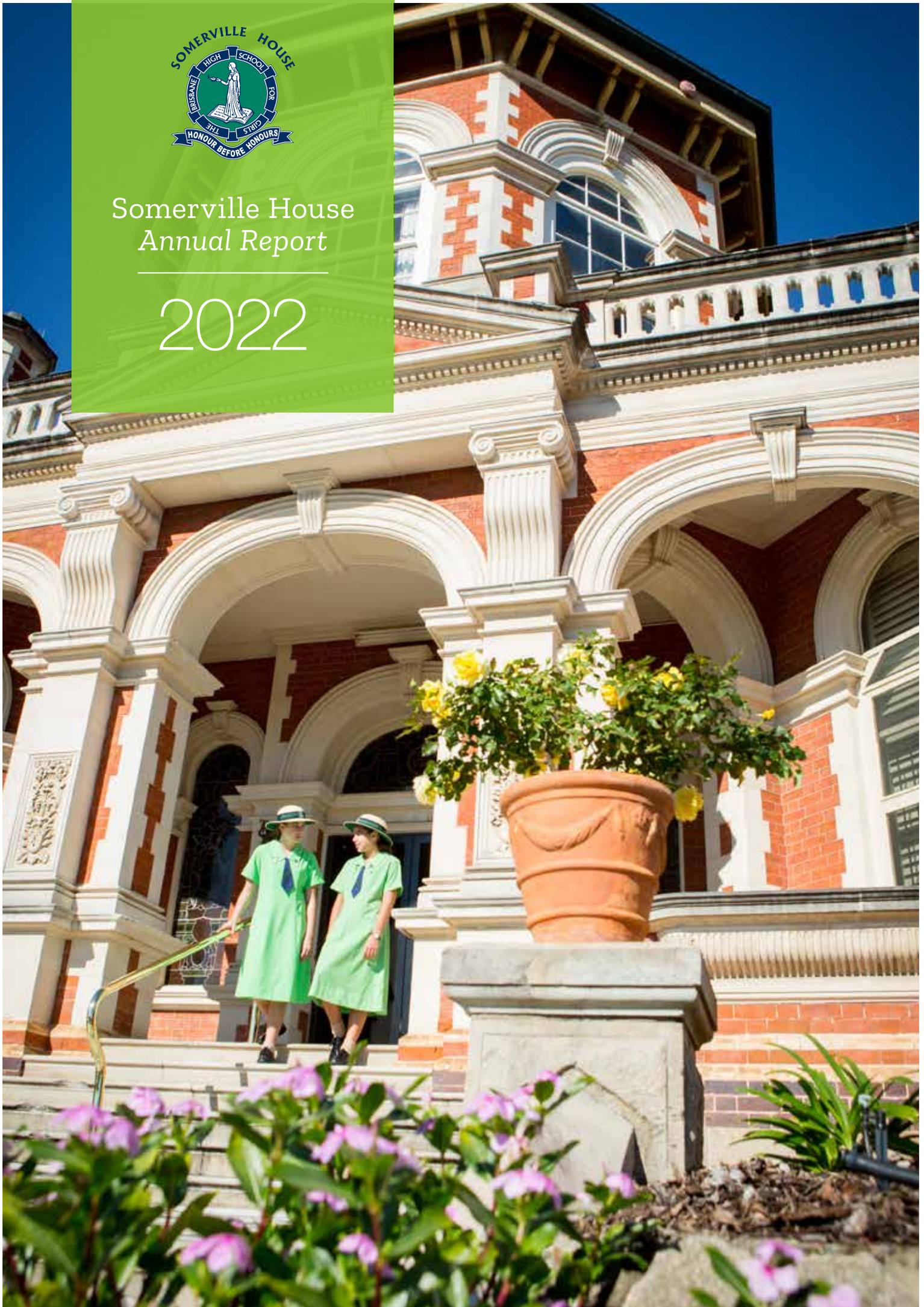




Somerville House  
Annual Report

2022



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Our Purpose is to remain an exemplary school and leader in education.  
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## 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 potential 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 2022, Somerville House had 571 students enrolled in the Junior School (Pre-Prep to Year 6) and 836 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 2022.

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

### The Somerville Values Framework





## 2022 Highlights

# Jan

- Somerville@HOME Term 1 start delayed

# Feb

- Funds raised from the Somerville v Churchie Valentine's Day Touch Football match were donated to the Heart Foundation

# Mar

- Old Girls who are Current Families event held in the Chambers Building



## From the PMSA Chair and Chief Executive Officer

*On behalf of the PMSA Board, we congratulate and thank all our schools for their exceptional academic and co-curricular successes in 2022.*

On behalf of the PMSA Board, we congratulate and thank all our schools for their exceptional academic and co-curricular successes in 2022.

Our success is continually shaped by our staff and our supportive school communities who lie at the heart of our Christian ministry.

We would like to express our gratitude to all our staff who made these results possible. Their passion, expertise and devotion to our students is inspirational, and we thank them for faithfully serving our Mission.

We would like to thank all our staff, governance members, council members, foundation members, old collegians, school support groups, staff, parents, volunteers, and the broader school community, for your ongoing support and dedication. Your contribution reflects the generous spirit that exists within our schools, for which we are truly grateful.

Our responsibility at the PMSA is to provide strong governance and we commenced the year continuing to implement our enhanced governance framework including updating the PMSA Board and School Advisory Council's charters and establishing a dedicated Risk, Child Safeguarding and Assurance Committee.

It is a privilege for us to be leading this great organisation that inspires our students to become everything that God intended them to be.

These changes allowed us to further mature as a business and provide the foundations for the PMSA to move forward as a collaborative group.

**Peter Barker**  
PMSA Chair

**Shane Coppin**  
PMSA Chief Executive Officer

While these reforms have been important at a governance level, our focus continues to remain on making the most appropriate decisions and choices in the best interests of our students and our schools.

This included upgrading some of our facilities as part of our capital works program to create contemporary and stimulating learning environments for our students as well as embracing new initiatives to ensure we are delivering leading edge education for years to come.

Given we live in an increasingly complex and dynamic world, we have an important and fundamental role to prepare and equip our young people of tomorrow with the best resources and tools they need to succeed.

As a result, we commenced the process of developing a new Strategic Vision 2024 - 2044 to guide us forward for the next 20 years.

By establishing the group's 20-year vision, it will set us on a course of action for our long-term future and help us create an organisation that continues to offer the best possible educational and learning opportunities for our students.

Above: (L-R) Peter Barker and Shane Coppin

# Apr

- *Singin' in the Rain* musical production hosted by Churchie

# May

- Major announcement at the Foundation Lunch that the School's \$22M Sports Precinct, 'SomerFields' was kickstarted with a major gift from Bethwyn Todd (1989)
- Launch of Indigenous sports shirts during Reconciliation Week

# Jun

- ChoralFest returned in full glory albeit delayed from Term 1
- Over \$800 raised for the Karim Belle Organisation in the Great Boarding Bake-Off during National Boarding Week

# Jul

- SomerFields Ground Breaking Ceremony held to officially mark the commencement of Stage 1 of this project



# Aug

- Funds raised for CMRI for Jeans for Genes Day



# Sep

- Opening of the refurbished Fewings Building
- Spring Ball hosted by the Parent and Friends Association

- Principal's Awards for Old Girls were presented to Nance Haxton (1988) and Lilia Ben Dekhil (2019) at the Commemoration Day Service
- 120 guests attended the OGA Birthday Lunch. Barbara Duhig (Willers, 1955) was awarded the Old Girls' Association Life Membership for her 40 years of continuous service to the OGA
- At Robocup Junior Australian Nationals in Adelaide, Somerville House won 1st, 2nd and 3rd places in the Open OnStage

# Oct

# Nov

- Year 9 Somerville House girls welcomed 20 students and 3 teachers from Collège Mariotti, in Noumea. The Collège Mariotti group visited Brisbane for a 10-day study tour
- P&F Association Christmas Celebrations for Somerville House volunteers and families



# Dec

- 64 students received an ATAR of 90 and above, with nine students receiving 99 or above



## From the Principal

In 2022, we began the academic year with a delayed return to our campus at South Brisbane, due to the two-week lockdown mandated by the State Government in response to the COVID challenge. Our corporate and academic staff quickly turned to the Somerville@Home remote program to deliver classes across our Junior and Senior School. Without doubt, the global pandemic has been a catalyst for change in education, presenting the opportunity to reflect on our teaching and learning praxis, including innovative approaches to timetabling, meetings and hybrid delivery modes.

A number of families in our community were affected by the Brisbane floods in February, and the Somerville spirit shone through as our Parents and Friends Association rallied to organise clean-up crews, with coffee and food to sustain the helpers and those displaced from their homes. This shows how we again relied on our school values – Courage, Compassion, Inclusion, Gratitude, Integrity and Respect.

The kindness and support given by families to other families was the living example of our Somerville House motto, Honour Before Honours. Our motto is a simple yet meaningful statement that has stood the test of time. A Somerville girl is shaped by honour and understands her behaviour and achievements are more important than the applause of a crowd. Without doubt, the members of our Somerville community live their lives with Honour Before Honours.

The excellent results achieved by Somerville House students in the 2022 NAPLAN testing reflect the high standards of teaching and learning practices evident in the Junior and Middle Years. Importantly, no student in Years 3, 5, 7 or 9 at Somerville House attained results below the National Benchmarks. In particular, average results achieved across all aspects of Literacy and Numeracy are significantly higher than both the respective Queensland and Australian averages.

Our academic results for the ATAR outcomes were particularly pleasing, as reflected within this report. In our 123rd year, Somerville House continued in its unwavering commitment to provide each student with the very best education, by striving for academic success and encouraging personal best. For those students who graduated in 2022, we feel confident they are prepared for life beyond school, through the

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A Somerville girl is shaped by honour and understands her behaviour and achievements are more important than the applause of a crowd.

rigours of online learning, external assessment, and service to others, while developing their integrity, respect, compassion and empathy. Our 2022 graduates have acquitted themselves well in terms of academic outcomes, as reflected in strong ATAR scores, VET certificates and all of the Year 12 student cohort receiving tertiary offers. We proudly acknowledge the outstanding academic achievements of our students in terms of ATAR and NAPLAN scores, placing our school in the Top 10 academic list of Queensland schools.

With an enrolment of 1426 students, our strong enrolment growth throughout 2022 demonstrates continued demand for single-sex schools for girls. Despite the upheaval of the past three years, parents still see the benefits that girls' schools provide.

The School has been fortunate to benefit from the generous support of the Somerville House Foundation. The Foundation supplements school funding through tax deductible philanthropic support from the school community for projects that enhance opportunities and support for students. Our sporting facility located at Rocklea is called SomerFields and the masterplan for this land holding includes six playing fields, 10 multi-purpose hard courts, a club house, grandstand, car parking and other associated infrastructure. Once the fields are complete (anticipated July 2023), many co-curricular activities will be relocated to SomerFields including netball, soccer, basketball, athletics, softball, cricket and hockey. Old Girl Ms Bethwyn Todd's contribution of half a million dollars to bring the hardcourts forward into the Stage 1 development, along with the matched donation by the Somerville House Foundation, as well as the donations from many generous parent and friend donors who love Somerville House, all combined to create a positive sporting experience for generations to come. The official ground-breaking ceremony for SomerFields was held in July to officially mark the commencement of Stage 1 of the project.

Despite the impact of COVID lockdowns, the School continued to host a range of calendar events to build community connection. Restrictions affected the number of people in attendance. These are just some of the events held in 2022:

- Annual Parent Information evenings on Teams
- Arts Festival
- Choral Festival (delayed until Term 2)
- Celebration of International Women's Day
- Green Days to motivate Swimming, Cross Country, Athletics
- Great Debate
- Interhouse Chess Competition
- Kaleidoscope Music Evening
- Mother Daughter High Tea in the Junior School
- Father Daughter Disco and other events in the Junior school
- Old Girls mentoring with Years 10 to 12
- Networking and Nourishing Breakfast
- QGSSSA Swimming Carnival, Cross Country, Athletics



- BSRA Head of the River
- Singing in the Rain – School Musical with Churchie
- Interstate and overseas reunions in Adelaide, Brisbane, Singapore and Perth
- Commemoration Day
- Speech Night
- Grandparents and Godparents Day
- Celebration of Junior School Assembly

The official opening of the newly refurbished A Block was held in September, 102 years after the building was first opened. Renamed after Miss Eliza A Fewings, our first Principal and founder, the Fewings Building is home to our Senior School students and offers modern and flexible teaching spaces, as well as a Study Lounge for Year 12 students, and offices for the Heads of Years in the Senior Years. The green lawn space is now referred to as the Fewings Lawn.

Commemoration Day was a wonderful occasion with four old girls from different decades sharing their stories and passion with the assembled students and visiting Old Girls. We heard from the Guest Speaker Janet Hine who spoke about her remarkable career in costume design and celebrated the School's recognition of Old Girl of the Year recipient Nance Haxton and Young Old Girl of the Year Lilia Ben Dekhil. We were also fortunate to enjoy a performance from Vidya Makan, Old Girl 2013. The Somerville House Old Girl network is strong and we are fortunate that our current girls can benefit from their shared experiences.

Somerville House values and acknowledges the work of its dedicated professional and highly qualified staff. In recognition of this work, the School was pleased to be able to offer the inaugural Staff Awards - Award for Excellence in Teaching and Learning, underpinned by the AITSL teaching standards, and the Award for Service to the School Community. We were pleased to recognize Senior English Teacher Ms Kathryn Kolb and our Facilities Manager Mr Alan Clark at the Annual Speech Night.

**Mrs Kim Kiepe**  
Principal



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... and I know that these students are people who care, who take action, who are kind, and who will acknowledge that there is a time and place, and respect that there is a place in time.

## From the School Council Chair



During 2022, the School Council was blessed with the skills and expertise of members Trish Squires, Tracey McFarland, Matthew Miller and, until recently, Margaret Berry. Together we have been establishing a new way of working under the PMSA's renewed governance structure. I feel very fortunate to be part of such a dynamic team who are working to support Mrs Kiepe, and the School in strategic matters.

I would like to acknowledge the time and dedication of Margaret Berry who has been extremely generous in her service to the School Council over the past four years. I know Margaret will be missed, particularly for her knowledge and leadership in relation to the education of our students. I thank her for her great example and commitment to Somerville House.

There are many connection points in this community, a diverse array of intersections all working together for the benefit of students – past, present and future. Students, you are so fortunate to benefit from the legacy of the Foundation, the richness of the Old Girls Association, the support of the P&F, the dedication of Mrs Kiepe and her staff, and of course the commitment of your parents and carers. Every conversation I have is centred around enriching your educational experience, layered with the depth of Somerville House's rich history and the amazing women who have walked before you, for the last 123 years to be exact.

The Dean of Student Wellbeing, Mrs Brunckhorst wrote a great piece about Time and Place in the School newsletter. It definitely resonated with me. In relation to Somerville House, I appreciated that by acknowledging time and place appropriately, there is a respect for the legacy and history of the School. I am also learning about PLACE IN TIME and the symbols that connect people at a *place in time*.

Seniors, *your place in time* is marked here at Somerville House. It will be marked with the symbols and traditions of Valedictory, including the beautiful walk of light - but your history here and the amazing opportunities you were given will walk with you forever. Similarly, we can draw inspiration from scripture. John 1:7 also reminds us that 'if we but walk in the light as He is the light, we have fellowship with one another.'



I reflect on the graduating Seniors commencing a new season beyond the school gates, the anticipation of the Year 10 and 11 cohorts, and the energy of our Junior and Middle Years students, and I know that these students are people who care, who take action, who are kind, and who will acknowledge that there is a *time and place*, and respect that there is a *place in time*. Through the support of the community and the gift you have been given in the Somerville House journey, it is my hope that you might be able to have a positive impact in all your endeavours and that you will mark your place in time in many contexts for years to come.

**Ms Fiona Gaske**  
Somerville House Council Chair

## Strategic Intent

Our Strategic Intent for 2020-2023 is based on a vision that echoes the dream that founding Principal, Miss Eliza A Fewings had for her school in 1899. In 2022, “educating girls to be fearless leaders of change, developing excellence, confidence and connection to their individual purpose” is our shared vision and staff are encouraged to do all they can to achieve this outcome for each student, whether inside or outside the classroom.

Our first Strategic Priority is “Striving for Academic Success”, highlighting that we want to be known for creating a culture that promotes learning through an outstanding educational program based on academic scholarship. In 2022, our Year 12 cohort achieved outstanding academic results with a median ATAR of 90.55 (based on results shared in mid-December 2022) across a broad range of subjects. Similarly, the 2022 NAPLAN results with Years 3 and 5 averaged scores placed us 7th in Queensland primary schools and Years 7 and 9 averaged NAPLAN scores meant that we placed 5th in the State Secondary Schools category.

The Qld Youth Music Awards saw Junior School choirs Poco a Poco and Cantabile achieve Gold awards, with Senior School Choirs Cantrice awarded a Gold Award and Cantamus achieving a Silver Award. Results from the UQ-QAMT (Qld Association of Mathematics Teachers) competition saw a Year 8 and Year 9 student achieve a High Commendation and a Year 10 student obtain 3rd prize. A Year 9 and 10 student were selected to participate in the Australian Mathematics Olympiad and our Year 9 student was awarded an Honourable Mention. Four of our Year 11 students participated in the International Mathematical Modelling Challenge with the team recognised as National finalists.

A Year 11 student was selected from 320 applicants to attend a STEM summit at QUT. The Da Vinci decathlon is an academic competition designed to challenge school students across 10 disciplines: engineering, mathematics & chess, code breaking, art & poetry, science, english, ideation, creative producers, cartography and legacy. Teams of eight students competed in the Year 5, 7, 8 and 9 divisions, with the Year 8 team placing overall 2nd in Queensland. These achievements help to support creative and critical thinking, research skills and cognitive flexibility.

Within the second Strategic Priority, “Sustaining Personal Growth”, we aim to encourage students to engage in co-curricular participation and performance. The Somerville House OnStage team *Snuffleupagus* competed in the 2022 RoboCup Junior International Competition as a part of Team Australia. 14 OnStage teams from across the globe competed, with *Snuffleupagus* winning 2nd place in the overall individual teams. The Queensland Music Awards were held in May, with jazz band ‘Impulse Orchestra’ winning the Jazz Award for 2022. The School’s Director of Co-curricular Music, Mr Will Eager and guitar teacher Mr Philip Griffin were members of the winning band.

The Junior School Captains attended a St John’s Cathedral service commemorating the Queen’s Platinum Jubilee. Senior School students designed a number of activities to promote reconciliation and National Reconciliation Week with Year 10 students speaking on Assembly while Year 12 students created a video presentation. Music teacher, Dr Debra Shearer-Dirié conducted a concert ‘Luminous Night of the Soul’ at St Peter’s College featuring ensemble members from the Brisbane Philharmonic Orchestra.

The Highly Accomplished and Lead Teacher (HALT) Certification process introduced in Australia in 2012 was designed to recognise expert teachers, to encourage them to continue to influence and impact their students and colleagues through their exemplary classroom practice. Expert teachers prepare evidence of their impactful practices, and have this evidence evaluated through a National Certifying Authority. Dr Gemma Dale received certification for LEAD Teacher status, while Ms Jess Hegarty and Ms Kira Sampson were certified with Highly Accomplished status, through the Queensland College of Teachers.

The third Strategic Priority is “Supporting Service Learning” and we maintained our commitment to develop each student’s growth through providing extensive opportunities to grow her confidence and a global world view. While it was difficult to make global connections in a time affected by the pandemic, we were able to provide meaningful community service and civic engagement experiences, as reflected in the Cantrice Choir taking part in the ANZAC Day dawn service at Greenslopes Private Hospital. The School also supported the ‘Homeless Connect’ Event with our Year 11 Health students volunteering their time to assist with the set-up of the 2022 BCC Annual event.



Students were able to engage in real world experiences, by having Visiting Artist, Donna Marcus join students in the Junior School and Senior School for a fortnight of artist talks, workshops and inspiration as she practised her art-making on-campus. Year 11 students attended a ‘White Ribbon’ breakfast at the Anglican Church Grammar School, to hear from the presenter and Founder of Beyond DV and White Ribbon Queensland State Committee member Carolyn Robinson.

In developing local and global partnerships, Somerville House won the ‘Educate Plus’ 2022 Award for Excellence in the alumni publications category. The School commissioned Emma McNeil and the Charlie Wanti brand to design jerseys and polo shirts for students to wear during the QGSSSA reconciliation rounds. Emma is an Yamatji Martu artist and she specifically designed the indigenous artwork and range for Somerville House.

The fourth strategic pillar of the *Strategic Intent 2020-2023* is “Serving as Responsible Custodians”. Students enjoy unparalleled opportunities and pathways within the facilities on the inner-city campus. The current facilities are a blend of heritage-listed buildings preserved for future generations and state-of-the-art, contemporary, purpose-designed buildings, classrooms, and sporting precincts to provide for the needs of 21st-century learning. The community of Somerville House benefits from a carefully curated Master Plan that has staged new developments and building upgrades until 2040, meeting our student’s needs across a wide range of disciplines from sport to STEAM and more.



Somerville House is committed to best practice in ethical resource management and stewardship of the physical environment, resources and programs. Throughout 2023, we have made great achievements in developing world-class facilities and inspiring learning environments, while ensuring the School is in a strong financially secure position. The Fewings Building refurbishment saw the 100-year-old building restored to its original glory and in 2022 work commenced on our sporting fields, just 9.5km from the South Brisbane campus with completion planned for June 2023.

As a reflection of the School’s Strategic Intent, the plan aims to position Somerville House as one of the premier girls’ schools of its time by establishing a new standard for education facilities, synonymous with the School’s pedagogy and culture surpassing the traditional model of other schools.



## 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 Pre-Prep classes draw their curriculum focus from the Queensland Kindergarten Learning Guideline developed by the Queensland Curriculum and Assessment Authority for the kindergarten year. It is a play-based curriculum designed to extend each child to reach his or her potential and develop a love and curiosity for learning. A Pre-Prep day is one of discovery, play, socialisation and learning in a vibrant, engaged community.

The Pre-Prep year is where students also begin to acquire life-long skills for learning. They have many opportunities to act with independence, to inquire, reflect, collaborate, investigate, challenge and most importantly, to think deeply. With these skills, the Pre-Prep students are well equipped to move into the Prep year.

The Pre-Prep program incorporates physical development, social and emotional wellbeing, sustainability, diversity, technology and early literacy and numeracy activities. Learning activities are designed to include the specific curriculum focus as well as the students' interests and ideas. One of the initiatives to incorporate the children's ideas into the Pre-Prep program is the Seed Book. The Seed Book centres around the concept of a small idea flourishing just like a plant. Similar to a seed needing soil, water and sunshine, the children's ideas also grow from nurturing, collaboration and shared thinking. The children take the book home and record a question or topic they are interested in learning more about. This idea is then explored in the classroom through sustained, shared thinking, research, exploring museum items or engaging in experiments. It is a lovely way for families to contribute to the learning programs and it is exciting when small ideas grow into big projects.

The Early Learning Centre is located within the school grounds, enabling opportunities for students to connect with the wider school community. The children enjoy visits to the Junior School library, the Junior School playground and (STEM) Makerspace, the Chapel and even the Café to prepare smoothies with our baristas. Other opportunities to engage with the wider school community are possible through the School's co-curricular program, with the Pre-Prep children accessing experiences such as tennis and gymnastics after school.

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. Students 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 several 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 2022 was the introduction of a Junior School STEM Club. The dedicated Makerspace was used for this new club which involved coding activities. New resources were purchased using generous funds donated by the Junior School Support Group.

The Somerville House STEM Club, for students in Years 1 to 4, brought together the domains of Science, Technology, Engineering and Mathematics. It was an engaging opportunity for the girls to design, create, test, and evaluate technological solutions to real-world problems and work together with one another. Throughout the course of the program, students used specialised coding software to program technical elements such as motors, lights and sensors to create moving parts. They attached these to their Lego brick creations, resulting in a complete integration of technology and design. They thoroughly enjoyed the rich challenge it provided and the limitless opportunities for extension and innovation. Mistakes were embraced as a



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Somerville House aims to provide a learning culture that nurtures and challenges every student, assisting them in finding their strengths and working towards goals.



key part of the learning process. Students demonstrated critical thinking skills and resilience as they learned to carefully examine problems in their designs and took responsibility for generating their own solutions. They were able to readily adapt their physical creations and adjust their software codes when encountering difficulties, improving their algorithmic thinking throughout the course. STEM Club fostered a sense of ingenuity and creativity, honing skills that students will continue to draw on for many years to come.

As a result of ongoing detailed research and planning about different methods of teaching reading, Prep, Year 1, and Year 2 teachers continued the Science of Reading approach in 2022. This method involves decoding strategies, positive error feedback and targeted instruction through a content-rich curriculum. To support the program, the School continued to invest in a wide range of decodable texts for use in classrooms and the home-reading programs. Data gathered throughout the year showed a continued increase in the level of students' reading skills, a positive impact on comprehension skills, and the use of a broader range of vocabulary. Prep and Year 1 teachers delivered an information session to parents and carers about this approach, giving practical examples and demonstrating how to provide support to students at home.

Writer's Toolbox, an online program, was introduced in Years 3 to 6 in the latter part of 2021 and continued in 2022 to also include Year 2 students. 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. Teachers were supported through individual professional learning sessions and practical classroom sessions modelled by experts to more fully understand the components of the program and effectively implement it in their classrooms.

In the latter part of 2022, class teachers also had the opportunity to engage in an online, evidence-based Professional Learning course to suit their area of interest.

The workshops, online modules and in-service programs combined:

- Expert knowledge of cutting-edge research in evidence-based best practice
- Practical strategies for bridging the gap between pedagogical understandings and real classroom solutions
- Suggestions for approaches to continuing and extending professional learning through collegial discussions and collaborative practice.

Junior School teachers shared their learnings with other members of staff and demonstrated evidence-based resources for use in the classroom.

Many students in Years 4 to 6 competed in Mathematics Challenges and Competitions. The Global Mathematics Challenge was a first for Junior School students with impressive results.

#### **Global Academic Challenge** - March 2022

- First time participating in Mathematics and Reading challenges across Years 4 and 6

#### **Da Vinci Decathlon** - May 2022

- One Year 5 and one Year 6 team
- Students participated in teams across 10 disciplines from all over QLD
- Somerville House Year 5 achieved 1st place for Engineering and 3rd place for Creative Producers

#### **All Girls' Maths Tournament** - August 2022

- Held at All Hallows' School
- A Year 6 team participated
- Our team achieved 3rd place overall on the day out of 30 teams

#### **APSMO Maths Games and Maths Olympiad**

- March to September 2022

- Year 4, 5 and 6 teams (1 per year level)
- 7 students achieved in the top 25% of participants nationally
- 7 students achieved in the top 10% of participants nationally

### 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. In 2022, an initiative of the Academic Captain and Academic Convenor saw the introduction of Academic Learner Awards, recognising students who demonstrated commitment to the Learning Behaviours through their learning.

During 2022, the Somerville@HOME program continued to be utilised to facilitate learning for students during government-mandated lockdowns and school closures due to COVID-19 and the flooding event which occurred early in the year. Teaching staff provided access to digital resources, assessment feedback and online collaboration through their SomerLink class pages. Microsoft Teams continued to be used as a means of connecting with parents for Information Evenings and Parent Teacher Interviews and providing online learning during Somerville@HOME.

To complement their academic subjects, students in the Senior Years (Years 10 to 12) continued to be involved in study skills programs, including Year 10 MAP (My Academic Path) and Years 11 and 12 AIM (Academic and Individual Mentoring), in order to consolidate a range of skills, including active studying, academic resilience and goal setting. Somerville House engaged with external providers, including Success Integrated, to provide a variety of opportunities for students. Students who required learning development to enhance or extend learning were provided opportunities within their academic program to work with specialist learning development staff. In 2022, Somerville House further engaged the assistance of Alumni to work with students in preparing for External Examinations and external tests, including the University Clinical Aptitude Test (UCAT). An addition to the Senior Years' Curriculum in 2022 was Introductory Engineering, preparing Year 10 students for the Senior Engineering subject which will be available for Year 11 students in 2023.

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. 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 then an option for students to continue with the language of their choice to the end of Year 12. Year 9 elective subjects in Languages, Digital Technologies and The Arts were available for students to include in their academic program. Additionally, all Year 9 students engaged in Enterprise Education.

Two cross-curricular programs were part of the Middle Years' core curriculum in 2022. 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 studied by all students 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).

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 additional Senior subjects through the Brisbane School of Distance Education, including Psychology and Philosophy and Reason, a Diploma qualification on campus or a vocational course through a recognised learning provider. Year 10 students and their parents were 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.

Throughout 2022, teachers continued to find innovative ways of engaging students through the use of online platforms but were also able to reconnect with some in-person learning opportunities and excursions. Consolidation opportunities, including subject based HELP sessions before school and at lunch times, as well as other academic clubs such as Club Hamlet, were well attended by students. Academic extension opportunities and competitions were also well subscribed. Outstanding achievements included the offer of a place in the 2022 Junior Science Olympiad Academy for a Year 10 student, a Year 12 student being awarded the Peter Doherty Award for excellence in STEM education. The Year 8 DaVinci Decathlon team placed 2nd overall and a Year 12 student won 3rd place at the University of Sydney Sleek Geeks Science Eureka competition.



## 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 2022, some 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:** In 2022 there were 135 students involved in Chess across the Junior School and Senior School. Our Junior School team placed 2nd in the Queensland Primary Girls State Finals, 10th in the Queensland Primary Open State Finals and 2nd in the Australian Interschool Teams Championships Primary Girls Division. Our top player, Stephanie Yuan was the 3rd highest rated U10 in Queensland.

**Christian Fellowship:** 70 Junior School students participated in SupaClub and 80 Senior School students participated in SomerCircle Christian Fellowship. 2022 events included Leaders Dedication and Ice Skating, Valentine's Day Panel, Interschool Christian Fellowship Day Camp, progressive dinner, Beach Volleyball, SU Training and the ISCF Breakup function.

**Debating:** 116 students participated in QDU and BGDA debating competitions during 2022. While only the Senior As progressed to the Finals Round of the QDU competition, our teams were competitive against other teams. The Wendy Ward Debating Shield was won by the Senior A team. As part of the Great Debate, fundraising was conducted and donated to the Queensland Women's Legal Service.

**Duke of Edinburgh:** Two Gold level and five Silver level adventurous journeys were provided utilising Daigular, Girraween, Cooloola, Mt Barney and Springbrook National Parks (bronze level participants can join a Silver level journey and Silver level can join a Gold level journey). Between September 2021 and October 2022 the Awards completed included 9 Bronze, 3 Silver and 4 Gold. 54 active participants have been recording hours for at least one of their four components (adventurous journey; skill/hobby; volunteering; physical recreation) in the current calendar year. This number compares with 51 active participants in the 2021 calendar year.

**Musical:** The 2022 Combined Schools Musical was 'Singin' in the Rain'. It had been 4 years since the last Churchie hosted Musical due to COVID and the cancellation of 'Big Fish' in 2020. Students in Years 10 to 12 performed with 15 Somerville House students performing onstage and one in the Orchestra. There were four performances from Thursday 28 April to Saturday 30 April at Morris Hall Churchie.

**Robotics:** In 2022, the custom robotics program continued to develop, with several teams developing custom robots to field in competitions. The International OnStage team won 2nd best individual team in the 2022 RoboCup Junior International Competition held in Bangkok (attended virtually). OnStage continues to be the predominant challenge, with the School collecting all Open OnStage placings in both the State and National Competitions. The School also has a strong, developing Soccer contingent, with one team obtaining 3rd in Standard Soccer at the State Competition and reaching the top eight teams at the National Competition.

**Service Learning:** In 2022 the School supported 38 charities through fundraising and donations. The Somerville House community raised a total of \$29,309.95. Donations consisted of hampers, toys, Easter eggs, Easter cards, sanitary items, care bags, shoe boxes full of goodies, pantry goods and towels.

### 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 woodwind, brass, 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 2022:

- Over 500 students from Years 3 to 12 were involved in Co-Curricular Music activities

#### Competitions

- Junior and Senior School Choirs won 3 Gold and 1 Silver Awards at the Queensland Youth Music Awards (QYMA)
- BMS MusicFest Competition resulted in 6 Platinum, 6 Gold, 1 Silver and 1 Bronze Awards

#### Practical/Theory Exams

- Over 60 AMEB/Trinity College London exams with students achieving AMus and LMus qualifications

#### Live Performances

Live performances included Kaleidoscope Concert 2, the Junior School Easter Concert and Grand Concert (September), Somerville/Churchie Musical (Churchie), Junior School Instrumental Music Program Concerts, Band Program Showcase Concert and String Program Showcase Concert, St Luke's Church Chamber Concert and Somerville Strings Recital.

#### Interschool Events

- Somerville/Churchie Co-Curricular Music Workshop
- BGS Intermediate and Senior String Festivals
- Interschool Choral Weekend - St Laurence's College & Ambrose Treacy College
- Somerville/Churchie Musical Term 4 2021 to Term 2 2022

#### Pathways Programs

- Year 8 student Ein Na awarded 1st Place Winner of the QYO John Curro National Youth Concerto Competition
- Year 10 student Ivy Han placed 2nd in the 2022 QSO Young Instrumentalist Prize
- Over 60 students involved in SHEP Primary, SHEP Middle School, SHEP and AHEP (co-ordinated by The Qld Conservatorium of Music)

#### Community Engagement Opportunities

- String Consort performance at Government House for International Women's Day
- St Luke's Church Chamber Concert (June) and Somerville Strings Recital (September)

- ANZAC Day Service at Greenslopes Private Hospital - Cantrice Choir

### Sport

Students had the opportunity to participate in a wide array of sports in multiple competitions and associations throughout the year. In 2022, we expanded our club sport programs with the re-introduction of club touch, club basketball and started planning for club volleyball. Students in the Junior School competed in ten sports within the Andrews Cup (AC) competition. Students in Years 7 to 12 competed in multiple competitions, including the Queensland Girls' Secondary Schools Sports Association (QGSSSA or QG) competition, the Brisbane Schoolgirls' Rowing Association (BSRA), and Brisbane Water Polo Association Inc. (BWPI), Interschool Queensland (IQ) 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 2022:

**AFL:** The inaugural year of QGSSSA AFL was incredible, with five Somerville teams participating. The Seniors played their final game at Metricon Stadium which was a fantastic experience.

#### Athletics:

- 76 Season Best Performances obtained at QG Championships
- Gold Coast Performance Centre Winter Camp - 35 Attendees
- Five school records broken at the Athletics Invitational
- 7th place overall at the QGSSSA Championships
- 5th place overall at the Andrews Cup Championships
- 31 students qualifying for Mt Gravatt District Trials
- 24 students qualifying for Met East Regional Trials
- 11 students qualifying for Queensland School State Championships
- 87 students included in the QG team, 62 students in the Andrews Cup team
- Brianna Leung & Ella Rodwell included in Australian team to Oceania Championships

Another season of growth for Athletics occurred in both the QG and AC Programs. The Andrews Cup team obtained a position better than last year from 6th to 5th with the students thoroughly enjoying the program. In the QG program we achieved our goal of season bests at the final competition, which means our lead up was successful. Our coaching staff again did a great job. A welcome new addition to our club sport opportunities at Somerville House in the form of SomAth (Somerville Athletics). This program, initiated in 2022, looks to develop further once SomerFields are completed.

**Badminton:** Overall the most successful year since at least 2016, coming home with five pennants. Bringing on three new coaches allowed greater coach flexibility and different inputs towards the technical side of training. We have great players coming through the program and we have several years to build them up into a very formidable team.

**Basketball:** Somerville Opens finished outright first in the QGSSSA competition for 2022, our best result in five years. Basketball Captain Susan McHugh represented Queensland at Nationals. Year 7 students Emma O'Connor and Chelsea Chiang were stand outs for the season! Open As, Cs and Ds won 1st place at the Andrews Cup Carnival.

**Cricket:** Our Open team are slowly building to be a very competitive team in the QGSSSA Association with most players in Year 10 or below. Our Andrews Cup program continues to flourish with most teams placing or making the finals in 2022. Lucinda Hillier represented Queensland for the third year in a row.

**Cross Country:**

- 44 students attend Cross Country Camp at Tallebudgera Creek
- Somerville House has six Top 10 finishers at the QG Championships, five in the AC Championships
- Olympic Medallist Dane Bird-Smith joins Coaching Team
- Under 8s AC finish 2nd
- AC Team finishes 5th
- QG Team finishes 7th
- Ella Rodwell Girls 17 wins QG Cross Country and QLD State Championships
- Emma Fryga wins Met East Championships

2022 was a season of growth for Cross Country within both our Junior and Senior School programs. Students across both programs have shown more interest in being a part of our teams, training, camps and competitions. A big cultural shift to be a part of these programs has been seen this year and the benefits of this positive shift will be felt in seasons to come.

**Equestrian:** Awarded Equestrian School of the Year. 100% of the team qualified for regionals, 86% of the team qualified for states and 43% of the team qualified for nationals. Isobel Hughes was Reserve Champion for Reining; Phoebe McDonnell was 8th in the country in Secondary 80cm; Tamika Donald was 6th in the country for Intermediate Prelim.

**Football:** Unfortunately, our teams only got to play three games over the course of the season due to adverse weather conditions and floods. Our participation

numbers in the Junior School have increased and we are looking forward to the growth of this program in coming years.

**Tennis:** Natalie Wu and Elise Wiley qualified for the QLD State Titles. Our Open Green Ball team finished 4th in the state at the Primary Schools Cup QLD Finals. Andrews Cup saw seven out of nine teams finish on the podium. The Open and Senior teams also had multiple podium finishes throughout the QGSSSA and Knowles Cup seasons.

**Gymnastics:** Somerville House had great numbers participating in Gymnastics with nine teams competing in the QGSSA competition, with a strong cohort coming through into 2023. Year 10 student Chelsea Pears (Opens team member) was selected and competed for Queensland Gymnastics.

**Hockey:** All three teams produced consistent results across the 2022 season. Participation numbers have increased from previous years, and we are looking forward to the growth of this program in 2023.

**Netball:** Great development with Somerville's netball program. Performance squad commenced and foundation skills sessions were introduced for our Year 7 players. Our Opens A team won 1st place at Andrews Cup Carnival, with most teams placing.

**Rowing:** The Somerville rowing community rallied together after the flooding of the shed to salvage a positive season. Despite the lingering effects on training quality and river conditions the rowers enjoyed a full season of regattas (for the first time in three seasons) and produced some stand out performances especially in Year 9, winning Div 1 at Head of the River (H.O.R) and Schools Championships. The overall result of 5th place at H.O.R. was disappointing for some who experienced the heartbreak of broken oars or the dreaded crab but the overwhelming atmosphere at the end of season dinner was one of accomplishment, joy and comradery. This was followed by a successful trip to Bundaberg for Schools Championships and an exciting medal haul for the senior rowers.

**Softball:** The Open team placed 3rd with our Snr A 1 and 2 teams placing 8th and 9th at QGSSSA. The 9A and Junior B teams won their pennant, undefeated for the season.

**Swimming:** The 2022 Swimming season was the most successful year for Somerville House in over a decade with both QGSSSA and Andrews Cup teams making huge improvements. With a focus on participation and performance, Somerville House finished 3rd and 4th in Andrews Cup and QGSSSA respectively. The Somerville House Aquatics continued to thrive at all levels which was highlighted by swimmers from the program being selected for the Commonwealth Games, World Championships and Junior Pan Pacific Championships. Somerville House also had 12 representatives in the 2022 Australian National Age Championships in Adelaide.

**Touch Football:** Three teams attended Queensland All Schools Competition, putting in a great effort over the competition. We also had some great results from the QGSSSA competition, with 10As coming home in 3rd place, 9Bs in 5th and 10Bs in 6th.

**Volleyball:** Nearly 100 students attended regular training and fixtures and we had two teams place in the top 3, Senior B and 10B. One team attended the Senior Schools Volleyball Cup.



**Water Polo:** In 2022, Somerville Water Polo had a strong program of 13 teams. Nine teams made it into the semi-finals, with five progressing to finals and two teams winning these finals. Four students were selected to represent Australia and a further five represented Queensland. The U14 team won Gold in Division 1 at the QLD State Titles competition.

**Queensland/Australia (selected/represented) Students 2022**

Name	Year Level	Sport	Selection Details
Emma Fryga	7	Athletics	Selected and played for Queensland
Jemma Wilson	9	Athletics	Selected and played for Queensland
Brianna Leung	12	Athletics	Selected and played for Queensland & Australia
Ella Rodwell	12	Athletics	Selected and played for Queensland & Australia
Susan McHugh	12	Basketball	Selected and played for Queensland
Coco Farrow	12	Beach Volleyball	Selected and played for Queensland & Australia
Nina Manuel	7	Bouldering/Climbing	Selected and played for Queensland
Lucinda Hillier	6	Cricket	Selected and played for Queensland
Phoebe McDonell	11	Equestrian	Selected and played for Queensland
Tamika Donald	7	Equestrian - Dressage	Selected and played for Queensland
Isobel Hughes	12	Equestrian - Reining	Selected and played for Queensland
Chelsea Pears	10	Gymnastics	Selected and played for Queensland
Eliza Bridgefoot	12	Rowing	Selected and played for Queensland
Isabelle Mezger	10	Softball	Selected and played for Queensland
Natalie Mezger	9	Softball	Selected and played for Queensland
Julia Jeffers	7	Swimming	Selected and played for Queensland
Eloise McLennan	7	Swimming	Selected and played for Queensland
Olivia Hine	9	Swimming	Selected and played for Queensland
Tahlia Hanson	10	Swimming	Selected and played for Queensland
Isabella Upton	7	Synchronized Skating	Selected and played for Queensland
Dhriti Panwar	11	Table Tennis	Selected and played for Queensland
Leyla Dogan	7	Trampoline	Selected and played for Queensland
Molly McIntyre	9	Water Polo	Selected and played for Queensland
Kaia Bottomer	8	Water Polo	Selected and played for Queensland
Jessica Wiley	8	Water Polo	Selected and played for Queensland
Sallie Bromell	9	Water Polo	Selected and played for Queensland
Chloe Larsen	9	Water Polo	Selected and played for Queensland
Dasha Osadchuk	9	Water Polo	Selected and played for Queensland & Australia
Olivia Muir	11	Water Polo	Selected and played for Queensland & Australia
Louisa Downes	12	Water Polo	Selected and played for Queensland & Australia
Anabelle Cowan	12	Water Polo	Selected and played for Queensland & Australia
Selina Appleton	6	Water Skiing	Selected and played for Queensland & Australia
Kristy Appleton	9	Water Skiing	Selected and played for Queensland & Australia



# Social Climate

## 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 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.

We are in the process of developing our Wellbeing Framework through a collaboration with our community and sharing the framework in 2023.

## Key Improvement Strategies Adopted in 2022

- Develop the whole student through individual care and support, within a Christian ethos
- Encourage students to act with emotional intelligence in life and leadership
- 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 preparation for reimagining the Wellbeing Framework
- In light of the above engaged focus groups across sectors of the School to develop a comprehensive and applicable Wellbeing Framework which meets the needs of the social and emotional curriculum, and support for the importance of wellbeing of each person in the community to achieve best possible outcomes
- Developing initial stages of a program with new students transitioning from primary schools including orientation and ongoing activities promoting belonging and connections
- With increasing numbers of students entering throughout the year and mid-term, there has been an increasing emphasis on orientation, connections and belonging throughout the school year, and especially at the beginning of each term, particularly in Year 10
- Purposeful and improved student and parent posts through SomerLink and social media
- Introduction of vaping sensors in three strategic locations across the School in support of student health and wellbeing

- Explored and collaborated with HPE the introduction of Griffith University's Blurred Minds - Drug and Alcohol Program - online and game based, designed for Years 7 to 9. To be introduced in Year 8 in collaboration with Health and Physical Education in 2023
- Development of mental fitness initiatives including an age-specific mental health literacy program developed by our School Psychologist who is working with cohorts in Years 8, 10 and 11, with the intention to expand to all cohorts in Senior School in 2023
- Use of measurement data to inform action and processes, while also reflecting on behaviours and programs.

## 2022 External Influences

- Impact of COVID - Year 12 graduates of 2022 have experienced the impact of the pandemic on community attitudes and realisation of programs including camps and events. This cohort have lived with COVID for their entire Senior Years experience, impacting events, ways of learning, ways of living and ways of communicating. Evidence also indicates that COVID has impacted the potential intellectual and other 'risk-taking' and therefore student appetite for challenge
- COVID isolation for two weeks at the beginning of the orientation phase of the new year which caused change to events and impacted orientation for the school year for both students and teachers. This limited the exposure to wellbeing culture and programs. Increasing research on the post-COVID impact includes decreased appetite for risk of students and parents causing students to choose academic and other paths of less challenge and parents to question any challenges experienced on campus, including consequences for poor behaviour
- Parents are increasingly concerned for their children's mental health and are concerned about any action which may cause their child anxiety. Stress is seen as negative and is not embraced as eustress
- The floods in Brisbane impacted our daily programs including an early return from Year 8 camp from the Sunshine Coast and also brought new and unsettling experiences for those impacted by the floods. Many



families were impacted by the floods and some displaced

- Increasing number and severity of presentations of individual student mental health issues therefore impacting the availability of school psychology appointments. A triage approach is adopted and increasing referrals to external providers were given to parents while also regularly communicating community psychology opportunities externally
- External psychology practices are notably fully booked and require parents and students to wait significant periods before first and subsequent appointments
- 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
- Increasing cost of living and the resultant student awareness of parental concerns
- Rising issues including focus on pastoral care, particularly building resilience and 21st Century capabilities
- Inability to train teachers in Pastoral Care initiatives due to cost, available time and strategic focus due to the urgent presentations
- Increasing demands from national bodies eg. NAPLAN online, ATAR driven academic requirements with demands on time allocation separate for each year level which means that organisation of whole school initiatives are limited in calendar opportunities
- Decreasing on-campus parental support for student and school initiatives/events
- Decreasing on-campus student support for school initiatives
- Increased focus on Indigenous culture during National Reconciliation with a focus on BRAVEHEART - Be Brave Make Change - whole school and year level initiatives highlighted the value of hope and positive

change, culminating with a whole school drone photo of a human heart on the oval

- Continued to evaluate and manage time and tasks to provide more joyous connective educative opportunities which fill the calendar
- Use of more comprehensive measurement tools to inform practice and programs including an annual survey, pulse checks and other surveys

## Partnerships with Universities/Wellbeing Institutions

- Association with Luke McKenna in actioning the UPP - Unleashing Positive Potential program in Year 9
- Partnered with RUOK? - in development of pastoral care and Assembly resources
- Supported by SchoolTV.me - 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
- Cybersafety - Safe on Social by Kira Pendergast with student and parent presentations and ongoing resources in Pastoral Care classes
- Drugs & Alcohol - DARTA - Paul Dillon presentations to students and ongoing resources in Pastoral Care classes
- PEEC - Positive Education Enhanced Curriculum - Institute of Positive Education, Geelong Grammar - Research based explicit curriculum was engaged for the first time and resources used for Pastoral Care lessons
- Partnerships with Livingworks Australia - for staff and student training in SAFETALK and SAFE ASIST Suicide Alertness training and Suicide Intervention training
- Character Builders - a team-building workshop with Year 7 students
- UPP - a program called Stronger Connections with Year 8 students

- YLead - a leadership program for Years 9, 11 and 12 students and a leadership program for Year 6 students
- Sound - Off, Mindfulness Program, for Years 11 and 12 during Positive Wellbeing Week and prior to exams
- EI Pulse Student Survey - weekly measurement of student wellbeing with follow-up for individuals indicating needing assistance
- EI Pulse Staff Survey - as above for staff. This was introduced in Term 3 of 2022 with some take-up by staff
- Mi7 Wellbeing Survey was the whole school wellbeing survey completed by all Year 7 to 12 students. This partnership with the Institute of Positive Education at Geelong Grammar was successful and will be continued

#### Strategies focussed on:

- Faith/Spirituality
- Respect
- Connection
- Belonging
- Resilience
- Engagement
- Relationships
- Kindness
- Communication
- Mindset
- Life Skills: Age/Stage appropriate Education
- Diversity/Differences
- Leadership
- Celebration of Success

The Senior School adopted the theme of Together Stellar in line with the Year 12 theme for 2022 and the Junior School adopted the theme of Better Together in 2022 in line with the Year 6 theme, using more age appropriate language.

We engaged to:

- develop passionate and fearless women
- work with students to strive for success and flourishing in all endeavours
- promote connection across the Junior and Senior Schools and between and within Year Levels
- Promote connection between Day and Boarding Schools
- feel a strong sense of belonging
- empathise with others and celebrate differences
- develop resilience and adaptive thinking, and agility to respond positively to change
- challenge thinking and being
- daily guide to happiness through 'Bucket Filling' - Junior School
- 5 step conflict resolution - Junior School Policies

The safety and wellbeing of students, parents and staff was a priority in 2022. Policies such as the PMSA Child Protection Policy, Child Protection Officers, the Anti-bullying Policy, Acceptable Use of ICT Policy and the Student Code of Conduct were readily available

in SomerLink for all stakeholders. A video, available at all times on SomerLink, was created for staff to view to increase their understanding of the changes to the legislation and the importance of mandatory reporting in Child Protection. The policies were incorporated into the Student Diary given to every student in Years 6 to 12 using QR codes, and then 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 staff and students through formal Pastoral Care lessons and presentations. Posters of Child Protection Officers were placed strategically in SomerLink and around the campus providing ready access for students in need and for staff information.

The Bully Alert Button, a link that provided 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. The Deputy Principal, Head of Junior School and the Dean of Student Wellbeing were alerted through automated emails and each student and their concerns were dealt with swift action to achieve positive outcomes in all cases. In all cases students felt compassion and care. Identified in a number of cases was a misunderstanding of the concept of bullying but this in turn provided positive educational opportunities.

#### Connections

Key connections in 2022 for students helped develop a strong sense of belonging:

- For ten minutes four mornings per week at Tutor Group and during three Pastoral Care lessons per fortnight, purposeful relationships were forged in the Middle Years by Tutor Teachers. These were homogeneous groups, and in the Senior Years, these were House groups. Tutor Teachers, the first line of care, were also the Pastoral Care teachers engaging in the pastoral care programs and, ideally, attending camps
- Heads of Year were key central contacts for students and parents. Heads of Year provided opportunities for building team and leadership skills, building character strengths, communicating high behavioural expectations and ensuring adherence to school policies, implementing stage-appropriate Pastoral Care programs, building skills in social and emotional development, managing and empowering students to resolve issues arising socially and academically, providing a safe environment to seek help and develop social skills and assisting in monitoring and resolving issues arising across subjects.
- In addition to the Dean of Student Wellbeing, the School Psychologist, Careers Counsellor and Administrative Assistants meeting the wellbeing needs of students, a new position was created to assist the Dean of Student Wellbeing in the Student Wellbeing Centre. The Associate Dean of Student Wellbeing, contributed unstintingly to the wellbeing team.

- Head of Boarding, Assistant Head of Boarding and Boarding Assistants developed relationships to bridge and heighten the boarding experience for students and support learning, connecting and belonging, with a focus on increased parent engagement
- Chaplains engaged in Chapel Services and provided social and emotional support individually and collectively whenever needed, on or off-campus. The pastoral care provided to staff, parents and students as always was compassionate and consistent. Faith at Somerville House continued to be the core and basis for interactions, relationships and actions. Our Staff Community fund was also a source of valuable support for families in need. Students engaged in Chapel services twice a term and devotions were core to the weekly whole school Assembly
- Through strong House spirit and competitions across key sports, 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. Students strongly identified with their House and House colours.
- Strong social and emotional connection and learning occurred through over 52 co-curricular activities providing students with choice to suit and challenge their preferences and capabilities. Strong bonds were forged with peers from similar or different ages, coaches, managers, teachers and staff
- Prep to Year 6 class teachers included social and emotional learning activities in their weekly programs based on the eight core elements of the school Positive Pastoral and Wellbeing Framework
- Fortnightly meetings engaged the Dean of Wellbeing and Head and Assistant Head of Junior School to ensure strong connection between Junior and Senior student wellbeing
- Daily meet and greet at the Turning Circle each morning involving Junior School leadership team and Year 5 students assisting younger students during morning drop-off was instrumental in relationship building with parents
- Prep to Year 6 students embraced the Senior School Together Stellar theme through a collaborative art installation displayed on the school oval
- The Student Wellbeing team purposefully worked to increase the profile of Student Wellbeing initiatives and activities in social media, newsletters, posters, screen publications and Assembly presentations providing assurance to parents and the wider community of the value and outcomes of a wellbeing focus
- To build community connections with other schools we fostered relationships with Churchie, BBC, St Laurence's College, Brisbane Grammar School and St Aidan's through sporting, cultural and social activities



- The importance of staff wellbeing was recognised and identified to help staff and to positively impact students. Staff Wellbeing became a focus with the development of the Staff Wellbeing Framework by the Principal, Mrs Kim Kiepe. In addition, the introduction of the EIPulse for Staff Wellbeing has had some take-up and provides the opportunity for staff to express their level of wellbeing, to note if they need help and provide general feedback

#### External Speakers

External Speakers were invited to speak to students and parents across the Junior and Senior Schools to assist with students' education of bullying and more including but not limited to:

- Safe on Social by Kirra Pendergast - Cybersafety including cyberbullying (face-to-face) a change from previous years to accommodate student appeal and increased engagement by students
- Paul Dillon - Drug, Alcohol and Safety (face-to-face)
- Brainstorm Theatre - Presentation regarding social skills including use of devices and social media for Years 7 to 9
- Judith Krause - Personal Development and Consent - a presentation to parents, teachers and students in Years 4 to 7
- In Your Skin - Relationships and Consent Education for students in Years 8 to 12.
- To promote positive engagement with social media and the internet, an expert in LinkedIn, Sally Dwyer, educated students in Years 11 and 12 about the platform. Year 12 students received personal assistance in developing their own LinkedIn profile, looking to the future.
- Red Frogs for Year 12 students
- Recent Old Girl Mentors speaking to the Year 12 students - Lifeskills/Transition Program
- You Choose - a road safety program for Senior Students
- RYDA - Driver Training Program



**INTERFACE WITH:**

**Health Centre**

Health Centre staff nurtured students and provided them with health care and education in a well-equipped campus facility. The Health Centre Manager, has continued to develop routines, protocols, and change of temporary back-up staffing, maintaining strong relationships with the Boarding staff, students and parents and she has developed relationships with general medical practitioners, pharmacy, physiotherapy, podiatry, dental and dietary practitioners to support the students of Somerville House more effectively. COVID-19 has significantly impacted the Health Centre again this year and they have pivoted to provide for the needs of students, boarders and staff over the course of the year, supporting school policy and procedures to fit with government requirements and meet the continually changing health needs. The Health Centre has had 7673 visits from students and staff over the four terms of 2022, 1896 were boarder visits and 143 were staff which is an increase on previous years. The Health Centre continued to provide outstanding service to students and staff in need of health care.

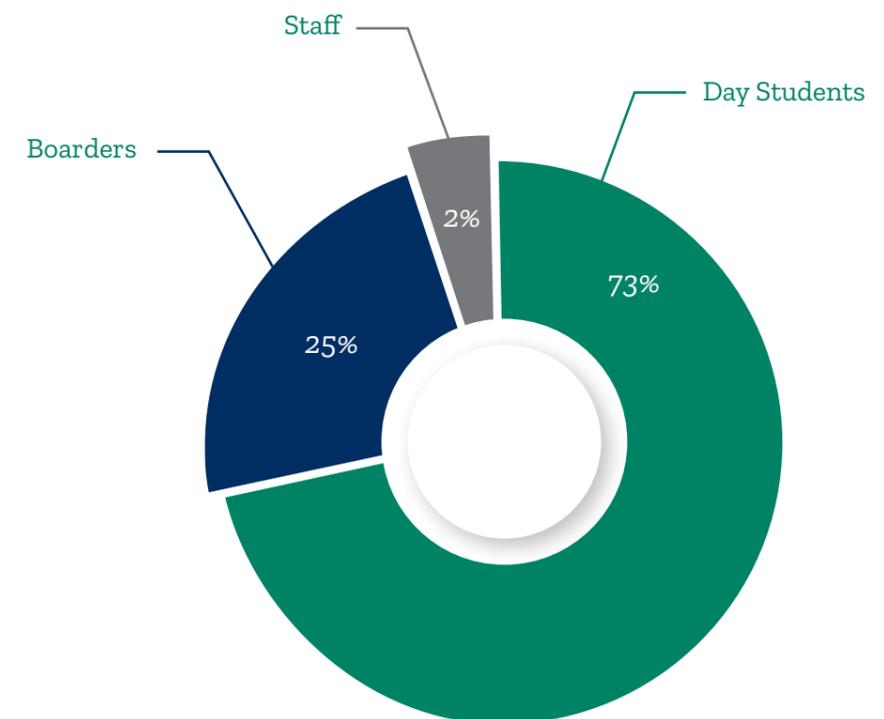
**School Psychologist**

Somerville House has an in-house psychologist who provided a comprehensive service for the increasing number and severity of presentations of mental illness on campus. A triage process ensured that Boarders received priority. The psychologist supported day students, liaising with families and the School regarding supportive strategies and recommended external care by private providers as appropriate.

ASIST training to support suicide safer communities provided training to most members of the Student Wellbeing Team at no to little cost. Additionally volunteer staff were trained in SafeTalk, a suicide prevention course, and senior boarders, in a new initiative, were also trained in suicide prevention.

To combat the increasing demand, the psychologist will endeavour to deliver programs focussed on managing mild anxiety, stress and overwhelm for Years 11 and 12 students. She has continued to triage and support boarders as needed and day students for a small number of sessions while organizing external providers. She also developed a program for cross age delivery regarding Mental Health Literacy.

**Visits to the Health Centre in 2022**



**Term 3: Reasons for accessing counselling**

TOTALS	Social	Family	Anxiety	Mood	Academic	Other
Junior School	3	6	6	0	0	2
Year 7	0	3	3	2	0	0
Year 8	5	1	1	4	1	1
Year 9	0	0	2	0	0	0
Year 10	3	1	1	2	1	3
Year 11	0	3	4	4	4	1
Year 12	1	6	4	1	3	1
	<b>12</b>	<b>20</b>	<b>21</b>	<b>13</b>	<b>9</b>	<b>8</b>

**Term 4: Reasons for accessing counselling**

TOTALS	Social	Family	Anxiety	Mood	Academic	Other
Junior School	1	7	4	0	0	1
Year 7	1	1	4	2	0	2
Year 8	1	1	3	2	0	1
Year 9	0	1	2	0	0	0
Year 10	2	2	4	2	1	2
Year 11	0	4	13	1	1	3
Year 12	0	1	4	1	7	0
	<b>5</b>	<b>17</b>	<b>34</b>	<b>8</b>	<b>9</b>	<b>9</b>

**Careers Counsellor**

The Careers Counsellor met with every Year 11 and 12 student as well as 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. She participated in regular teaching of the students raising career awareness. 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 process for Year 11. The Careers Counsellor implemented various career tools, exposure to industries and university networks to assist students to make sound career decisions. In addition, students were assisted with overseas university applications.

**Key Programs in 2022****Sisters Connect**

Sisters Connect connected Senior School students with Junior School students — 12s with 7s, 11s with 6s, 10s with 5s, 9s with 4s and 8s with 3s. This 'Connection and Belonging' strategy saw whole school, year level and in-class, participating in activities such as Homework Club (Year 10s and 5s), face-painting, Let's Dance to sharing reading, ball and giant board games on the oval and creation of a Flower Wall as a backdrop for Positive Wellbeing Week, culminating with a picnic lunch on the oval. Much to the younger students' delight, a giant green air tube person generated energy on such fun days.

**Parents Connect**

Positive feedback was generated for the inaugural Parents Connect gathering at the Somerville House Watersports Facility inviting parents of Year 6 and 11 to meet and discuss any questions parents might have about the move into Senior School.

**Positive Wellbeing Days and Weeks**

Three Positive Wellbeing days were organised in Terms 1, 2 and 4 in conjunction with Positive Wellbeing Week in Term 3. Such days were led by the Wellbeing Prefects 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, connections and belonging. The energetic days were fun learning experiences and included Chalk Graffiti, games on the oval, music and themed costumes. They provided positive and valuable learning experiences to help students self-regulate and build resilience in a year of some uncertainty. This year for the first time we celebrated Reconciliation Week with a student-led assembly, friendship band stall, bookmarks, indigenous music and the creation of a Whole School Braveheart drone photo. Additional whole school installation programs included the celebration of:

- National Day Against Bullying and Violence
- International Women's Day - the Governor of Queensland, The Honourable Dr Jeanette Young joined Somerville House for Assembly
- Harmony Day
- Celebration of Themed days to promote the wellbeing theme: Together Stellar
- Level 3 Bottle Top Art Project - whole school installation in the Junior School
- 'Paper Monsters' - classroom scrap paper collection points for recycling
- Classroom pot plant initiative - nurturing plants
- Great Mates Lunch Club - a safe and welcoming space for Junior Students wanting to make new friends
- RnR (Rest and Read) Junior School Friday lunchtime activity providing a calm, quiet space once a week
- RUOK Day
- National Boarding Week - a celebration of differences - different cultures, different homes, different experiences - Acceptance of Differences.
- Cyber Education - OPTUS Digital Thumbprint
- Dyslexia Awareness Day - Junior School

**Student Reviews**

Student Wellbeing redeveloped the Student Review process to ensure a more robust process for purpose of identification, collaboration and application in the classroom and playground in support of students at risk academically, socially and emotionally. Additionally, the School Psychologist's input has been a welcome inclusion to fully support students across all levels of concern. Meetings were held each term for each year level in the Senior School involving the Dean and Associate Dean of Student Wellbeing, Dean of Academic Programs for Years 10 to 12, Dean of Teaching Practices for Years 7 to 9, Associate Dean of Academic Care, the Head of Year, the Head of Department - 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. In 2022 we reimagined this process and educated staff and students about a more positive language involving Reminders and Restorative Reflections
- Unleashing Positive Potential - a program developed by Luke McKenna focusing on positive behaviours for our leaders in Year 9
- YLead - Leadership training for Junior School students, Years 9, 11 and 12 students
- Circle Solutions for Student Wellbeing - Sue Roffey for Prep to Year 6
- Safe on Social Toolbox - Years 5 and 6 cybersafe education program
- PEEC - Institute of Positive Education - Geelong Grammar Prep to Year 12.
- Green For Growth - a Year 12 social and emotional program drawn from Lea Waters, Martin Seligman, Brene Brown
- Optus Digital Thumbprint - Positive engagement with digital media and digital identity - Years 10 and 11

**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.

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. They presented proposals to the School Leadership Team and multiple actions were taken, allowing students to witness the value of voice. E.g., 'Jersey Day' proposal presented by Middle Year Captains to raise funds for Beyond Blue.

Students had the opportunity to present official proposals to formalise initiatives.

**For example:**

Remembrance Day Assembly  
Harmony - speaking about alternate cultural experiences  
Introduction of a white ribbon for the Year 12 cohort which identifies them and highlights the students available to provide assistance when in need.

**Leadership**

Formal Leadership programs were conducted for Years 5, 6, 8, 9, 11 and 12 students to engage them in learning key skills.

### Junior School

- 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
- Year 6 Monitors accepted responsibility 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 including ANZAC Day, and Junior House Captains each led an assembly based on a chosen positive wellbeing theme
- Leadership roles: Junior School Captains, Junior School House Captains, Year 6 Monitors - Environment, Library, News, Wellbeing, Makerspace, Art, Music and Scripture Union Primary Activities (SUPA) Club

### Senior School

- YLead were engaged to deliver presentations to Years 9, 11 and 12 cohorts. Selection processes were reimagined in the Senior School to accommodate available digital platforms. Leadership by all is encouraged
- Formal leadership included selection of School Captains, Prefects, House Captains, Convenors, SRC members, Ambassadors, Middle Years Captains, Middle Years House Captains and Tutor Captains
- Senior Years SRC/Middle Years SRC
- Student Executive Meetings - Prefects share initiatives and action plans. Prefects meet with the Team Co-ordinators and Convenors
- School Captains Meetings - presentation of proposal for initiatives

### Service Learning

Leadership processes changed to accommodate a stronger emphasis on service leadership.

In 2022 we supported 38 charities through fundraising and donations and the community raised a total of \$29,309.95.

Service Learning, a key strategic goal, is a key platform to build empathy, character, social and emotional skills including resilience, team building and leadership. All students were encouraged to initiate ideas to assist those less fortunate and expected to participate within 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.

### Camps

Camps encouraged a reset, a self-discovery, character-building using challenge by choice and development of self-understanding and confidence, resilience, team-building, and leadership skills. Age-appropriate camps were scoped and sequenced to ensure increasing challenge, requiring increasing levels of independence.

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

- Year 4:** Camp Thunderbird outdoor education centre in the Gold Coast hinterland - focus on teamwork, resilience building and problem solving
- Year 5:** Coastal camp at the Big 4 Holiday Park - focus on character strengths, self-awareness and leadership capabilities
- Year 6:** Planned interstate Canberra camp was replaced by a four-day camp in Cairns - 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 to build connections and assist in the transition to the Senior School - focus on team-building, independence, resilience and empathy
- Year 8:** A three-day camp at Sunshine Coast Recreation Centre - incorporated different team building and leadership activities including surfing
- Year 9:** A three-day camp at Emu Gully, Helidon, provides more challenging activities requiring resilience, independence, team-work and leadership
- Year 10:** An outdoor trekking camp requiring students to be resilient and build connections with their team members. This outdoor camping experience is the most challenging of the School's camps with graduated levels of difficulty
- Year 11:** Two-day Leadership Conference with YLead builds leadership capacity, cohort connections and prepares students for leadership selection and one afternoon of portfolio goal setting and action planning for the year
- Year 12:** Two afternoon leadership workshops with YLead empowers students to upskill their leadership and teamwork skills for their final year

### Events

- House Competition - Choral Festival Years 10 to 12 - Creative Choral performance - building teams, leadership, relationship skills introduced electronic funds transfer for a service learning drive in support of Beyond Blue
- House Competition - Arts Festival Years 7 to 9 - Creative extravaganza performance
- Careers Day - focus on emerging academic and personal interests connected to industry
- Networking & Nourishment Breakfast - invitation to community members to join students with an interest in their industry at a business breakfast. It was planned to introduce a different format for the first breakfast to develop skills in introductions and polite exits; however, the proven format of a sit-down breakfast was retained, along with a key speaker to comply with COVID-safe protocols

### Charities supported by Somerville House in 2022

Event/activity	Organisation
Arts Fest Middle Years People's Choice Award	Starlight Foundation
Battle of the Hill	Open Haven
Busking	Beyond Blue
Cancer Council - The Biggest Morning Tea	Cancer Council
Choral Fest Senior Years People's Choice Award	Yes Arusha
Clean Up Australia - Bin for Better @ Somerville	Clean Up Australia
Containers for Change	Children's Hospital Foundation Neuro Critical Care/ Brain Saver Trust - NCCD
Containers for Change	Environmental causes through the Junior School
Easter activity packs	Ronald McDonald House
Easter tote bags	Leukamia Foundation ESA Village Dutton Park
Easter cards	Leukamia Foundation ESA Village Dutton Park
Easter egg collection	Leukamia Foundation ESA Village Dutton Park
Fun run	You are not alone
Great Debate	Women's Legal Service
Guess the marbles	Bucket of Love
Imam Fundraiser - (Imam lives in Tanzania)	Yes Arusha
Jeans for Genes Day	CMRI
Jersey Day	Beyond Blue
Juiced TV Giving Day	Juiced TV - Childrens hospital TV show made by and for children in hospitals, with a mission to create meaningful and memorable experiences with patients, their families and their hospital community.
Knitting of squares	Leukaemia Foundation/Cancer patients Hospital
Lifeline	Lifeline
Ponytail Project	Cancer Council
Poppies	RSL
Purple Day	Epilepsy Foundation
Push Up Challenge - Head Space - Push Up Challenge	Head Space
Sanitary item drive	Share the Dignity
Purple Day	Epilepsy Foundation
Pyjama Day	Pyjama Foundation
Shave for a Cure - Greatest Shave - World's Greatest Shave	Leukaemia Foundation
Towel donation	Emmanuel City Mission
Ukraine Children's Appeal	UNICEF
Valentine's Day Touch Churchie vs Somerville	Heart Foundation
Wishing Tree Appeal - It's in the bag	Share the Dignity
Wishing Tree Appeal - Toy Appeal	Salvation Army
Wishing Tree Appeal - pantry donations	Ronald McDonald House
Wishing Tree Appeal - Christmas hampers	Windana Women's Refuge
Wishing Tree Appeal - shoe box appeal	Samaritans



- Industry Education series developed by the Careers Counsellor, connecting Industry specialists with interested students and parents
- Year 7 Grandparents & Godparents Day
- Year 12 Formal
- Year 11 Dinner
- Interschool events - vs Churchie - Heart Foundation Valentines Touch Match, Battle of the Hill vs St Laurence's, Connection through Music and Sport
- Year 6 Crossing the Bridges to celebrate transition from primary to secondary years and the Year 11 transition to their final year of schooling
- Year 6 Chapel Service and Presentation Evening
- Junior School Christmas Concerts - Prep to Year 3 and Years 4 to 6 involving every student in the Junior School
- Junior School Support Group social events - Mother and Daughter High Tea and Father/Significant Men and Daughter Disco
- Junior School Celebration of Learning events - Year level open mornings for parents
- Early years craft mornings - parents invited to participate in activities
- Junior and Senior School family worship events
- Early years classroom music concert
- Prep to Year 6 Grand Concerts featuring co-curricular and curriculum music making
- Interhouse Junior sport events including swimming, athletics and cross country
- Year 3 EKKA celebration day - held on campus this year due to COVID
- Junior School Book Week - celebration of books and literature including costume day to showcase favourite book character
- Junior School Awards Assembly - celebrating achievement across Years 3 to 6



Top to bottom: Year 9 Camp, Somerville House Ball, Book Week

### Measurement of Wellbeing

Student Wellbeing engages with a measurement tool to increase bespoke/personal focus on wellbeing. In addition, in 2022 we chose the Mi7 developed by the Institute of Positive Education – an annual measure of student wellbeing across the Senior School which allows for specific comparative data for our School and Boarding House.

Further in 2022 we adopted EI Pulse, a weekly measurement tool which proved to be invaluable during the uncertainty of the year. It helped us connect in real time with students, providing the opportunity 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. This program also provides the opportunity for students and staff to randomly express gratitude to specific students and teachers.

In support of staff and their wellbeing, which indirectly impacts our student wellbeing, we introduced the opportunity for the EI Staff Pulse.



### EIPulse Leading Indicators 2022

#### Student Pulse Data Summary - EIPulse 2022

Valued and Safe					
Connectedness to Adults at School (n = 1065)	2%	5%	16%	33%	44%
School climate (n = 2623)	2%	3%	13%	43%	39%
Home climate (n = 1596)	1%	2%	9%	31%	57%
Bullying (n = 1090)	1%	1%	10%	25%	62%
Valued (n = 328)	0%	2%	3%	12%	83%
Safety (n = 311)	1%	3%	12%	29%	56%
Overall (n = 7013)	1%	3%	11%	34%	51%

Healthy					
Positive emotions (n = 2451)	1%	5%	19%	39%	37%
Challenging emotions (n = 2850)	4%	13%	27%	33%	23%
Emotion regulation (n = 421)	8%	14%	31%	27%	21%
Self image (n = 860)	2%	7%	21%	43%	28%
Physical activity (n = 667)	1%	2%	14%	28%	54%
Health problems (n = 369)	3%	3%	13%	34%	48%
General health (n = 308)	1%	2%	12%	36%	49%
Have enough food (n = 346)	0%	0%	3%	19%	78%
Overall (n = 8272)	3%	8%	21%	34%	34%

## Student Pulse Data Summary - EIPulse 2022

Material basics					
Eats breakfast (n = 213)	4%	8%	15%	25%	<b>48%</b>
Access to necessities (n = 1580)	0%	1%	4%	23%	<b>72%</b>
Home environment (n = 1198)	1%	2%	11%	29%	<b>58%</b>
General nutrition (n = 577)	1%	2%	14%	<b>46%</b>	37%
Overall (n = 3568)	1%	2%	9%	29%	<b>60%</b>

Learning					
Emotional engagement with teachers (n = 1592)	1%	2%	12%	37%	<b>48%</b>
Engagement (flow) (n = 384)	1%	8%	29%	<b>41%</b>	21%
Perseverance (n = 1409)	1%	2%	<b>31%</b>	27%	21%
Cognitive engagement (n = 730)	1%	2%	15%	<b>45%</b>	38%
Academic self concept (n = 1023)	1%	2%	13%	<b>42%</b>	42%
Learning practices (n = 2447)	1%	3%	14%	<b>42%</b>	40%
Overall (n = 7585)	1%	3%	14%	41%	<b>41%</b>

Participating					
Connectedness to adults at home (n = 1358)	1%	3%	7%	26%	<b>63%</b>
Friendship intimacy (n = 943)	1%	2%	11%	38%	<b>48%</b>
Resilience (n = 392)	1%	7%	22%	<b>47%</b>	24%
Motivation to achieve goals (n = 714)	1%	3%	15%	<b>43%</b>	39%
Future goal planning (n = 413)	1%	2%	18%	<b>51%</b>	28%
Feelings about after school study / work (n = 194)	3%	9%	27%	<b>38%</b>	23%
Organised activities (n = 338)	2%	2%	8%	28%	<b>59%</b>
Agency (n = 702)	1%	4%	17%	<b>45%</b>	33%
Overall (n = 5054)	1%	3%	13%	37%	<b>45%</b>

Positive sense of identity and culture					
School belonging (n = 562)	1%	5%	20%	41%	<b>33%</b>
Peer belonging (n = 862)	1%	4%	13%	36%	<b>45%</b>
Meeting expectations (n = 407)	7%	15%	26%	35%	<b>18%</b>
Expectations for success (n = 959)	1%	3%	14%	<b>40%</b>	43%
Sense of identity (n = 2203)	2%	4%	16%	37%	<b>41%</b>
Overall (n = 4993)	2%	5%	16%	38%	<b>39%</b>

## Staff Pulse Data from 19 October 2022 to 2 February 2023

This section aggregates every response from colleagues.

Each cell below contains the proportion of answers ranging from negative (blue on the left) to positive (green on the right) The most frequent answer is shown in bold.

Experience of work					
Interruptions (n = 34)	21%	9%	18%	<b>32%</b>	21%
Absorption (n = 12)	0%	0%	8%	33%	<b>58%</b>
Enjoyment (n = 38)	0%	0%	8%	32%	<b>61%</b>
Motivation (n = 36)	0%	6%	25%	33%	<b>36%</b>
Overall (n = 120)	6%	4%	16%	33%	<b>42%</b>

Work and life issues					
Work family balance (n = 46)	0%	2%	20%	<b>41%</b>	<b>37%</b>
Boundary strength (n = 72)	8%	<b>28%</b>	19%	22%	22%
Overall (n = 118)	5%	18%	19%	<b>30%</b>	28%

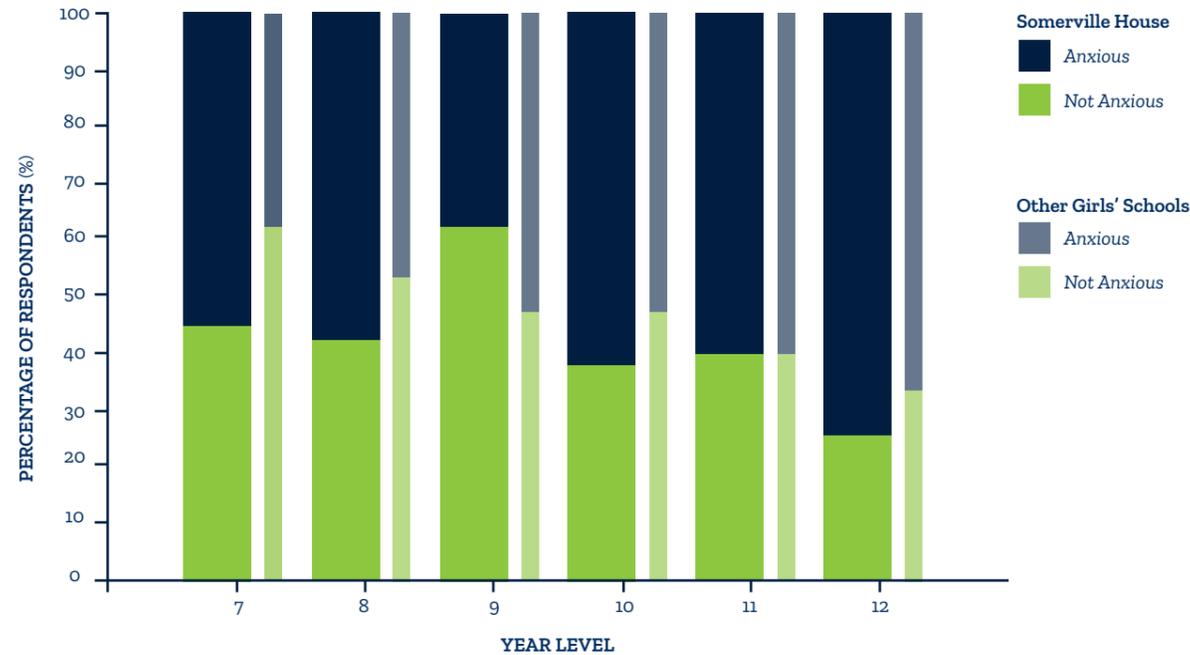
Support at work					
Social support (n = 43)	0%	5%	9%	<b>44%</b>	42%
Supervisor support (n = 56)	5%	4%	5%	<b>57%</b>	29%
Overall (n = 99)	3%	4%	7%	<b>52%</b>	34%

Experiences at work					
Work overload (n = 60)	5%	<b>28%</b>	23%	25%	18%
Flow (n = 75)	0%	1%	15%	41%	<b>43%</b>
Stress (n = 47)	9%	15%	<b>38%</b>	32%	6%
Motivation (n = 36)	0%	6%	25%	33%	<b>36%</b>
Overall (n = 182)	4%	14%	24%	<b>34%</b>	25%

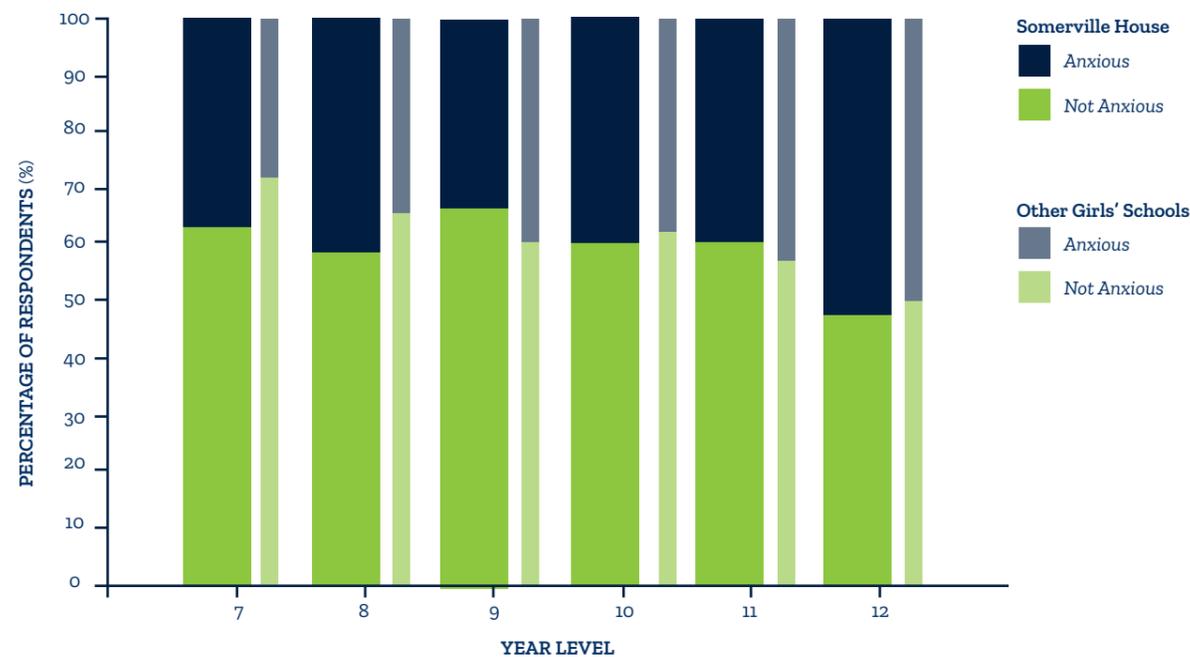
## Mi7 – Student Wellbeing Survey

Majority of students across year levels indicated positive relationships, positive engagement, positive accomplishment and positive purpose.

### Anxiety as compared to other Girls' Schools



### Depression as compared to other Girls' Schools

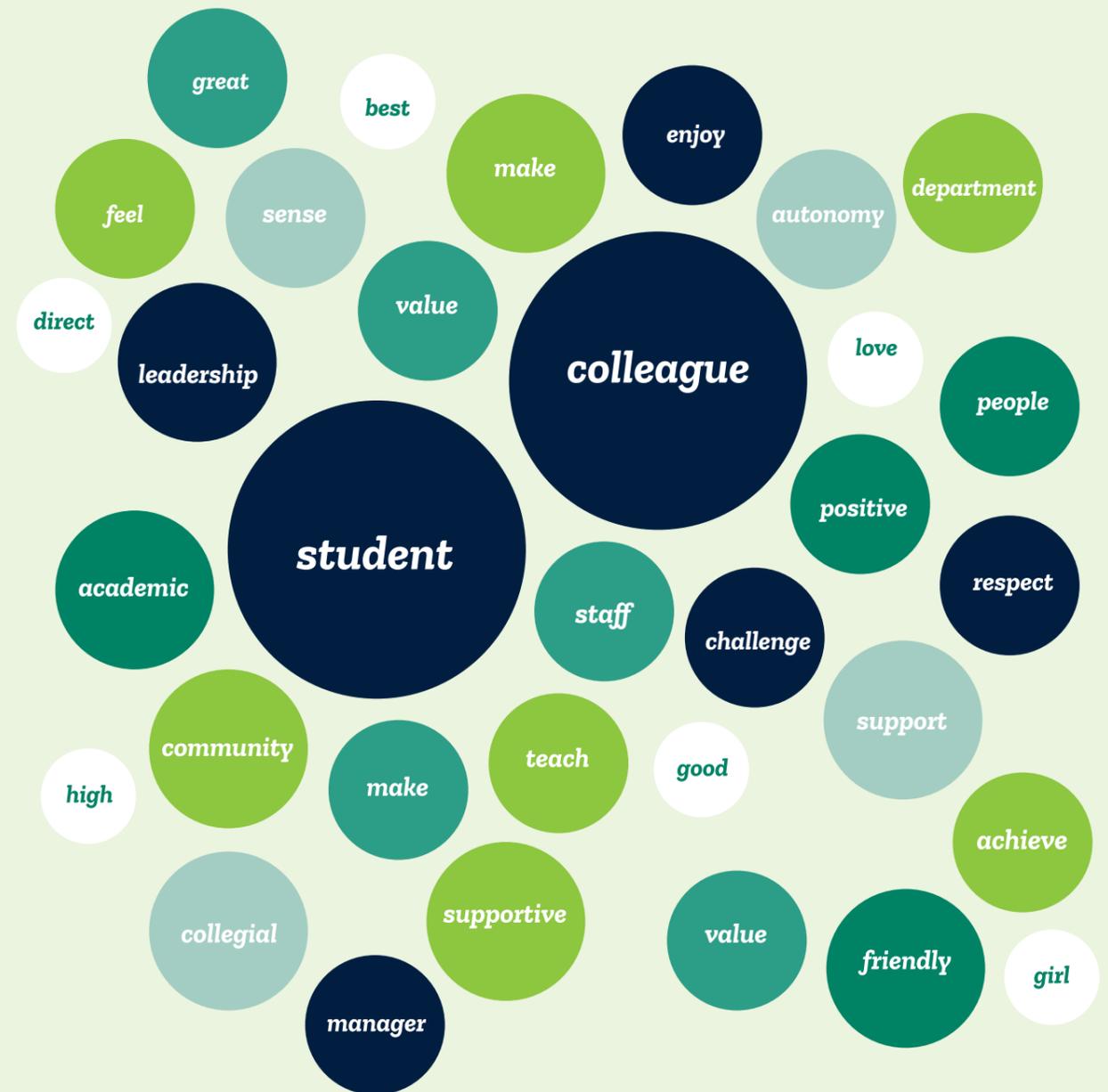


## Staff Survey

In late 2022, Somerville House staff were invited to participate in the PMSA Culture and Engagement Survey. The School had a participation rate of 121 respondents with Teachers (35%), Support Services (34%) and not stated (31%).

77% of respondents indicated that their work gives them a feeling of personal accomplishment and 66% feel as if they belong at their workplace, which is a strong sign of employee engagement.

Teamwork and relationships are what staff like most about Somerville House as a workplace.





Mother/Significant Other and Daughter Dinner

## Old Girls' Association

*As one of the many thousands of girls privileged enough to walk the halls of Somerville House in the last 123 years, it was my great honour this year to take on the role of President of the Old Girls' Association (OGA).*

Together with a dedicated committee, the OGA's focus for 2022 was connection. As a membership organisation with one foot planted in the school's proud past and the other in its exhilarating future, connecting old girls and the current school community is central to our purpose. I am delighted to report on our activities and achievements this year which reinforced connections and saw many generations of Somerville House students come together as an active community.

The first event for 2022 was our annual Old Girls Who Are Current Somerville Families cocktail party held in March. The function took place in Chambers and was a memorable evening of Old Girls reconnecting with peers who have returned to the school community as parents.

### Reunions

There have been 12 reunions this year including two previously missed due to the pandemic.

### Networking Event

August was a busy month for the OGA. We hosted a successful networking event featuring Old Girls Marie Mortimer (1999), Jeanie Wylie (1997) and Elisa Choy (1997) participating in a panel discussion to reflect on their Somerville experience and career progression.

### OGA School Leavers Panel

In August, we also hosted the OGA school leavers panel for Year 12 students. We were honoured to welcome back recently graduated Old Girls Aanji Honan (2018), Laura Tran (2018), Anna Kneipp (2019), Freya Allen (2019) and Lilia Ben Dekhil (2019) to discuss their experiences of the transition from high school to university, to work.

### Mother/Significant Other and Daughter Dinner

On 24 August, the OGA had the pleasure of hosting the Class of 2022 seniors and their mothers/significant others for a celebratory dinner. Held this year at Victoria Park, it was a poignant evening marking the end of the schooling journey and the beginning of a new era as part of the broader OGA community. It was wonderful to see a number of Old Girls as parents in attendance as well as a number of our boarding families who were able to make it to this very special occasion.

### Commemoration Day

On 7 October, the School celebrated its 123rd birthday and Commemoration Day. We were privileged this year to welcome Somerville Old Girl and award-winning costume designer, Janet Hine (1979) as guest speaker at Commemoration Day. As a member of the School's first fourth-generation family, Janet has a long association with Somerville House.

Vidya Makan (2011), who is currently appearing in the musical *Six*, treated the audience to a performance of 'Home' from *The Wiz*, and gave an account of her successful career in musical theatre.

The Principal's Young Old Girl Award was presented to Lilia Ben Dekhil (2019) for her studies in law and the environment.

Nance Haxton (1988) received the Principal's Old Girl Award for 2022. Nance has twice received the Walkley award for investigative journalism and spoke of her career, her passion for social justice and her recent work in creating podcasts for those without a voice.

### OGA Birthday Lunch

The annual Birthday Lunch hosted by the OGA was held following Commemoration Day on 8 October. This year we celebrated the OGA's 122nd birthday.

We honoured Barbara Duhig (Willers, 1955) at the lunch, for her 40 years of continuous service to the OGA on its Management Committee. Barbara was awarded the Old Girls' Association Life Membership for her service.

The inaugural recipient of the Isabel Bauer OGA Bursary, Elizabeth Lewis (2004) shared via a video message how the \$5,000 bursary allowed her to extend her career from international opera singer to composer. Elizabeth co-wrote and starred in the chamber opera *The Nurses of Vung Tau*.

Mt Isa midwife Tahnee Flood (2002) was announced as the recipient of the 2022 Bursary. The bursary will allow Tahnee to enrol and complete a Lactation Consultancy postgraduate degree through Griffith University in 2023. Once completed, Tahnee will be the most qualified lactation consultant within an 800km radius of her home base. Having attended Somerville House as a boarder and with experience in metropolitan settings during her career and in early motherhood, Tahnee is acutely aware of the lack of maternal support and services in regional and remote areas, especially for new mothers.

It has been an action-packed and rewarding year of events for the OGA and I want to highlight the tireless efforts of the executive:

**Rebecca Bauer**, Vice President (1988)  
**Kara Rodwell** (Ferguson), Vice President (1991)  
**Pretoria Bilinski** (Irwin), Treasurer (1987)  
**Miriam Musgrave** (Bauer), Assistant Treasurer (1990)  
**Gaye Pitman**, Secretary (1971)  
**Trudy Naylor**, Assistant Secretary (1991)

I want to pay particular tribute to OGA Vice President Kara Rodwell, who stepped down at the end of this year. Kara has overseen the management of the OGA website and was instrumental in setting up the integrated member portal in 2019 together with immediate past OGA President Liz Washington. The portal now features 1,000 active profiles of Old Girls and is another invaluable connection tool for our past and present school community.

None of our OGA events would have been possible without a dedicated management committee who work tirelessly behind the scenes.



Top: OGA Committee Above: OGA School Leavers Panel

### Management Committee

**Barbara Duhig** (Willers) (Class of 1955)  
**Beverly Follitt** (Gardam) (Class of 1959)  
**Sue Follitt** (Class of 1980)  
**Kelly McIntyre** (Class of 1997)  
**Michelle Wells** (Harmsworth) (Class of 1993)  
**Alyce Carpin** (Parasyn) (Class of 2004)  
**Stephanie Fu** (Class of 1996)  
**Danielle Werda** (Class of 1994)  
**Jennifer Whybird** (Class of 1996)



## Parents & Friends Association

*The P&F Association aims to develop 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 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 are 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 activities enjoyed by the students and to actively assist with fundraising in the provision of services and resources to the specific groups.

In 2022, the P&F operated 27 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 again an enormous success, enjoyed by Junior and Senior School parents as well as Year 12 students and partners. It was a wonderful evening comprised of great company, fantastic entertainment and delicious food.

Another successful P&F initiative was the inaugural Christmas event for families and staff to come together and celebrate the 2022 school year. There was a lot of festivity and Christmas cheer throughout the evening, and we look forward to this becoming an annual end of year event.

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 Timothy Barrett

President - Parent and Friends Association



## Somerville House Foundation

*In 2022, the Foundation championed a number of important initiatives.*

A new 'Vision' was articulated – that 'the Foundation work to inspire all those involved in the school community, past and present, to commit to a culture of philanthropy for our girls as rich as those present in boys' schools.'

The most significant change relates to Foundation Scholarships with means-testing incorporated in Selection Criteria to determine eligibility to apply, or receive, fee relief to attend the School.

COVID related challenges for 'Career Development Scholarship' recipients prompted the Foundation to revisit this award. Upon consideration it was decided that funds, which previously went towards a specific and approved project to further a Year 12 student's career aspirations, would be redirected.

At the **Foundation Lunch**, we took great pride in announcing a \$500,000 gift from Ms Bethwyn Todd (Class of 1989). The Foundation matched Bethwyn's donation to kickstart 'SomerFields', the School's \$22M Sports Precinct.

With this \$1M the School was able to redirect funds to bring the hardcourts forward, accelerating the project by three years, so girls will access the hardcourts from Term 3 2023.

On the day of the lunch, an additional \$100,000 was raised – a sum which represents our commitment to building a culture of philanthropy as rich as that at boys' schools.

**Scholarships** give talented students unimaginable opportunities while enriching the educational experience of all students. This year the Foundation invested \$125,288 to support 12 outstanding girls.

'**Voluntary Building Fund**' donations on Fee Statements will go towards the Foundation's 'Building Fund' from the beginning of 2022. We acknowledge with gratitude the 534 parents whose gifts total more than \$280,700 to date.

In early 2023 the School will identify three priorities which the Board will assess to determine which align most closely with the Foundation Mission 'to support the School'.

By the end of 2022, the Foundation had contributed more than \$1,273,199 towards the development of buildings and improving student facilities at the School.

The 'Heritage Heart' campaign was launched in mid-2021, with revenue from 'named bricks' and 'plaques' to rejuvenate the oldest part of the School. This precinct comprises four iconic buildings – Cumbooquepa, built by the Stephens family, in 1890; the Chapel, built by the OGA in 1934; Chambers, built in 1892, and acquired by the School in 1999; and the 1920s 'Senior School', newly christened 'Fewings Building'.



The School community generously supported this initiative, via 374 named bricks and 16 plaques with funds raised going towards the 'Heritage Heart' project.

The architectural transformation, with its elegant façade, three hundred and sixty original casement windows, and 1920s timber flooring and pavers is a credit to a visionary Master Plan.

Within the next few years the focus will shift to Chambers where magnificent ornate cornices and ceilings, antique lighting, tiled staircase, marble handrails, and exquisite stained glass will provide a fitting backdrop for the School's Archives.

We should all celebrate a unique display, unlike that at any other school, which features classmates by year or multi-generational families with ties conveyed through an evolution of maiden and married names.

Fundraising ensures the School can continue to do what it has always done so well – to enable students to achieve the highest academic standards while accessing a diverse array of sporting and cultural pursuits.

Since the beginning of 2022, the Foundation raised more than \$1,060,000; comprised solely of gifts from Old Girls, parents and the broader community, and which does not include 'matched funds' from the Foundation.

In total, this year, the Foundation will give the School \$1,622,641 and this is something worth celebrating!

'Stellar Together' indeed – an achievement which must be attributed in part to our volunteer Directors who unstintingly dedicate their expertise, time and passion to the Foundation Board and the School.

Our shared goal – to fund cutting-edge facilities, improve girls' educational prospects and to give a fortunate few truly life-changing opportunities was given renewed momentum this year.

# Staff

## Staff Composition, including Indigenous Staff

Status	Number of employees
Full-time Teaching Staff	111
Full-Time Non-Teaching Staff	56
Part-Time Teaching Staff	23
Part-Time Non-Teaching Staff	81

## Qualifications of All Teachers

Qualification	Number of classroom teachers and school leaders at the School who hold this qualification
Doctorate or higher	4
Masters	36
Bachelor Degree	148
Diploma	92
Certificate	33

## 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 2022, including professional subscriptions	The proportion of the teaching staff involved in Professional Development activities during 2022
128	\$36,757.24	\$287.16	\$40,583.24	100%

*NOTE: due to ongoing restrictions in 2022, 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.*

## 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
137	184	875	97%

## Teaching Staff Retention

Number of permanent teaching staff at end of previous year (2021)	Number of these staff retained in the following year (2022)	% retention rate
116	106	91%

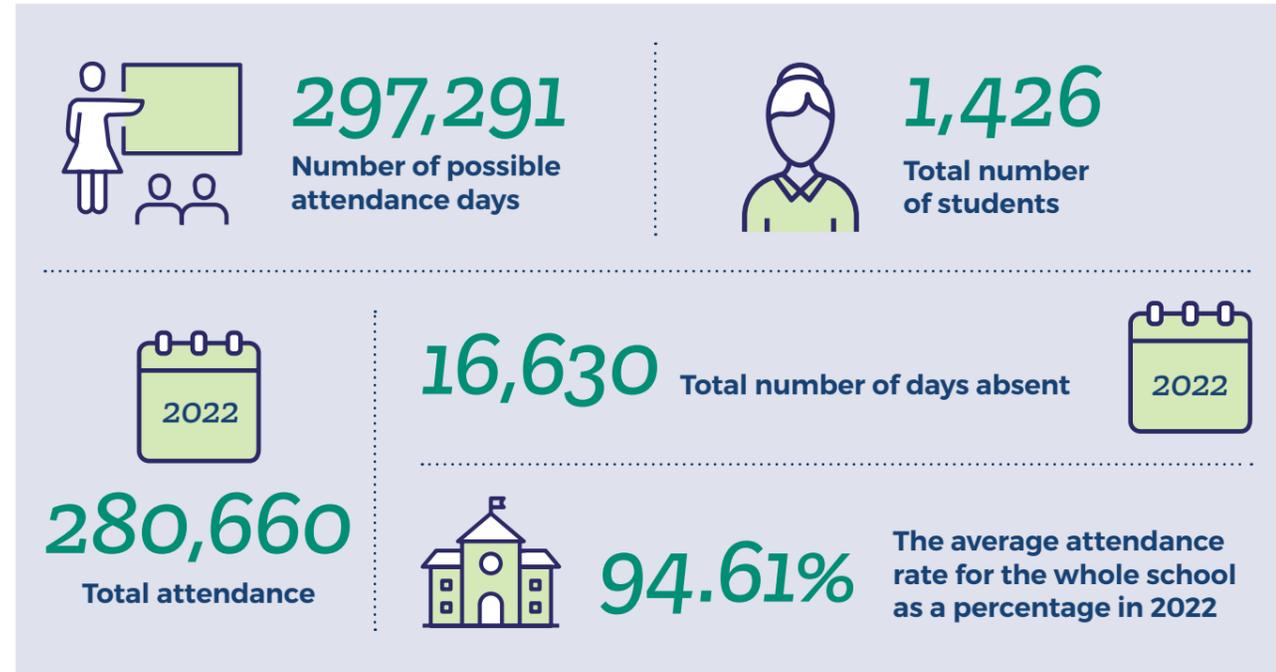
## 2022 Teacher participation in Professional Development\*

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)	87
Alliance of Girls Schools Webinar	2
Annual ICT Schools Summit	5
ASIST Suicide Intervention Training	4
Aus-Assist Safe TALK – Suicide First Aid	2
Behaviour Management in the Classroom – online webinar	2
CPX Public Roadshow Lecture	5
Differentiation in Teaching and Learning – online	2
Future of Education series	1
Introduction to Cultures of Thinking Webinar	17
ISQ Big Ideas Summit	2
ISQ HALT Webinar	3
ISQ Research Project – Reforming and Improving student results	3
ISQ Senior Schooling Forum	3
Leading Edge Women in Education Course	3
Metacognition skills – online	2
Motivating Reluctant Learners	3
National Education Summit – Brisbane, Melbourne	5
Online Foundations for Understanding and Support	2
QCAA Senior Processes Training	6
SchoolBox Intensive course for staff	7
SchoolBox S-E Qld User Forum	2
Senior School Pedagogical Coaching Project with Professor Erica McWilliam	7
Teaching for Tomorrow – webinar series	128
Thoughtful Educators Conference - BGGs	10
Trends in Education Lecture Series	4
Australian Curriculum Updates	3
<b>Total number of teachers participating in at least one activity in the program year</b>	<b>128</b>

\*Based on number of teachers registered to attend

# Student Outcomes

## 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 2022
Prep	64	468.59	13668.41	96.69%
Year 1	52	524.19	10860.81	95.40%
Year 2	66	643.11	13667.89	95.51%
Year 3	71	656.39	15249.61	95.87%
Year 4	72	754.15	15016.85	95.22%
Year 5	92	819.62	19055.38	95.88%
Year 6	91	835.12	19369.88	95.87%
Year 7	144	1855.82	29746.18	94.13%
Year 8	129	1812.91	26133.09	93.51%
Year 9	136	1840.94	27253.06	93.67%
Year 10	148	2090.90	29863.10	93.46%
Year 11	149	1914.48	30985.52	94.18%
Year 12	151	2414.66	29790.34	92.50%



# NAPLAN Results

## Comparisons of 2022 NAPLAN data between Somerville means and State and National means

Year 3			
Aspects of literacy and numeracy	Somerville mean	State mean	National mean
Reading	517	422.1	437.8
Writing	463	406.5	422.1
Grammar and Punctuation	529	419.1	433.2
Spelling	502	401.5	417.7
Numeracy	481	387.3	399.8

Year 5			
Aspects of literacy and numeracy	Somerville mean	State mean	National mean
Reading	569	500.8	509.7
Writing	546	468.2	484.3
Grammar and Punctuation	572	491.7	498.8
Spelling	562	493.9	504.5
Numeracy	553	478.7	488.3

Year 7			
Aspects of literacy and numeracy	Somerville mean	State mean	National mean
Reading	597	535.2	542.6
Writing	580	515	529.8
Grammar and Punctuation	608	527.9	533.2
Spelling	603	540.6	547.2
Numeracy	605	536.6	546.3

Year 9			
Aspects of literacy and numeracy	Somerville mean	State mean	National mean
Reading	628	566.4	577.6
Writing	617	544.2	559.9
Grammar and Punctuation	642	565.9	573.3
Spelling	627	569.8	576.7
Numeracy	637	575	584.4

\* School averages as per QCAA Reports available from August 2022. 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	151
Year 12	150
Apparent Retention Rate %	99.3%

# 99.3%

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	150
Students awarded a Qld Certificate of Education at the end of Year 12	147
Students awarded a Qld Certificate of Individual Achievement	0
Students who received an ATAR	146
Students who are completing or completed a School-based Apprenticeship or Traineeship	0
Students awarded one or more Vocational Education and Training Qualifications	45
Number of students awarded an International Baccalaureate Diploma	0
Students awarded a VET qualification:	
Certificate 1	0
Certificate 2	1
Certificate 3	1
Certificate 4	
Diploma	44
Year 12 students who received an ATAR of 99 and above	7.8%
Year 12 students who received an ATAR of 95 and above	25.2%
Year 12 students who received an ATAR of 90 and above	56.5%
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 parents by SMS messaging or telephoning to ascertain the reason for their absence. Classroom teachers, Tutor Group teachers, Heads of Year and Assistant Heads of Junior 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.

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 are 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 Deputy Principal has the delegated 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.

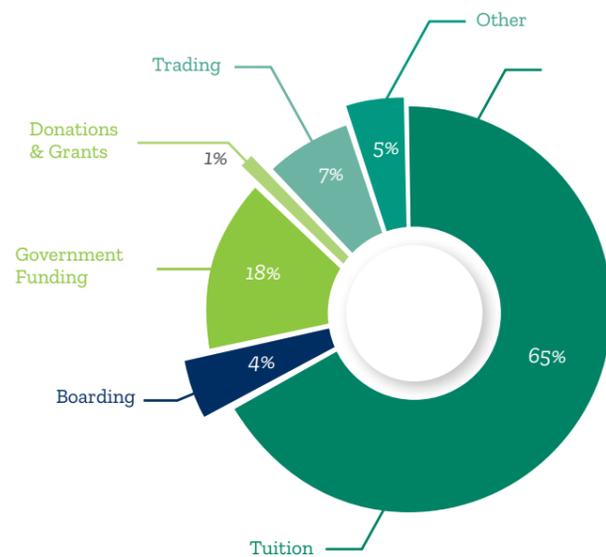
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As part of the PMSA Group, Somerville House's financial accounts and financial statements are prepared by the School's Business Manager, and presented and ratified by the PMSA's Audit, Finance and Risk Committee. These are independently audited by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

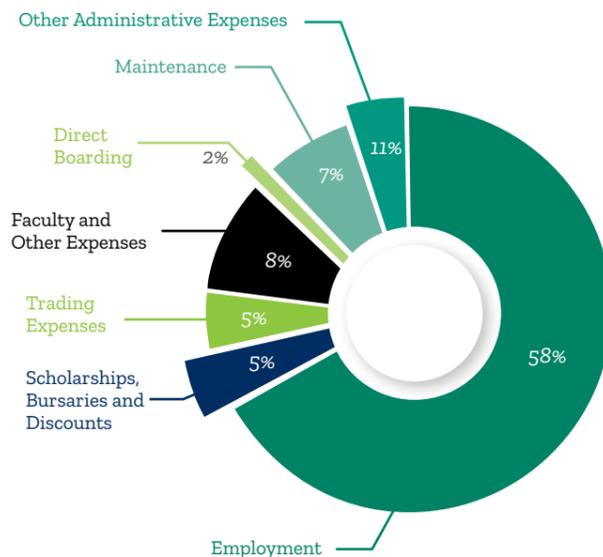
The PMSA's audited financial statements are prepared in accordance with Australian Accounting Standards and include accounting policies. They comply with the Associations Incorporations Act 1981, Australian Education Act 2013, Education (Accreditation of Non-State Schools) Act 2017, and Australian Charities 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 2022



## Expenses 2022



“  
Our aim is for students to achieve personal excellence, live a fulfilling and satisfying life and make a meaningful contribution to family and society.”





## 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 2022, 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
- Occasional guest speakers to Boarders' Chapels and a once a term combined service with BBC enhanced the program
- Monthly for day students: similar to boarders' services with leadership from various students, the inclusion of contemporary worship songs, interactive activities and the use of media clips
- Streamed online during Somerville@HOME at the start of 2022, and extended when numbers for gatherings were restricted, with a high level of creative student involvement
- Staff Chapel services six times a year, and a weekly staff prayer meeting which up to eight staff attend
- Special Chapel Week in August, with daily activities (eight in total) and several special services in both Senior and Junior Schools. High level of student leadership and input from the Chapel Captain, two Convenors and Junior School Students

- Several weddings and funerals were conducted both on and off-site, usually involving former students or staff members

For most of 2022 the Somerville Chapel was unavailable due to renovations on the adjacent building. Chapel services were held in alternate venues, and the Chapel became available again in Term 4.

### Devotions

- Delivered at weekly assemblies, includes a hymn, Bible reading (presented by a Year 12 student), homily and prayer. Five staff were involved in sharing Devotions in 2022 and several Year 12 students.
- Senior Chaplain shares a Devotion at four Junior School assemblies each year and on special occasions e.g. Christmas Concerts, Year 6 Chapel and Presentation
- Chaplain gives an address or says grace at special occasions: Blessing of the Fleet, Celebration of Sports, Year 11 Leadership Conference, Year 10 Careers Day, Year 9 End of Year Celebration, Valedictory Service, Grandparents and Godparents Day, various co-curricular end of season functions.

### 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 three occasions in 2022
- The Senior Chaplain engages in regular suppers with boarding students in small groups, 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 programs as a means of relationship building with the school community (including parents), 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 70 students were involved this year
- Senior School students are involved in SomerCircle, with a weekly group meeting for each year level
- Once a term combined lunchtime meetings (Group360) are held
- Combined activities with other PMSA schools are held once a term, including an annual weekend camp
- Approximately 80 girls were involved in SomerCircle in 2022, more at the inter-school events.
- Student leadership is encouraged and in 2022 small groups for prayer and encouragement for Years 10 to 12 students were held weekly in the second half of the year, led by Year 12 students
- In 2022 six Year 10 to 12 students attended a state wide Christian Leadership Conference in vacation time
- 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.

### Christian Education

- Every student from Pre-Prep to Year 12 engages in Christian Education
- Specialist Christian Education teachers lead the program

- In 2022 a Head of Department was appointed for Christian Education across the School, previously the Senior Chaplain fulfilled this role as well as performing the other Chaplain duties
- Junior School Students have Christian Education one lesson a week, Senior School students have Christian Education three lessons a fortnight

### Students explore five main areas of study:

- 1. Revelation** - a significant study of the Christian Scriptures, including their composition and teaching
  - 2. Reasons** - investigating apologetic dimensions of faith including reasons for belief and ethical responses to contemporary issues
  - 3. Relationships** - focusing on personal development, and basic relationship skills
  - 4. Religions** - examining major world religions and relevant minority religious groups
  - 5. Response** - encouraging students to formulate personal convictions and express them through action
- The program covers Biblical themes and contemporary issues, focussing primarily on the life and teachings of Jesus Christ and their application to life in a complex and demanding world
  - Students also learn about other world religions and belief systems with the goals being understanding and respect
  - The theological perspective aligns with that of the Presbyterian and Uniting Churches in accordance with the Apostles' and the Nicene Creeds.



# About the PMSA

The Presbyterian and Methodist Schools Association (PMSA) owns four outstanding Queensland independent 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](http://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 are guided by our shared values that reflect our heritage, inform our strategic vision and guide us in all that we do.

**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 their potential.

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

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# Next Step - 2023 Post-School Destinations

This is a summary of the post-school destinations of students from Somerville House (South Brisbane) who completed Year 12 and gained a Senior Statement in 2022. 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](http://www.qld.gov.au/nextstep). Regional and statewide reports will be available from October 2023.



**73.4% response rate**  
105 out of 143 Year 12 completers from this school responded to the 2023 survey. Results may not be representative of all Year 12 completers at this school.

## Post-school destinations



In 2023, 98.1% of Year 12 completers from Somerville House (South Brisbane) were engaged in education, training or employment in the year after they completed school.

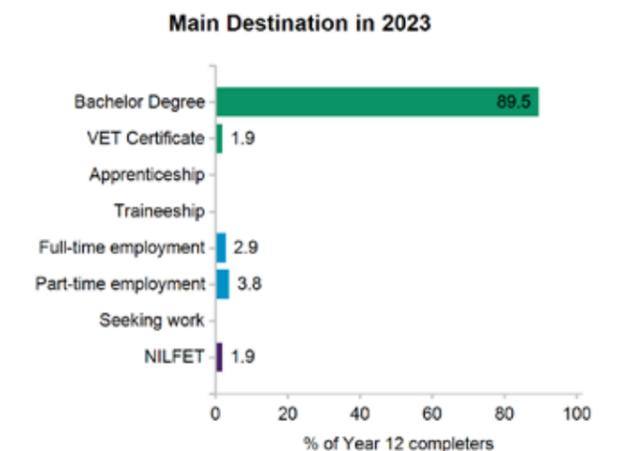
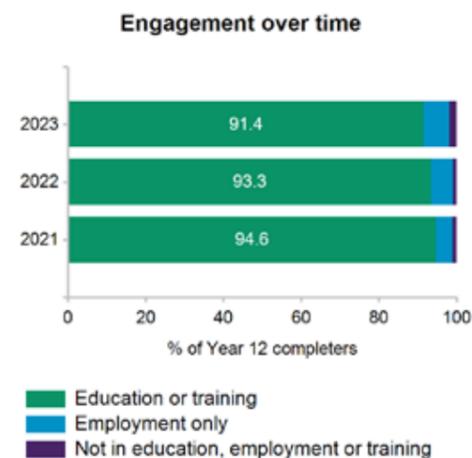


Of the 105 respondents, 91.4% continued in education and training. The most common study destination was bachelor degree.



A further 6.7% transitioned directly into paid employment only.

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.





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