerned and empathic young people. It is a key platform to build social and emotional skills, including resilience, team-building and leadership skills. All students were encouraged to initiate ideas to assist those less fortunate and expected to participate in year level activities to support the chosen organisations. Year levels were also encouraged to voice their initiatives regarding organisations of interest, and ideas to support these.

Prep to Year 6: Somerville's Biggest Morning Tea fundraiser, Jeans for Genes Day, World Vision Bake Sale

Year 7: Share the Dignity, Pyjama Foundation, Icon Cancer Centre

Year 8: Bucket of Love, Salvation Army Wishing Tree

Year 9: Beyond Blue – Jersey Day, Ronald McDonald House – Ball/boot decorating, Cancer Council – Baking

Year 10: Donation Drive for Homeless Connect and Knitting Squares for the Leukaemia Foundation

Year 11: Donations and pantry drive for Ronald MacDonald House, Somerville House Dolls as a departing gift for Year 12 students

Year 12: Heart Foundation, Leukaemia Foundation, Imam – Sponsored Child, Beyond Blue

Camps

Camps provided the opportunity to experience education in a natural setting. They encourage self-discovery, character-building using challenge by choice and development of self-understanding and confidence, resilience, team building, and leadership skills. Age-appropriate camps are scoped and sequenced to ensure an increasing challenge, requiring increasing levels of independence and an expectation that students build on skills learnt in prior camps.

Camps were conducted as scheduled for most students, except Year 6.

Year 4: An outdoor activity camp near Somerset Dam with a focus on teamwork, resilience building and problem-solving.

Year 5: A coastal camp at Alexandra Headlands with a focus on character strengths, self-awareness and leadership capabilities.

Year 6: An interstate camp in Canberra was postponed and organised later in the year, with a trip to Cairns. This camp explored reef and rainforest environments, including Indigenous perspectives as well as encouraging independence.

Year 7: A three-day camp at Camp Goodenough in the Tweed Valley specifically scheduled in the first weeks of Year 7 builds connections and assists in the transition to the Senior School. This camp places a focus on team building, independence, resilience and empathy.

Year 8: A three-day camp at Sunshine Coast Recreation Centre is a new camp site and proved to be an excellent choice incorporating different team building and leadership activities, and surfing.

Year 9: A three-day camp at Emu Gully, Helidon, provides more challenging activities requiring resilience, independence, teamwork and leadership – establishing skills to be used throughout Year 9 as leaders of the Middle Years.

Year 10: An outdoor trekking camp that requires students to be resilient and build connections with their team members. It is the most challenging of the School's camps; however, it does have graduated levels of difficulty

Year 11: A one-day incursion with YLead builds leadership capacity, cohort connections and prepares students for leadership selection.

Year 12: A one-day leadership incursion with YLead empowers students to upskill their leadership and teamwork skills for their final year.



Measurement of Wellbeing

Student Wellbeing adopted a different measurement tool to increase bespoke/personal focus on student wellbeing. In 2021 we chose the Acer Six Star Survey – an annual measure of student wellbeing across the Senior School.

Further, in 2021 we adopted EI Pulse, a weekly measurement tool that proved invaluable during the year's uncertainty. It helped us connect in real-time with students, allowing us to proactively intervene and assist individuals while helping to form an understanding of wellbeing trends to inform whole-school planning. Students have become active in improving their wellbeing and have been given the opportunity to develop help-seeking behaviours.

Parent and Community Involvement



Known as Somerville House Futures – Building Tomorrow Together, the OGA, P&F and the Somerville House Foundation played an active role in the life of the School.

2021 highlights include:

Old Girls' Association

When the OGA was founded in 1901, the School was only two years old, and its Principal, Eliza Fewings, became our first President.

At the time, the founding and funding of a independent girls' school and alumnae organisation by a woman was, in itself, an act of rebellion. Despite its conservative finishing-school façade, Ms Fewings was eager to submit the School's first wave of graduating students to external university placement exams and international scholarship tests, indicating that her plans for students lay more in further education opportunities and career development than the socially accepted, gendered interests of the day, such as deportment and home economics.

The leaders who followed Ms Fewings, Constance Harker and Marjorie Jarrett, are featured in this year's School Magazine. In an era where the simple act of driving a car unaccompanied - or attending university - was also an act of rebellion, their legacy was part of the movement that changed the way we learn and live today.

It is with this strategically progressive, innovative spirit that we are all called to challenge traditions that no longer serve us well, creatively pioneer new ways of being better community members and leverage the privileges our education has bestowed, to benefit others. These are not lofty, unattainable ideals; they are lived by the thousands of Old Girls contributing to their country, community, families and friendships every day.

The OGA website features many of these stories, which span generations and industries, including 2021 recipient of the Screen Queensland Respect, Inclusion, Diversity and Equality Shorts Initiative Rachel Choi (Class of 2009), Olympic medallist Harriet Hudson (Class of 2015) and Gracia Baylor AM (Class of 1945) who assisted the United Nations in developing its policy on eliminating all forms of discrimination against women.

This year the annual Somerville House Birthday Lunch, hosted by the OGA, celebrated two special occasions; both the School's 122nd birthday and the 120th anniversary of the OGA's founding. The event also marked the announcement of the inaugural recipient of the Isabel Bauer OGA Bursary.

The postgraduate bursary supports an Old Girl in fulfilling her career potential, and was made possible due to the generosity of OGA members and supporters. The 2021 recipient, Elizabeth Lewis

(Class of 2004) has recently returned to Brisbane from the United States, where she was working with arts organisations. She is currently completing her Masters of Arts Leadership and Cultural Management while writing a contemporary opera about Australian Army Nurses during the Vietnam War; an important and untold chapter of our country's history.

OGA members continue to generously give back to the wider Somerville House community, mentoring students, speaking at career days and information nights, as well as providing internship and work experience opportunities to current students and recent graduates.

The Association's community events this year included many reunions, the Somerville House Open Day, the New Old Girls Night for the Class of 2020, the Daughter/Significant Women Dinner for Year 12 students, OGA School Leavers Panel and Lunch and the annual cocktail party for Old Girls who currently have family members at the School. Thank you to all who attended to celebrate and reconnect with their Somerville peers.

The OGA extends a warm welcome to the new P&F President, Mr John Pollard and Foundation Chair, Mrs Samantha Miller. Thank you to past President, Mrs Andrea O'Halloran and former Chair, Old Girl, Mrs Dominique Layt (Class of 1987), for the collaborative relationship the stakeholders have enjoyed under their leadership. We also welcome Old Girl, Mrs Tracy McFarland (Class of 1990), to the Somerville House School Council and recognise her past, and ongoing, contributions to our School and wider community.

This year was my last as OGA President; it has been an honour to represent the Old Girls over the past three years, supporting past and current students, while collaborating with the School and its stakeholders on exciting plans for the future of Somerville House. A special thanks to the OGA Executive for their work throughout 2021: Ms Rebecca Bauer (Vice President), Mrs Kara Rodwell (Vice President), Miss Gaye Pitman (Secretary), Ms Trudy Naylor (Assistant Secretary), Dr Pretoria Bilinski (Treasurer) and Ms Sue Follitt (Assistant Treasurer).

Thank you also to the OGA Committee, who ensures the Association remains aligned to its purpose of supporting, celebrating and honouring past Somerville students across all stages of life.

Ms Elizabeth Washington
President – Somerville House Old Girls' Association



Parents and Friends Association

The School has an active and enthusiastic P&F Association which aims to foster fellowship between parents, friends, teachers and students and provides an avenue for parents to learn more about the activities of the School while meeting in a social environment. It also supports the School by raising money to provide amenities and resources to meet the particular needs of student activities.

The P&F Executive Committee, elected at the Annual General Meeting held in June each year, manages the affairs of the Association throughout the year. Meetings are held each term with dates, times and locations noted on the School calendar and published in the School newsletter. All parents are welcome to attend meetings, and encouraged to join.

Operating under the P&F umbrella is a network of support groups; each support group has its own President, Treasurer and Secretary. The support groups' primary role is to provide support to particular activities enjoyed by the students at the School and to actively assist with fundraising in the provision of services and resources to the specific groups.

In 2021, the P&F operated twenty-seven support groups, covering the interests of students across a multitude of groups and activities, including sport, music, spiritual and personal growth, learning, performing and educational opportunities. Support group offerings for parents include Junior, Middle and Senior Year cohort groups, as well as a support group for boarding parents.

The Spring Ball was an absolute success, with the celebration enjoyed by Junior and Senior School parents as well as Year 12 students and partners. Despite being on tenterhooks up until 9am on the day, we were unsure if a lockdown would proceed. Fortunately, all the revellers were able to enjoy wonderful food, fantastic entertainment and great company. It was an evening of fun enjoyed by all in attendance.

Volunteering with the P&F is a truly rewarding experience and helps to build a genuine Somerville House community across the whole school network.

Mr John Pollard
President – Parents and Friends Association

Somerville House Foundation

In August 2021, outgoing Foundation Chair Ms Dominique Layt (Class of 1987) concluded her three-year term, handing over to Mrs Samantha Miller, a current parent. We thank Dominique for her superb leadership as she introduced a transparent governance program; changes to the Constitution that ensure donations to the Foundation are used exclusively for the benefit of our school; and initiated the *Corpus Strategy* – an investment fund where the capital is preserved with investment returns used to finance school projects.

This year the Foundation offered bursaries to families experiencing significant financial strain and multi-year scholarships to outstanding students who bring talent and diversity to the School and benefit all students.

It has been a busy year with several events after many cancellations in 2020. *Futureproofing our Girls* – a three-part lecture series the Foundation hosted to “give back” to parents navigating complex and contemporary issues. In March, Old Girls delighted us with tales of their time at Somerville House at our inaugural *High Tea & Trivia*. In May, guests at the *Mothers' Chapel Service & Lunch* raised funds to illuminate the tree adjacent to the Chapel with fairy lights. July's *Foundation Fundraising Lunch* was a great success raising \$66,100 towards Foundation Scholarships. In September, *SomerFire*, a VIP cocktail party at Cumbooquepa, with spectacular views of Riverfire, was hosted to thank Foundation Members, donors and sponsors.

We've been encouraged by an overwhelmingly positive response from parents and Old Girls who purchased named bricks or commemorative plaques (or both) to support the rejuvenation of the Heritage Heart and the development of the Senior Precinct.

Our 2020 Impact Report highlights the contribution the Foundation makes to the School.

The Foundation remains committed to supporting improved facilities and exceptional educational opportunities to enable our girls to become “fearless leaders of change”.

Ms Petrina Gilmore
Director of Philanthropy

Parent, Teacher and Student Satisfaction

In 2021, MMG Education, an external consultancy, was commissioned by the School to conduct a review of the 2021 parents of students in Years 3, 9 and 12, as well as staff, and Year 9 students and Year 12 students. The MMG survey helped the Senior Leadership Team gain research-based insights of their perception, expectations and satisfaction with the performance of the School.

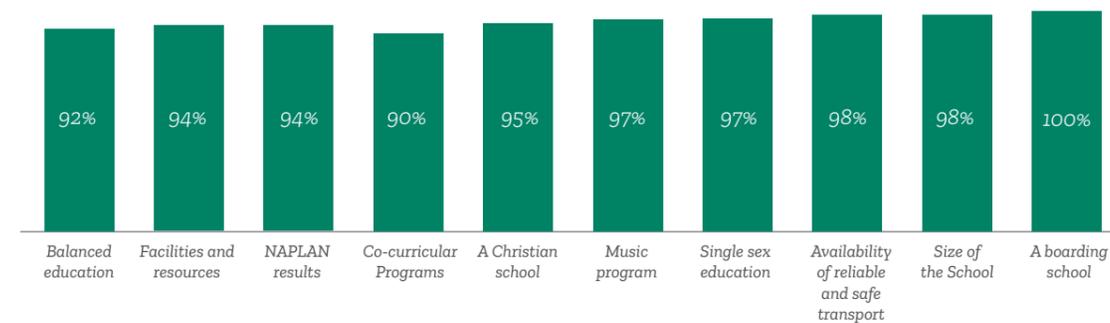
Overall, the results were pleasing and areas were identified where further attention will be given. These areas align with our commitment to the four strategic school priorities. In 2021, the Senior Leadership Team reviewed the feedback from the parents, staff and students, to consider ways in which the School can be made more successful. In 2022, members of the Academic Leadership Team will continue to meet with small focus groups of students to garner more feedback on the student experience.

Parent Survey (Years 3, 9 and 12)

Overall satisfaction with the school is rated at an average of 88%.

Somerville House Percent of Expectations Met or Exceeded 2021 (Top 10)

Parent Percent of Expectations Met or Exceeded

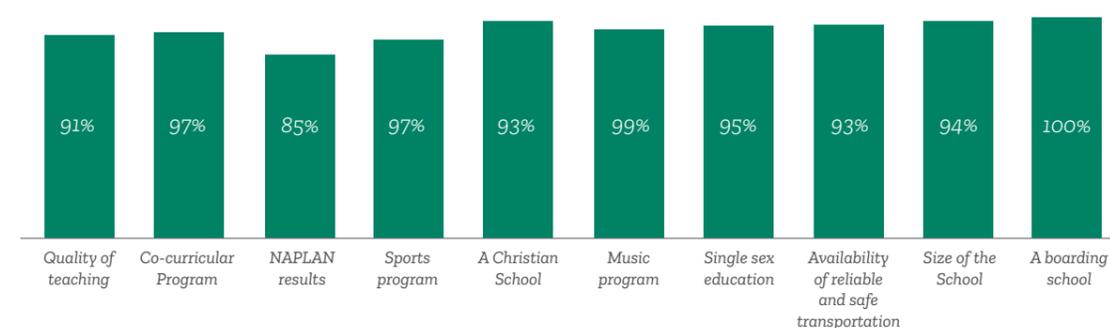


Staff Survey

Overall satisfaction with the school is rated at an average of 82%.

Somerville House Percent of Expectations Met or Exceeded 2021 (Top 10)

Staff Percent of Expectations Met or Exceeded

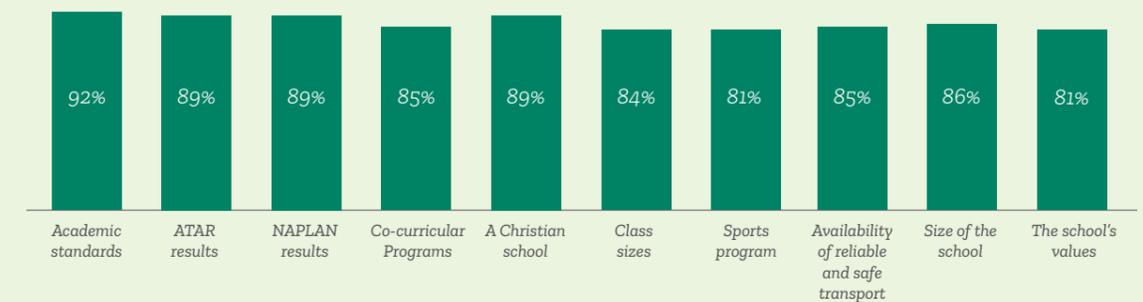


Student Survey (Years 9 and 12)

Overall satisfaction with the school is rated at an average of 79%.

Somerville House Percent of Expectations Met or Exceeded 2021 (Top 10)

Student Percent of Expectations Met or Exceeded



Parent Survey - Top Five Most Important Areas



85%

of parents' expectations were met or exceeded in relation to 'Range of subject choices'



92%

of parents' expectations were met or exceeded in relation to 'Balanced education'



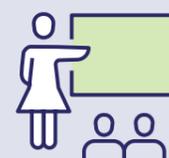
83%

of parents' expectations were met or exceeded in relation to 'Academic standards'



94%

of parents' expectations were met or exceeded in relation to 'Facilities and resources'



79%

of parents' expectations were met or exceeded in relation to the 'Quality of teaching'

Staff

Staff Composition, including Indigenous Staff

Status	Number of employees
Full-time Teaching Staff	108
Full-Time Non-Teaching Staff	73
Part-Time Teaching Staff	21
Part-Time Non-Teaching Staff	37

Qualifications of All Teachers

Qualification	Number of classroom teachers and School leaders at the school who hold this qualification
Doctorate or higher	5
Masters	33
Bachelor Degree	147
Diploma	94
Certificate	32

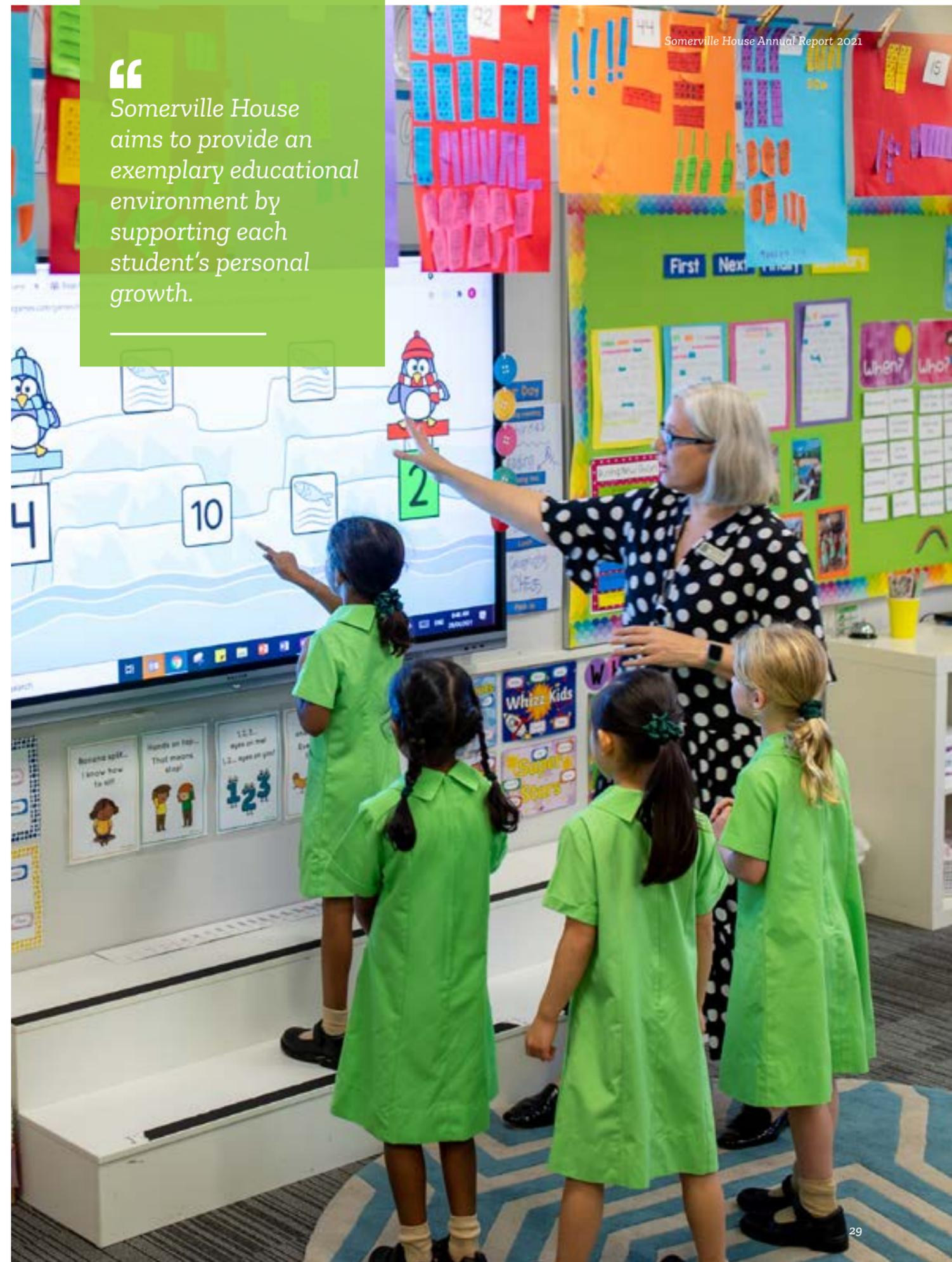
Expenditure on Professional Development

Total number of teachers	Total expenditure on Professional Development	Average expenditure on Professional Development per teacher	The total funds expended on teacher Professional Development in 2021, including professional subscriptions	The proportion of the teaching staff involved in Professional Development activities during 2021
128	\$54,310	\$424	\$81,723	100%

NOTE: due to ongoing restrictions in 2021, with the cancellation of seminars and conferences and the increased availability of no-cost online professional development, average expenditure on professional development in this year is atypical.

“

Somerville House aims to provide an exemplary educational environment by supporting each student's personal growth.



Student Outcomes

Teacher Participation in Professional Development in 2021*

Description of Professional Development activity	Number of teachers participating in activity*
Learning Area-specific, Departmental and Individual Professional Development, including Pastoral (excludes self-registered and self-funded professional development activity)	55
ISQ NCCD Quality Assurance Project	4
NCCD Training	43
Managing at Work in 2021 with Dr Joanna Lukins	128
ISQ Middle Leaders – Bridge to Boarding Project	4
Be You (Staff Wellbeing Webinar)	75
Workplace Health and Safety and Compliance Training	128
Ongoing PD - Teaching with Microsoft Teams	128
Ongoing PD - Teaching strategies for remote teaching/e-learning	128
QCAA Senior Processes Training	18
Interpreting NAPLAN data	128
Administering NAPLAN Online training	65
Narragunnawali and Reconciliation Awareness PL session	45
Exploring Inquisitive Units in the Classroom	43
Ongoing PD - Schoolbox Training	128
Pedagogical Framework Research Working Party	12
Writers Toolbox Training	43
Inspiring STEM (LINQ Academy)	3
Senior School Pedagogical Coaching Project with Professor Erica McWilliam	9
Total number of teachers participating in at least one activity in the program year	128

*Based on number of teachers registered to attend

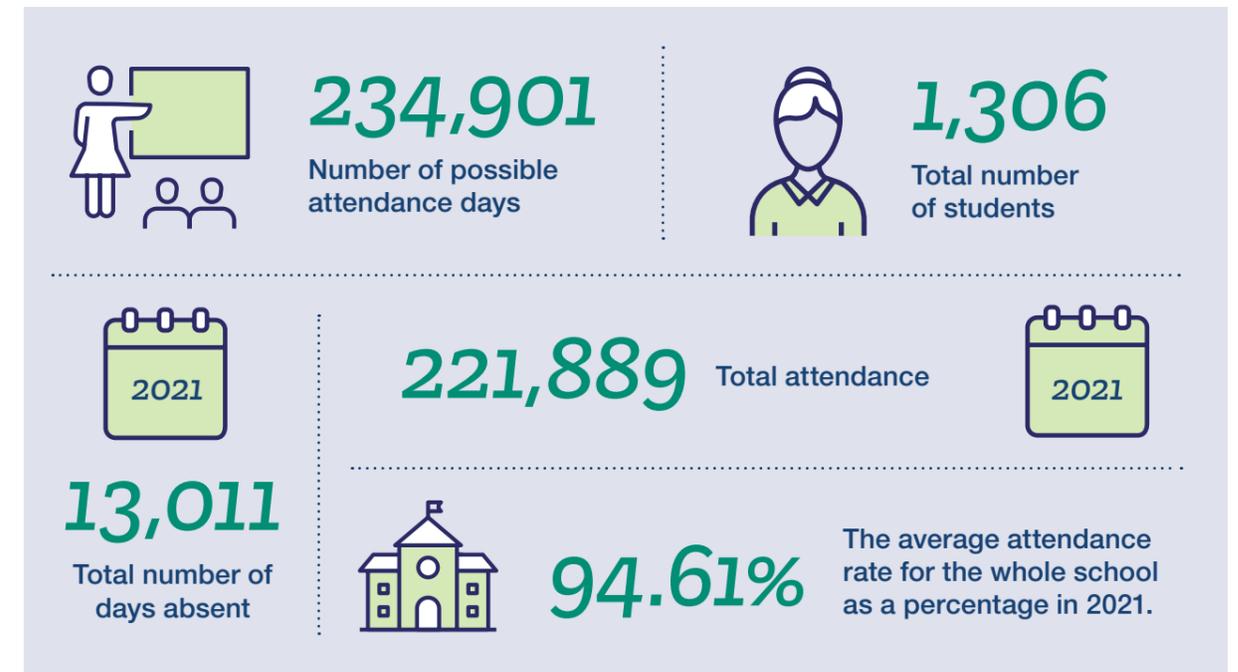
Staff Attendance (Perm/Part-time/Temp Classroom Teachers and School Leaders)

Number of staff	Number of school days	Total days staff absences	Average staff attendance rate
124	184	607	97%

Teaching Staff Retention

Number of permanent teaching staff at end of previous year (2020)	Number of these staff retained in the following year (2021)	% retention rate
126	124	98.4%

Average Student Attendance Rate



Number of possible attendance days for the year level	Total number of students in the year level	Total number of days absent by students in the year level	Total attendance	The average attendance rate for each year level as a percentage in 2021
Prep	48	384.01	8303.99	95.58%
Year 1	60	545.17	10314.83	94.98%
Year 2	63	505.15	10897.85	95.57%
Year 3	64	549.08	11034.92	95.26%
Year 4	73	663.29	12549.71	94.98%
Year 5	78	746.84	13371.16	94.71%
Year 6	104	1052.26	17771.74	94.41%
Year 7	117	1859.34	19317.66	91.22%
Year 8	137	1227.45	23569.55	95.05%
Year 9	133	1234.94	22838.06	94.87%
Year 10	143	1216.50	24666.50	95.30%
Year 11	151	1762.85	25568.15	93.55%
Year 12	135	1264.55	21685.46	94.49%

NAPLAN Results

NAPLAN results for Years 3, 5 and 7 and 9 in 2021

Reading			
Year	Average Score (School)	Average Score (National)	Percentage at or above National minimum standard
Year 3	503	438	100%
Year 5	575	511	100%
Year 7	615	542	100%
Year 9	629	577	100%

Writing			
Year	Average Score (School)	Average Score (National)	Percentage at or above National minimum standard
Year 3	470	425	100%
Year 5	537	480	100%
Year 7	588	522	100%
Year 9	607	551	98%

Spelling			
Year	Average Score (School)	Average Score (National)	Percentage at or above National minimum standard
Year 3	477	421	100%
Year 5	540	504	98%
Year 7	624	548	100%
Year 9	641	580	100%



NAPLAN results for Years 3, 5 and 7 and 9 in 2021

Grammar and Punctuation			
Year	Average Score (School)	Average Score (National)	Percentage at or above National minimum standard
Year 3	505	433	100%
Year 5	577	503	100%
Year 7	603	533	100%
Year 9	644	573	100%

Numeracy			
Year	Average Score (School)	Average Score (National)	Percentage at or above National minimum standard
Year 3	455	403	100%
Year 5	546	495	100%
Year 7	626	550	100%
Year 9	641	588	99.3%

* School averages as per QCAA Reports available from August 2021. National averages indicated as per the final National Assessment Program Literacy and Numeracy National Report for 2021 released by ACARA. All averages rounded to nearest whole number.

Apparent Retention Rate (Year 10 to 12)

	Number of Students
Year 10 Base	126
Year 12	124
Apparent Retention Rate %	98.4%

97.86%

The Year 12 student enrolments as a percentage of the Year 10 cohort.



Year 12 Results

Results	Total Number/ Percentage of Students
Students awarded a Senior Education Profile	135
Students awarded a Qld Certificate of Education at the end of Year 12	132
Students awarded a Qld Certificate of Individual Achievement	0
Students who received an ATAR	130
Students who are completing or completed a School-based Apprenticeship or Traineeship	0
Students awarded one or more Vocational Education and Training Qualifications	32
Number of students awarded an International Baccalaureate Diploma	0
Students awarded a VET qualification:	
Certificate 1	1
Certificate 2	0
Certificate 3	3
Certificate 4	2
Diploma	1
Year 12 students who received an ATAR of 99 and above	9%
Year 12 students who received an ATAR of 95 and above	32.4%
Year 12 students who received an ATAR of 90 and above	55.9%
Qld Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100%

How the School Manages Non-Attendance

From Pre-Prep to Year 12, all student absences are accounted for through roll checks and recorded electronically. Parents are required to inform the School via SomerLink of their son's or daughter's absence. A medical certificate is required if an assessment is missed or if the illness exceeds three days.

If a student is absent without explanation, a member of the administration staff contacts the parent by SMS messaging or telephoning to ascertain the reason for the absence. Classroom teachers, Tutor Group teachers, Heads of Year and Assistant Heads of School monitor student absences and contact the student's parents should any concerns arise.

Any extended leave requests during term time are submitted to the Deputy Principal. Whenever possible, students are expected to make medical, dental and other appointments outside of school hours to reduce their school program absences.

Students leaving the Senior School during school hours for pre-approved appointments or approved activities must sign-in or out at the Student Absences office or sub-school offices. Those students in the Middle Years must report to the Middle Years Reception for collection by a parent/caregiver. In the Junior School, students are required to be signed in or out at Main Reception.

Publication Timeline

The School Annual Report MUST be published by 30 June of each year.

However, post-school destinations information for Year 12 completers is to be included by 30 September of each year, after release of the information.

For further details, schools are encouraged to access the Department of Education reporting web pages.

Once a student has arrived at the School, they are expected to remain for the entire day. The sole exception to this is if, during the day, the student becomes ill, and the Health Centre Nurse Manager believes they are too sick to remain at school. In this instance, the student's parents are contacted, and arrangements made between the parents and the Health Centre. All students who leave school because of illness must report to the Health Centre to await the arrival of their parents.

The Principal has the sole authority to grant leave for absences at the beginning or end of any term. A medical certificate must be provided if a student is absent through illness at these times. Approved leave for personal travel during any scheduled school day, except for boarders, will be considered unapproved leave. Leave will be granted only in cases of exceptional need, such as bereavement.



Financial Information

Although operated independently, Somerville House is owned by the Presbyterian and Methodist Schools Association (PMSA) and is a part of a single legal entity which is the PMSA.

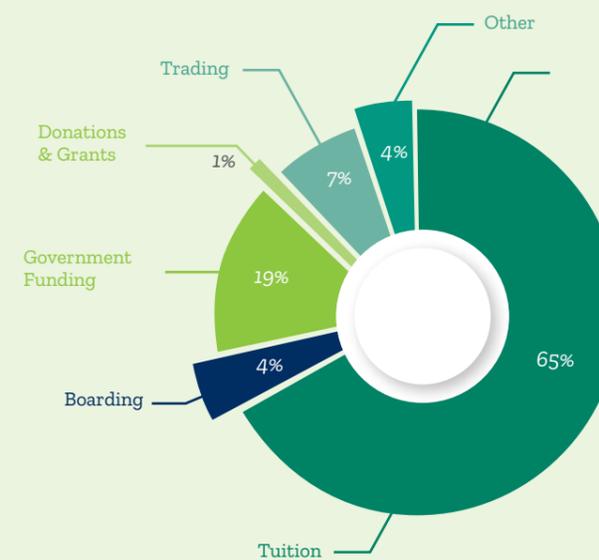
The PMSA works to ensure that the Group performance is achieved and optimised through a range of defined oversight and governance processes and prudent financial management. All income that Somerville House receives from fees, donations, government grants and any other source is used entirely to operate and develop Somerville House. Each year, PMSA schools pay an amount to the PMSA to cover PMSA Group Office governing costs and collective expenses such as insurance premiums, auditing, professional development and training, compliance, and other consolidated school expenses.

As a part of the PMSA Group, Somerville House's financial accounts and financial statements are prepared by the School's Business Manager, and presented to and ratified by the PMSA's Audit, Finance and Risk Committee. These are independently audited by KPMG and then consolidated into the PMSA Group special purpose financial statements for reporting.

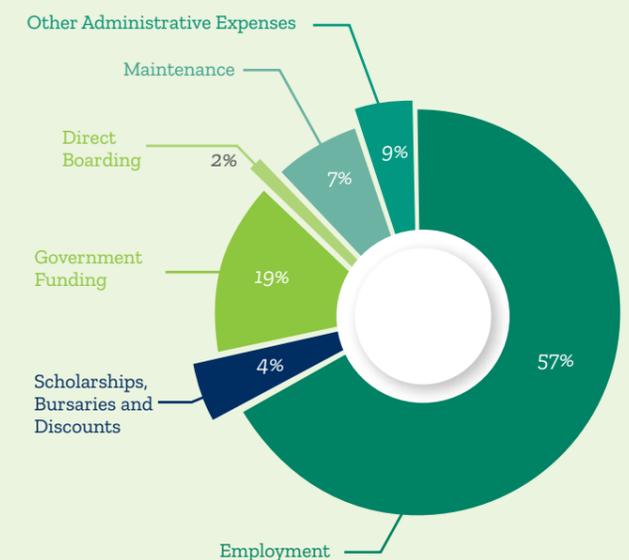
The PMSA's audited financial statements are prepared in accordance with Australian Accounting Standards and include accounting policies. They comply with the Association Incorporations Act 1981, Australian Education Act 2013, Education (Accreditation of Non-State Schools) Act 2017, and Australian Charities and Not-for-profits Commission (ACNC) Act 2012.

A financial summary of the PMSA accounts is publicly available in the PMSA Annual Report on the PMSA website, and the consolidated audited financial statements are available on the ACNC registry. Accounting policies are published in these accounts.

Income 2021



Expenses 2021





From the Chaplain

The approach adopted at Somerville House stems from the belief that all people are made in the image of God and are in need of salvation through Jesus Christ. The teachings of the supporting churches are upheld through all the Christian ministry programs. These are based on the Bible and the confessions of the church known as the Apostles and the Nicene Creeds, used by Christians of all ages to declare and guard a proper understanding of the Christian Faith. Many activities and events contributed to the spiritual life of Somerville House in 2021, with ongoing creative variations due to COVID-19. Some of the highlights are listed below.

Chapel

- weekly for the boarders with an emphasis on engagement with a relevant and contemporary focus. Opportunity to highlight various students and cultures through “Postcards from Home” presentations by students
- monthly for day students: similar to boarders’ services with leadership from various students
- streamed online during Somerville@HOME, with a high level of student involvement
- staff Chapel services six times a year, and a weekly staff prayer meeting
- special Chapel Week in August, with daily activities and several special services
- several weddings and funerals were conducted both on and off-site, sometimes under COVID-19 restrictions

Devotions

- delivered at weekly assemblies, includes a hymn, Bible reading (presented by a Year 12 student), homily and prayer
- occasional guest speakers to Boarders’ Chapels enhanced the program
- Senior Chaplain shares a devotion at four Junior School assemblies each year and on special occasions
- special occasions: Blessing of the Boats, Year 11 Leadership Conference, Year 10 Careers Day

Pastoral/Spiritual Support and Guidance

- The Senior Chaplain works with the Dean of Student Wellbeing to integrate a Christian worldview within the Pastoral Care program.
- The Chaplains provide spiritual counselling for staff, students, and other school community members. They are often involved with staff, students and families who have experienced bereavement or significant illness.
- The Senior Chaplain chairs the Staff Care Committee to oversee donations by staff to the Staff Care Fund (SCF) – used to assist staff in financial need. The SCF was accessed on a number of occasions in 2021.
- The Senior Chaplain engages in regular suppers with boarding students, and these connections often result in pastoral and spiritual discussions.
- The Chaplains also regularly attend dinner in the Boarding House.
- The Chaplains have a high level of attendance at various school activities, especially co-curricular activities and year level camps and activities as a means of relationship-building with the School community, rapport-building with students and support of staff responsible for those events.

Voluntary Christian Groups and Activities

- SupaClub operates in the Junior School under the leadership of Junior School staff. Up to seventy students were involved this year.
- Senior School students are involved in SomerCircle, with a weekly group meeting for each year level and occasional combined lunchtime meetings, as well as combined activities with PMSA schools once a term. Approximately eighty girls were involved in 2021, more at inter-school events.
- For younger year levels, an emphasis is placed on fun activities as well as a short Christian presentation, while the older groups are more focussed on Bible discussions, faith exploration and Christian discipleship.

- Nine staff and two recent Old Girls led or assisted with groups across Junior and Senior School in 2021.
- Opportunities are given to develop Christian leadership, especially for Year 12 students and SomerCircle and Chapel Captains. Several Year 12 students shared a Christian message at assemblies, Chapel services and special events.
- In 2021, links between SomerCircle and local churches were made through two voluntary visits to local city churches by Year 12 students.

Strengthening the Christian Ethos

- involvement in the School Leadership Team’s input into the Strategic Planning process encouraged the focus on our Christian foundations and values
- linking of the Christian Education curriculum with topics and issues in pastoral care and academic subjects

Collaboration in Mission

- The Chaplains network strongly with other PMSA Chaplains and regularly connect through inter-school Christian Fellowship activities, professional development activities and Chaplains’ dinners.
- In 2021 the appointment of a PMSA Christian Mission Advocate strengthened links between the Chaplains and the PMSA.
- The Chaplain meets regularly with the Principal to discuss the spiritual life of the School.
- Boarders visited various local Uniting and Presbyterian Churches, and return visits of ministers to Boarders’ Chapels enhance the relationships with our supporting churches.
- A series of Year 12 Pancake Breakfasts were held by the Chapel team, and a group of young people from a local Uniting Church further enhanced these connections.
- The Chaplain spoke at both the Uniting Church and Presbyterian Theological Colleges to encourage students to consider Christian Education and School Chaplaincy as strategic ministry opportunities.

About the PMSA

The PMSA owns four outstanding Queensland schools – Brisbane Boys' College, Clayfield College, Somerville House and Sunshine Coast Grammar School.

Established in 1918, the PMSA is a joint mission of the Uniting Church in Australia, Queensland Synod and the Presbyterian Church of Queensland to provide education founded on the strength of Christian faith and values.

Today, in an increasingly dynamic and interconnected world, our schools continue to offer students an outstanding education, access to global opportunities and ecumenical values for life.

For more information about the PMSA, please visit pmsa-schools.edu.au

Our Mission

The PMSA's mission is to provide outstanding teaching and learning environments for our students and staff, in schools built on the teachings and examples of Jesus Christ. Our focus is to enable students to discover and then develop their God-given talents. Our aim is for students to achieve personal excellence, live a fulfilling and satisfying life and make a meaningful contribution to family and society.

Driven by our Vision

The PMSA's vision is to build caring school communities, by providing world-class teaching and learning environments of excellence, permeated by Christian faith and actions.

Guided by our Values

The PMSA and each of our unique schools share collective values that play a part in every aspect of our daily lives.

Relationships – We strive to form binding, constructive relationships based on faith, love, compassion and forgiveness.

Care – We care for our people. We seek and provide a safe environment for growth and development, where we can respect ourselves and the needs of others.

Ethics – We encourage the building of strong ethical standards based on truth and integrity.

Personal Development – We foster resilience, where we learn from our mistakes and successes and seek continuous improvement and self-management.

Excellence – We aspire to achieve excellence and encourage each person to reach our potential.

Celebration – We collectively recognise and celebrate our own and others' achievements and milestones.

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As a part of the PMSA Group, Somerville House financial accounts and financial statements are prepared by the School's Business Manager, and presented to and ratified by the PMSA's Audit, Finance and Risk Committee. These are independently audited by KPMG and then consolidated into the PMSA Group special purpose financial statements for reporting.

The financial report has been prepared in accordance with the recognition and measurement criteria of all relevant Australian Accounting Standards required by the *Australian Charities and Not-For-Profits Commission Act 2012*. Unless otherwise stated, these financial statements have been prepared on an accrual basis and in accordance with the historical cost convention.

The PMSA works to ensure that the group performance is achieved and optimised through a range of defined oversight and governance processes and prudent financial management.

All income that Somerville House receives from fees, donations, government grants and any other source is used entirely to operate and develop Somerville House.

Each year, PMSA schools pay a dividend to the PMSA to cover PMSA group governing costs and collective expenses such as auditing, compliance, and other consolidated expenses for each of the schools.

A financial summary of the PMSA accounts is publicly available in the PMSA Annual Report on the PMSA website, and the consolidated audited financial statements are available on the ACNC registry. Accounting policies are published in these accounts.

Next Step - 2022 Post-School Destinations

Somerville House

This is a summary of the post-school destinations of students from Somerville House who completed Year 12 and gained a Senior Statement in 2021. 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 2022.



77.8% response rate. 105 out of 135 Year 12 completers from this school responded to the 2022 survey. *Results may not be representative of all Year 12 completers at this school*

Post-school destinations



In 2022, 99.0% of Year 12 completers from Somerville House were engaged in education, training or employment in the year after they completed school.



Of the 105 respondents, 93.3% continued in some recognised form of education and training. The most common study destination was bachelor degree.



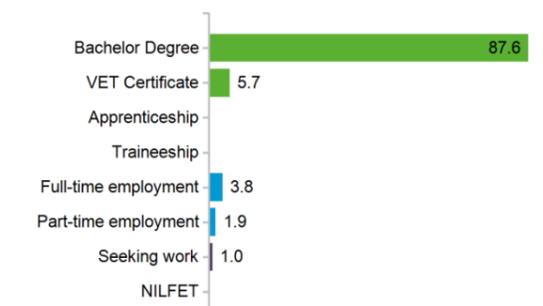
A further 5.7% transitioned directly into paid employment and no further study.

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.

Engagement over time



Main Destination in 2022





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