



Somerville House
Annual Report

2023



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Our aim is to provide an exemplary educational environment by supporting each student’s potential growth.”

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 2023, Somerville House had 605 students enrolled in the Junior School (Pre-Prep to Year 6) and 813 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 2023.

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

The Somerville Values Framework





2023 Highlights

- Somerville House exhibited at the Royal Goondiwindi and Royal Gunnedah Shows

Apr



May

- The World Goes Round musical production hosted by Somerville House in conjunction with Churchie
- Over \$149,000 raised at the annual Somerville House Foundation Lunch in support of needs based scholarships
- The Blessing of the Fleet included a celebration of 20 Years of the Boat Shed

Jun

- Somerville House attended the ICPA State Conference in Julia Creek

Jul

- Official opening of SomerFields
- Somerville House exhibited at the Royal Darwin Show



Aug

- Open Day attracted over 1,600 visitors to Somerville House
- Over \$33,000 raised at the Somerville House Foundation Golf Day in support of sports equipment for SomerFields



Sep

- Annual P&F Association Ball
- 14 medical experts attended the Dr Lorna Archibald evening, aimed at providing advice to students considering a career path in medicine

- OGA Birthday lunch brought together over 100 guests
- The Principal's Awards for Old Girls were presented to Elouise Comber (Class of 2017) and Louise Conwell (Class of 1989)
- At the 2023 Chess Queensland Girls' Interschool State Finals, Somerville House placed 1st and 2nd

Oct

Dec

- 65 students received an ATAR of 90 and above with 10 students receiving 99 or above.



Nov

- Annual P&F Association Christmas event

From the PMSA Chair and Chief Executive Officer



On behalf of the PMSA Board, we extend our heartfelt congratulations and thank all the members of our school communities for their remarkable achievements throughout 2023.

Our journey has been nothing short of inspiring, thanks to the unwavering dedication of our Principals, teachers, support staff, students and their supportive families who have all contributed to the success of our schools.

In 2023, the Presbyterian and Methodist Schools Association (PMSA) continued to strengthen its position as a leader in Christian education.

The year was marked by significant milestones, including the Board's endorsement of our new 20-Year Strategic Vision. This long-term vision, crafted with insights from industry experts and in collaboration with our school communities, reflects our commitment to work together to ensure we are at the forefront of education.

Our new Strategic Vision will set out our new shared vision, mission and values with a framework of strategic priorities that will guide our decision making and place us on a trajectory towards a bright and enduring future. We look forward to launching our new 20-Year Strategic Vision in 2024 and leveraging our strengths to ensure we can achieve greater outcomes for all.

Some of the new initiatives we launched in 2023 included the inauguration of PMSA Activities and the strategic purchase of Camp Moogerah (now known as Rising Peaks). These new enterprises will enable us to offer a more diverse range of extracurricular options and create an outdoor education and learning destination for the group.

Both new ventures are just the beginning as we collectively plan and prepare for what our schools and students require to thrive in this rapidly changing world and transform our organisation to meet the evolving needs of our global communities.

In addition, we offered our senior students the chance to participate in the PMSA Teacher Education Scholarships for our young aspiring teachers and the new Christian Mission and Service Assistance Program to support students in their journey to serve God and grow their Christian Faith. Nurturing our students' talents and supporting them to serve our communities is an important part of the PMSA's legacy and it was truly

fulfilling to see so many of our students embrace these opportunities to bring their passion and God-given talents to life.

As we reflect on the progress we have made this year, we would like to highlight and thank all our incredible staff, along with our governance members, advisory council members, foundation members, old collegians, school support groups, staff, parents, volunteers, and the broader school community, for your ongoing support and dedication.

Together, we will continue to prioritise the wellbeing and development of our students, ensuring they are prepared for the future.

With God's blessing,

Margaret Berry
PMSA Chair

Shane Coppin
PMSA Chief Executive Officer

From the Principal

Throughout the 124 years of the history of Somerville House, our old girls and current students and staff have lived with the motto HONOUR BEFORE HONOURS. Our community has been enriched by an understanding of the importance of helping and caring for others, because it is the right thing to do. A Somerville House girl is shaped by honour and understands her behaviour and achievements are more important than the applause of a crowd.

The excellent results achieved by Somerville House students in the 2023 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 were particularly pleasing, as reflected within this report. In our 124th year, Somerville House maintained its commitment to providing the highest quality education. By focusing on academic excellence and promoting personal growth, we have prepared our 2023 graduates well for life beyond school. Through the challenges of online learning, external assessments, and service to others, our students have developed essential qualities including integrity, respect, compassion, and empathy. Our graduates achieved excellent academic results, demonstrated by strong ATAR scores, additional vocational certificates for job readiness, culminating in all Year 12 students receiving tertiary offers across institutions throughout Australia. 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 in excess of 1,431 students, our strong enrolment growth throughout 2023 demonstrates continued demand for single-sex schools for girls. Despite the upheaval of the pandemic 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. SomerFields, our sporting facility located at Rocklea was officially opened in July 2023 thanks to the generous donations of Old Girl, Bethwyn Todd, Somerville House Foundation and many parents and friends.

In 2023 the School continued to host a range of events to build community connection. These are just some of the events held:

- Annual Parent Information evenings
- Arts Festival

- Choral Festival
- 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
- The World Goes 'Round – School Musical with Churchie
- Commemoration Day
- Speech Night
- Grandparents and Godparents Day
- Celebration of Junior School Assembly

Commemoration Day was a wonderful occasion with Old Girl representation sharing their stories and passion with the assembled students and visiting Old Girls. We heard from the Guest Speaker Dr Anna Jenkins who spoke about her remarkable work with Médecins Sans Frontières as a psychiatrist in Palestine, Iraq and Nepal. We celebrated the School's recognition of Old Girl of the Year recipient Associate Professor Louise Conwell and Young Old Girl of the Year Elouise Comber. 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 recognise Miss Kylie Bullion (Head of Year 9, Teacher - Health and Physical Education) and Ms Lauryn Gijsbers (Events and Catering Manager) at the Annual Speech Night.

Mrs Kim Kiepe
Principal

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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.





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“You are the light of the world. A town built on a hill cannot be hidden. Somerville House shines brightly for all to see thanks to our collective contributions.”

From the School Advisory Council Chair



In 2023, the School Advisory Council has sought to work with the stakeholders supporting the school including the Old Girls' Association, the Parent & Friends Association and the Somerville House Foundation. To all the executive and members of these groups, thank you for all you do to enhance the Somerville House experience, whether it is fundraising, planning infrastructure, supporting Old Girls, sport, art or co-curricular, it is the combination of these functions working together that make Somerville House the incredible community we know and love. This year was indeed momentous as we opened the newly refurbished A block, now known as the Fewings Building. I think it is safe to say it has very much become home to our senior students and Heads of Years. The completion of the incredible sporting facilities at SomerFields has also been a huge highlight this year and was made possible thanks to a generous donation by Foundation Board Chair, Bethwyn Todd.

Over the last two and a half years, the School Advisory Council has continued to evolve, readjusted its governance model supported by the PMSA and worked to give value where it is most needed. We have been blessed to work with Mrs Kim Kiepe throughout this period – I have admired her tireless professionalism, her integrity and her kindness, and appreciated the way she has managed the incredible responsibilities of her Principalship.

One of things I love about Somerville House is the sense of community – the desire to share stories, to link Old Girls with current students, to recognise the achievements of past students, to welcome parents and family, and to continually improve the educational and co-curricular experiences that keep our community strong.

But community takes effort. It takes commitment and it is derived from an understanding of our values and whether or not they are aligned. At the heart of our values here at Somerville House lies a profound commitment to Christian principles, which guide us in our pursuit of knowledge, compassion, and service.

We embrace the teachings of love, kindness, and empathy and our commitment to service extends beyond the confines of our School, as we collectively endeavour to make a tangible difference in the lives of those in need, reflecting the compassionate and selfless spirit that defines us as a community.

Some of my work colleagues have been spending their waking hours in a crisis centre in Canberra, supporting the government as they determine Australia's role in responding to the events in Gaza. It is a stark reminder of the fragility of peace and the importance of unity and understanding in our global community. Peace and unity starts in our own communities - the eco systems we inhabit - and it is the combination of big and little acts of kindness that bring us together, as your Chaplain has stated.



Students, in honouring the spirit of Eliza Fewings, let us remember the power of a single individual to ignite positive change and create a ripple effect that transcends generations. Let her legacy serve as a testament to the profound impact that each one of you can make in shaping a better and more compassionate world.

In the book of Matthew, Jesus taught, "You are the light of the world. A town built on a hill cannot be hidden." One thing I can say with confidence, is that a Somerville House student cannot be hidden. Especially not in the delightful green uniform students wear so proudly; Somerville House shines brightly for all to see thanks to our collective contributions.

I would like to thank the School Advisory Council members, Tracey McFarland, Trisha Squires, Matthew Miller and Jonathon Chew, for their service throughout the year and acknowledge the work of the School and PMSA staff supporting the School Advisory Council's functions.

Ms Fiona Gaske
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 2023, our Year 12 cohort achieved outstanding academic results with a median ATAR of 90.83 (based on results shared in mid-December 2023) across a broad range of subjects. Similarly, the 2023 NAPLAN results placed Somerville House well above the State and National average.

Within the second Strategic Priority, “**Sustaining Personal Growth**,” we aim to encourage students to engage in co-curricular participation and performance.

The Junior School Captains attended a St John’s Cathedral service commemorating the Queen’s Platinum Jubilee. During Reconciliation Week, Senior School students designed a number of activities to promote reconciliation and National Reconciliation week. Year 10 students spoke on Assembly while Year 12 students created a video presentation.

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. 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 and Year 11 students attended a ‘White Ribbon’ breakfast at the Anglican Church Grammar School.

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 the official opening of SomerFields was held in July.

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

Throughout the academic year, our Junior School has remained committed to fostering a rich and diverse curriculum that nurtures the intellectual curiosity and academic growth of our students. From scientific explorations to linguistic adventures, our classrooms have been vibrant hubs of learning and discovery.

In Science, students in Year 1 embarked on an enthralling journey witnessing the metamorphosis of chrysalises into beautiful butterflies, while Year 4 delved into ecological studies at Mt Coot-tha Botanical Gardens. Additionally, our Year 6 students engaged in thought-provoking inquiries into different types of government, broadening their understanding of political structures and civic responsibilities.

In languages, our French program celebrated the vibrant traditions of "La Chandeleur," where students not only flipped crêpes but also embraced the cultural significance of this French celebration. Year 3 students, meanwhile, eagerly explored the world of strings, selecting their instruments with enthusiasm under the guidance of our dedicated music educators.

In addition to the rich education offering for students, staff have worked collaboratively throughout the year bringing together the pedagogical framework, 'Cultures of Thinking' with the Australian Curriculum Version 9, which focuses on meaningful cross-curricular link across phases of learning, including the ELC.

Focused development has continued for staff in Prep to Year 2, with continued training in DRA Phonics, seeing the scheme deeply embedded across the Early Years. Within the EALD space, practitioners have honed their support skills through the Talking Partners programme and use of data both qualitative and quantitative.

At Somerville House, we understand that wellbeing is fundamental to academic success and personal growth. Throughout the year, we have prioritised the holistic development of our students, fostering environments where they feel valued, supported, and empowered.

Our Positive Wellbeing Week embodied our commitment to nurturing the mental, emotional, and social wellbeing of our students. From Mindful Monday to Fun Friday, each day was dedicated to promoting mindfulness, gratitude, and joyful connections

within our school community. Barnyard Babies were introduced to the program, enabling students to learn about care for others, through exploration and their natural curiosity about the wider world.

Additionally, initiatives such as our Sisters Connect program have provided invaluable opportunities for mentorship and camaraderie across year levels. Through meaningful interactions and shared experiences, students have cultivated enduring bonds and a sense of belonging within the Somerville House family.

Following a year of consultation and review, the Culture of Care Wellbeing Framework was launched in Term 4, 2023, the image of a circle signifies the continual cycle of development and support around both individual and community wellbeing. The Culture of Care encapsulates values, Christianity, skills, personal development and growth for students, staff and the wider Somerville House community. This framework not only underpins the intrinsic nature of school life but the educational journey as a whole, developing a strong sense of self, compassion and integrity.

Environmental ambassadors worked on projects throughout the year, making change happen within the school environment. Through the Containers for Change initiative, students and families collected over 35,000 bottles and containers, resulting in over \$3500 raised. Monies were put towards new garden beds, where students will be learning about the life cycle and sustainability, additionally a friendship bench made from recycled materials. The projects that we have chosen throughout the year, have had a real-life impact on skill development and understanding of the world around them.

As an urban school, there can be challenges around creating meaningful connections with our school community. Throughout the year, great emphasis has been placed on building relationships, this commenced with a 'Whole School Information Evening', where parents were invited to meet socially before year level talks. This enabled staff and parents to mingle, making valuable introductions and setting out goals for the year.

Additionally, whole school events for the students have been introduced including an Easter Bonnet Parade, World Cup Festival culminating in a staff vs. opens match, Under 8s Day, language immersion

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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.





events e.g. Bastille Day Boulangerie and a Christmas Picnic. The emphasis on connection and making learning meaningful has also brought a sense of connectedness to our school. Giving us a common language and culture to work towards.

Leadership is not merely a title; it is a set of skills and qualities that empower individuals to inspire, motivate, and effect positive change. At Somerville House, we are committed to nurturing the leadership potential within each of our students, equipping them with the tools to lead with integrity and empathy.

Our emphasis on leadership was evident throughout the year, with initiatives such as the Halogen Young Leaders Day providing students with opportunities to engage with inspiring role models and cultivate their leadership qualities. Furthermore, our Class Parliament project empowered students to participate in the democratic process, fostering a deeper understanding of civic engagement and community leadership.

Every student in Years 5 and 6, have had the opportunity to further develop their leadership skills through our 'School Ambassador', program which allows them to think critically, answer questions and support those new to our environment as they familiarise themselves with Somerville House.

Review of the Junior School Leadership program, allowed for great emphasis on skill development namely: organisational, public speaking, collaborative experiences and ambassadorship. Each area was reviewed to ensure that all leaders had an active role in their 'department', with students having a good understanding of roles and responsibilities.

As we reflect on the achievements of the past year, we take pride in the remarkable accomplishments of our students across various domains. From sporting

triumphs to musical accolades, our students have showcased their talents and dedication on numerous platforms.

Our Junior School Swim and Cross-Country teams outstanding success at the Andrews Cup Championships exemplifies the spirit of determination and sportsmanship that permeates our school community. Similarly, our musicians have captivated audiences with their performances, earning accolades at events such as the Junior School Combined Music Festival and QYMC.

Students were national finalists in Chess and Robotics, with our U11 Chess team returning from Adelaide victorious. This is a notable feat, given the stiff competition that they encountered. They embraced the championships with determinations and confidence.

As we celebrate these achievements, we also recognise the invaluable contributions of our dedicated staff, parents, and community partners who have played a pivotal role in supporting and nurturing the growth of our students.

As we conclude another enriching academic year at Somerville House Junior School, we extend our heartfelt gratitude to all members of our school community for their unwavering dedication and commitment. Together, we have created a vibrant and inclusive learning environment where every student is encouraged to flourish and thrive.

Looking ahead, we remain steadfast in our commitment to excellence, innovation, and holistic development, ensuring that each student emerges from Somerville House as a confident, compassionate, and empowered leader ready to make a positive impact on the world.

Susan Clarke
Head of Junior School

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 2023, Academic Learner Awards recognised students who demonstrated commitment to the Learning Behaviours through their learning.

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 2023, 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) test. An addition to the Senior Years' Curriculum, students in Year 11 2023 were able to study the Senior Engineering subject.

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 2023. 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 2023, 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.



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.

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 2023 there were 157 students involved in Chess across the Junior School and Senior School. Our Junior School team placed 1st in the Queensland Primary Girls State Finals, 4th in the Queensland Secondary Girls State Finals, 3rd in the Queensland Primary Open State Finals and 1st in the Australian Interschool Teams Championships Primary Girls Division. Our School Champion was Chloe Wang in Year 4.

Christian Fellowship: 70 Junior School students participated in SupaClub and 80 Senior School students participated in SomerCircle Christian Fellowship. 2023 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: 130 students competed in the Queensland-wide QDU and BGDA competitions. These teams achieved incredibly well with 8 teams making finals, and our Senior A team qualifying for the quarter-finals round. The Wendy Ward Debating Shield was awarded to the Senior A debating team for this achievement. We held our annual Great Debate against Anglican Church Grammar school in a very successful event and raised funds to be donated to the Women's Legal Service.

Duke of Edinburgh: In the 2023 Calander Year, 40 students begun their Duke of Edinburgh journey by enrolling in the Award. 52 students participated in the program, including logging activity hours in the areas of physical recreation, skills, and voluntary service. Many students completed their activity hours through Somerville House co-curricular opportunities, such as the sports, debating, service learning and music programs. 6 Adventurous Journeys were run to destinations including D'Aguilar, Sundown, and Girraween National Parks, and hosted students from Somerville House and Brisbane Boys College. 17 students successfully completed an Award level, including 5 Gold, 4 Silver, and 8 Bronze Awards. In 2023, former Duke of Edinburgh Program Coordinator Mr David Haliczzer stepped down, and Mr Samuel Wait begun in this role. Dr Gemma Dale continued in her role as an Adventurous Journey Supervisor. Claire Darnell (graduating class of 2023) acted as Duke of Edinburgh Captain.

Musical: The 2023 Churchie and Somerville House combined school musical performance of 'The World Goes 'Round' had audiences dancing in their cabaret-themed seating! Audiences sung along to the best Kander and Ebb tunes performed by our ultra-talented cast and live orchestra. There were three shows performed from Friday 19 May to Saturday 20 May in the Valmai Pidgeon Arts Centre.

Robotics: In 2023, Robotics at Somerville House continues to cultivate an interest in STEM using a variety of robots and robotic technologies. The custom robotics programme continues to broaden and deepen students' understanding in and development of bespoke robots





using industry-strength processes and components. OnStage continues to be the predominant RoboCup Junior challenge, with the school featuring a fourth place at the State Competition and a Problem Solving Award by AI Cubed Academy at the National Competition. The school is also seeing growing interest in the other challenges, with promising signs such as a Primary Rescue Line team comprising of Year 5 students achieving a fifth place at the State Competition.

Service Learning: In 2023 the School supported 28 charities through fundraising and donations. The Somerville House community raised a total of \$14,415. 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 2023:

- 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 Award at the Queensland Youth Music Awards (QYMA) with a 2nd Place Finish in the advanced Choral
- BMS MusicFest Competition resulted in 6 Platinum, 4 Gold, 2 Silver and 2 Bronze Awards

Practical/Theory Exams

- Over 40 AMEB/Trinity College London exams with students achieving AMus and LMus qualifications.

Live Performances

Live performances included Kaleidoscope Concert 1, Kaleidoscope Concert 2, the Junior School Easter Concert and Grand Concert (September), Somerville House/Churchie Musical (Somerville House), 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 House/Churchie Co-Curricular Music Workshop
- BGS Intermediate and Senior String Festivals
- Somerville House/Churchie Musical Term 4 2022 to Term 2 2023
- Combined Schools Percussion Spectacular with Churchie
- Combined Junior School Music Festival - over 80 students from Somerville, BBC and Clayfield taking part

Pathways Programs

- Year 9 Student Ein Na awarded 1st place in QSO Young Instrumentalist Prize
- Over 65 students involved in SHEP Primary, SHEP Middle School, SHEP and AHEP (coordinated 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)
- ANZAC Day Service at Greenslopes Private Hospital - Cantrice Choir - ANZAC Service - Qld Children's Hospital - Year 5 Choir

Sport

Students had the opportunity to participate in a wide array of sports in multiple competitions and associations throughout the year. In 2023, we expanded our club sport programs with the re-introduction of club touch football, club basketball as well as planning for club volleyball. Students in the Junior School competed in eleven sports within the Andrews Cup competition. Students in Years 7 to 12 competed in multiple competitions, including the Queensland Girls' Secondary Schools Sports Association (QGSSSA) competition, the Brisbane Schoolgirls' Rowing Association (BSRA), and Brisbane Water Polo Association Inc. (BWPI), 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.

AFL

- 2 teams competed in the Senior QGSSSA competitions
- 3 teams competed in the Junior AFL competition
- Opens defeated BSBS 31 - 1
- Participation numbers growing

Athletics

- 68 Season Best Performances obtained at QG Championships
- 3rd Place Andrews Cup Championships including 94 Season Best Performances
- Gold Coast Performance Centre Winter Camp - 36 Attendees
- 8th place overall at the QGSSSA Championships
- 5th place overall at the Andrews Cup Championships
- 23 students qualifying for Mt Gravatt District Trials
- 26 students qualifying for Met East Regional Trials
- 9 students qualifying for Queensland School State Championships
- 87 students included in the QG team, 62 students in the Andrews Cup team

Another season of growth for Athletics in both the QG and AC Programs. The Andrews Cup team obtained two positions better than last year from 5th to 3rd with the students thoroughly enjoying the program.

Badminton:

- 15 teams entered in the QGSSSA Championships

Basketball:

- 8 teams competed in the QGSSSA **Championships**
- 6 teams competed in the Andrews Cup competition
- Opens squad competed in the Champion Basketball School of Queensland Tournament

Cricket:

- Two teams competed in the QGSSSA Championships

Cross Country:

- 49 Students attend Cross Country Camp at Tallebudgera Creek
- Somerville House has three Top 10 finishers at the QGSSSA Championships, seven in the Andrews Cup Championships
- Under 8's Andrews Cup finish 1st
- Andrews Cup team finishes 1st
- QGSSSA team finishes 7th

Equestrian:

- Awarded Equestrian School of the Year
- Five riders qualified for State Championships
- Four riders qualified for National Championships

Football:

- Three teams competed in the QGSSSA Championships
- Six teams competed in the Andrews Cup Championships

Gymnastics:

- 30 students competed across nine teams
- QGSSSA D(i) Grade team won their division

Hockey:

- Three teams competed in the QGSSSA Championships

Netball:

- 10A's 3rd place
- Open A Grade *Andrews Cup Back-to-back championship wins

Rowing:

- Having 3 senior 8s and good numbers in year 8 and 9
- Excellent preseason attendance
- Great RSG involvement – good shed vibe for rowers and parents

Head of the River

HEAD OF THE RIVER	QLD SCHOOLS' CHAMPIONSHIPS – BUNDABERG	RESULT
Year 9 Div 1, Year 9 Div 3	Open Four, Year 9 Div 1	2nd
Year 8 Div 1, Year 9 Div 5, Year 11 Single, Year 12 Single	Open Quad, Year 8 Div 1, Open Pair	3rd
Open Eight, Year 8 Div 2 & 3, Year 8 Single, Year 9 Single	Open Eight	4th

Softball:

- Two teams competed in the QGSSSA Championships
- Opens team were undefeated

Swimming:

- 1st place Andrews Cup
- 4 Andrews Cup Pennants
- 5th place QGSSSA
- 1 QGSSA Pennant
- Andrews Cup Swimmer of the Year (Jessica Daley)
- QGSSSA Swimmer of the Year (Eloise McLellan)

Tennis:

- Primary Schools Cup – Red Ball Brisbane Champions (TBC State)
- Knowles Cup – Champions in Open A & Open B, 3rd in Juniors
- QGSSSA – Open A 3rd & Open B 2nd
- Elise Wiley & Annie Tran representing Met East in State Titles
- Chantelle Lim – Junior Sports Women of the Year

Touch Football:

- 10B team won the QGSSSA Pennant
- Overall each team improved out of sight
- 3 teams just missed out on the QLD All Schools finals

Volleyball:

- 12 teams competed in the QGSSSA Championships
- Opens team competed in the Volleyball All Schools Competition

Water Polo:

- 12 teams competed in the 2022/2023 BWPI Summer Water Polo Competition
- Students selected to represent Australia (Olivia Muir, Dasha Osadchuk)
- Students selected to represent Queensland (Kaia Bottomer, Jessica Wiley, Chloe Barrett, Emma Woolley)
- 16B on their Grand Final
- U16 and U18 claiming Silver at State Titles



Queensland/Australia (selected/represented) Students 2022

Sport	Name	Year Level
Queensland Representative - Netball	Lahni Ellen	7
Queensland Representative - Aquathlon / Cross Country	Miranda Bowen	7
Australian/ International representative	Selina Appleton	7
Queensland Representative - Athletics	Charli Moore	8
Queensland Representative - Water Polo	Chloe Barrett	8
Queensland Representative - Swimming	Eloise McLellan	8
Queensland Representative - Athletics / Cross Country	Emma Fryga	8
Queensland Representative - Water Polo	Emma Woolley	8
Queensland Representative - Synchronised Ice Skating	Isabella Upton	8
Queensland Representative - Figure Ice Skating	Kaitlin Teo	8
Australian/ International representative	Leyla Dogan	8
Queensland Representative - Trampoline	Leyla Dogan	8
Queensland Representative - Equestrian	Pippa Lawson	8
Queensland Representative - Equestrian	Tamika Donald	8
Queensland Representative - Cross Country	Eryn Glassick	9
National Level Representative - Swimming	Evelien Wiseman	9
Queensland Representative - Water Polo	Jessica Wiley	9
International representative - Swimming - PNG	Jhnyali Tokome-Garap	9
Queensland Representative - Water Polo	Kaia Bottomer	9
National Level Representative - Swimming	Sarah Adcock	9
National Level Representative - Swimming	Tamara Wiley	9
Queensland Representative - Athletics / Swimming	Annika Jensen	10
Queensland Representative - Athletics	Charlotte Jenvey	10
Australian/ International representative	Dasha Osadchuk	10
Queensland Representative - Water Polo	Dasha Osadchuk	10
Queensland Representative - Athletics / Cross Country	Jemma Wilson	10
Queensland Representative - Triathlon	Jessica Durling	10
Australian/ International representative	Kristy Appleton	10
Queensland Representative - Swimming	Olivia Hine	10
National Level Representative - Swimming	Ruby Boxall	10
Queensland Representative - Water Polo	Ruby Johnson	10
Queensland Representative - Equestrian	Billie Lawson	11
Queensland Representative - Gymnastics	Chelsea Pears	11
Queensland Representative - Swimming	Elloise Doolan	11
Queensland Representative - Softball	Isabelle Mezger	11
National Level Representative - Swimming	Sophia Danieli	11
National Level Representative - Swimming	Tahlia Hanson	11
Australian/ International representative	Olivia Muir	12
Queensland Representative - Water Polo	Olivia Muir	12
Queensland Representative - Equestrian	Phoebe McDonnell	12

Social Climate

Introduction

The wellbeing of all is the responsibility of every student, staff member and member of the community within Somerville House. A positive culture of kindness, compassion and support for being our best selves permeates all aspects of School life. It is our way of being.

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 futures. Our approach is both proactive, responsive and supportive, 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. Our motto 'Honour Before Honours' provided the frame for the values and approach to wellbeing at Somerville House.

2023 was the last year operating under the 2014 Positive Education Framework. This was based on Christian Foundations and incorporated 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.

During 2023 we worked tirelessly to review and revitalise our Wellbeing Framework by collaboration within our community throughout the year, ready to launch the Somerville House Wellbeing Framework – CULTURE OF CARE in December 2023/January 2024. We have drawn on the past framework to create a culturally aligned guide for all in the community; students, teachers, staff, parents and members of our community. Although we commenced working on this project in 2021 there were multiple reasons for stalling including post-COVID increases in presentations of anxiety and depression which have taken considerable resources, the coinciding development of the academic framework, Cultures of Thinking, which required allocated meeting time and also the attempt to make the framework too grandiose. With a renewed fervour in 2023, we revised our project and split the original intention of developing the framework and revising the social and emotional curriculum. We successfully developed the framework and will now revise the curriculum over the course of 2024.

Key Improvement Strategies Adopted in 2023

- Developed the whole student through individual care and support, within a Christian ethos
- Provided academic and social support to ensure each student develops personal resilience

- With increasing numbers of students entering mid-year, there has been an increasing need for orientation, with a focus on connections and belonging throughout the school year, and especially at the beginning of each term, and particularly in Year 10. Hence the development of mid-year orientation programs for new students.
- Development of mental fitness initiatives including an age-specific mental health literacy program developed by our School Psychologist who worked with cohorts across the Senior School in 2023.
- Use of measurement data to inform action and processes, while also reflecting on behaviours and programs.
- Change of title from Dean of Student Wellbeing and Associate Dean of Student Wellbeing to counteract confusion about these roles with student management responsibilities. The titles were changed to Dean of Students and Associate Dean of Students. This has proved to be successful.

2023 External Influences

- Impact of COVID phase - Evidence indicates that the COVID experience has impacted the potential intellectual and other 'risk-taking' and therefore student appetite for challenge both academically and behaviourally continues.
- Decreased appetite for risk of students and parents causing students to choose academic and other paths of less challenge and parents question challenges experienced on campus, including consequences for poor behaviour. This continued from 2022.
- Parents increasingly are providing reasons why students should not engage in outdoor education camps, based on child and parent anxieties.
- 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. This continued in 2023.
- Increasing number and severity of presentations of individual student mental health issues therefore impacting the availability of school psychology appointments. A triage approach was adopted and increasing referrals to external providers were given to parents while also regularly communicating community psychology opportunities externally.



- An additional psychologist was employed to support the one School Psychologist on campus. (see Psychology Report below) Adjustment was made to the Wellbeing Centre to support this addition. This meant an additional meeting room was developed in an alternate location to accommodate parent meetings.
- External Psychology practices continue to be notably fully booked and require parents and students to wait significant periods before first and subsequent appointments. As a result, our psychologists continue to meet with students at risk until external psychology appointments can be secured where possible.
- Increasing cost of living and the resultant student awareness of parental concerns.
- Rising focus on student wellbeing, particularly building resilience and 21st Century capabilities
- Decreasing on-campus parental support for student and school initiatives/events and subsequent increasing virtual engagement.
- Increased costs of expert speakers for cohort, staff and parent education.
- Increased need to engage with measurement data organisations to assist with data collection. Use of more comprehensive measurement tools to inform practice and programs including an annual survey, pulse checks and other surveys.
- Increased focus on Indigenous culture with the incorporation of indigenous art within the new wellbeing framework.
- Continued to justify/evaluate and manage time and tasks to provide more joyous connective educative opportunities which fill the calendar.

Partnerships with Wellbeing Experts and Institutions

- 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.
- Cyber Safety Solutions – Susan McLean – supports schools she attends. She spoke with students from Years 7 to 12. We continued to engage Safe on Social – Kirra Prendergast in the Junior School. Kirra Prendergast provided age appropriate, informative and engaging presentations across the Junior School and to parents. Susan McLean is one of the nation's foremost authorities on cyber safety for students. She delivers hard messages to adolescents.
- Allanah & Madeleine Foundation – Year 6 complete the Digital licence.
- Drugs & Alcohol – DARTA – Paul Dillon presentations to Years 10 to 12 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. We now have most Boarding and Wellbeing staff educated in Safetalk and key leaders educated in Safe ASIST.

- YLead – a leadership program for Year 9, 11 and 12 and a leadership program for Year 6.
- Be Social. Be Smart – a brand building and digital workshop program - educating students in Years 11 & 12 in the value of LinkedIn for their professional development and assisting them to develop their profile pages.

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 – Kirra Pendergast – Cybersafety including cyberbullying to accommodate student appeal and increased engagement by students in the Junior School, Years 3-6, plus Parent Online Session.
- Judith Krause – Personal Development and Consent – a presentation to parents, teachers and students in Years 4 to 7
- Michelle Mitchell – Consent & Relationships – Years 8 and 9.
- Headspace joined Year 10 and 11
- Enlighten Education – Relationships and Consent Education for students Years 10 to 12.
- An expert in LinkedIn, Sally Dwyer, educated students in Years 11 and 12 about the platform. Year 12 received personal assistance in developing their own LinkedIn profile, looking to the future.
- Red Frogs for Year 12.
- Recent Old Girl Mentors speaking to the Year 12 – Lifeskills/Transition Program
- You Choose – a road safety program for Senior Students
- RYDA – Driver Training Program for Year 10.
- Judith Locke, clinical psychologist and author – Parent information presentations – Junior School and Early Learning Centre.
- Sound Off – Mindfulness meditation sessions for Years 11 & 12, particularly prior to exams.

Theme

The Senior School adopted the theme of *Dare Dream Deliver* in line with the Year 12 theme for 2023 as did the Junior School.

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 2023. Policies such as the PMSA Child Protection Policy, Child Safeguarding Processes, Child Protection Officers, the Anti-bullying Policy, Acceptable Use of ICT Policy and the Student Code of Conduct were readily available in SomerLink by 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 12 to 6 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 in classrooms and meeting places providing ready access for students in need and for staff information. This poster was included as standard on the sliding communiques on the homepage of SomerLink.

The Mobile and Personal Electronic Devices Policy was updated and parents notified of the change to occur from commencement in 2024. This aligned with the government educational institution policy.

Other policies updated include:

- Supporting Students with Specialised Health Needs
- Supporting Students with Mental Health Difficulties Policy
- Substance Management Policy (Medications)
- Student Driver Policy
- Student Diversity & Inclusion Guidelines
- Student Behaviour Management Policy
- School Health Centre Policy
- Management of Infectious Diseases Including Prescribed Contagious Conditions
- Diabetes Policy
- Concussion Policy (new policy)
- Anti Bullying Policy
- Alcohol, Drug and Substance Misuse – Student Incident Management Policy
- Allergy Awareness Policy
- Academic Tutors Policy

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 Students were alerted through automated emails and each student and their concerns were dealt with sincerity and swift action to achieve positive outcomes in all cases. In all cases students felt compassion and care. Identified in most cases was a misunderstanding of the concept of bullying but this in turn provided positive educational opportunities.

Connections

Key connections in 2023 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. (Note here that teachers find it increasingly difficult to attend School Camps with two nights away from families)
- 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 management of issues arising across multiple subjects. Heads of Year offices were located near student cohorts for ease of student access and engagement. (The new Fewings building holds Senior Years Heads of Year offices and these proved to be comfortable offices for senior students in need of support or discussion.)
- Acting 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-campus or off-campus. The pastoral care provided to staff, parents and students as always was compassionate and consistent. Christian Ethos 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 in times of need for families in need. Students engaged in Chapel services twice a term and devotions were core to the Whole School Assembly culture weekly.
- Through strong House spirit and competitions across key sports, Swimming, Athletics and Cross Country 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. There was a purposeful focus on participation and competition in equal measure.
- Junior School 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. This was conducted within the Circle Solutions Framework.
- Fortnightly meetings engaged the Dean of Students and the Junior School, with Boarding, with Academic leaders 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.
- 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 Aidans through sporting, cultural and social activities.



- The importance of staff wellbeing was recognised and identified to help staff and to positively impact students. Staff were invited to casual meetings on Thursday afternoons to discuss any concerns. In addition, the introduction of the EIPulse for Staff Wellbeing has had a small take-up and provides the opportunity for staff to express their level of wellbeing, to note if they need help and provide general feedback.

Health Centre

The Somerville House Health Centre is open Monday to Thursday 7.30am to 7.00pm and Friday 7.30am to 4.00pm. The Health Centre is staffed with registered nurses and administration support who professionally care for the health and wellbeing of the Somerville House School community.

Our highly experienced registered nurses provide first response medical care to all students, staff and visitors. The Health Centre is well equipped to provide safe and appropriate care to those who suffer from physical ailment or injury. Staff further facilitate the appropriate referral of individuals to internal and external health services such as the Wellbeing Centre or Queensland Ambulance Service. The Health Centre has further strengthened their collaboration and communication with the Wellbeing Centre, staff of the Boarding House, Heads of Year and student absences teams.

The Health Centre team continue to collaborate with external stakeholders to ensure the care and wellbeing of students at Somerville House is paramount. Services include access to General Practitioners at Lilian Cooper Centre for Women, Terry White Chemist for pharmacy needs, Physiotherapy, podiatry, dental and dietary practitioners.

The Health Centre Manager, Mrs Fiona Raftery, continued to develop routines, protocols, and change of temporary back-up staffing, maintaining strong relationships with the Boarding staff, students and parents and she developed relationships with general medical practitioners, pharmacy, physiotherapy, podiatry, dental and dietary practitioners to support the students of Somerville House more effectively until September and this was continued by Mrs Catherine Wark.

The Health Centre continues to support the Somerville House community, making first aid and CPR courses available on site to all, through Certo First Aid. The Health Centre also facilitates the administration of vaccinations to staff and students within the Somerville House school community. This year the following vaccine clinics were successfully held: flu vaccinations, Year 7 HPV & Boostrix, Year 10 Meningococcal ACWY,

The Health Centre and Boarding House work closely together to organise appointments and maintain the health records of boarding students. This year the Health Centre streamlined the dispensing and administration of medication within the boarding house. The Health Centre organises and dispenses all boarding medication and provides medication charts for boarding supervisors. The Health Centre liaises with the affiliated pharmacy, Terry White, to re-stock boarder medications.

OPERATIONAL ACTIVITY (01/12/23 to 23/11/23)

VISITS	
Day Students	6,660
Boarding Students	4,847
WHS Visits	151
Junior School	3,219
Middle School	4,436
Senior School	3,852
TOTAL VISITS	11,507
TOTAL VISITS SENT HOME	317



School Psychologists

Mid-way through Term 3, our Wellbeing Team grew with the addition of Sasha Preston as a second psychologist. This has allowed a focus more on preventative action and early intervention, rather than only responding to concerns. A process of “on call” to respond to incidents was developed while the other attends to ongoing student matters. This means that any potential risks are assessed and managed without disruption to the other matters that need attention.

In Term 4, the psychologist created and presented a body image workshop to Year 7 students. This was designed to align with their pastoral care program, with the goal of increasing awareness of our ‘inner critic’ and ‘inner cheerleader’, diet culture ‘red flags’, the importance of fueling the body and exercising to feel good, and potential impact of social media. Headspace was organised to present to Years 10 and 11, providing valuable information on Headspace services and how to maintain a healthy headspace.

The main trends seen in presenting concerns for students this year have been anxiety and low mood, friendship concerns, academic concerns, and family circumstances.

Friendship concerns continue to present across year levels. It has been observed that students continue to shift friendship groups even into the senior years.

Neurodiverse students presented with social difficulties, academic concerns, procrastination, disorganisation, time management and the perceived pressure to keep up with their peers. Psychologists worked in collaboration with the student, their Head of Year, Dean of Students, parents, and other relevant stakeholders to understand the cause of issues, and to develop a plan to support students.

School psychologists meet with Head of Boarding fortnightly to discuss students of concern. This intentional communication provides improved monitoring of potential risk and the overall wellbeing of students and staff in the boarding house.

In 2023 there has been a marked increase in anxiety and depression, which follows a similar pattern to data recorded in the general community.

Careers Counsellor

The Careers Counsellor met with every Year 12 and 11 student and many Year 10 students, throughout the year, for some, multiple times, 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 Career 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 2023

Sisters Connect

Sisters Connect connected Senior School students with Junior School students — 12 with 7, 11 with 6, 10 with 5, 9 with 4 and 8 with 3. This ‘Connection and Belonging’ strategy saw whole school, year level and in-class, participating in activities such as Homework Club (Yr 10 and 5), Face-painting, Let’s Dance to sharing reading, ball and giant board games on the oval for Positive Wellbeing Week, culminating with a Teddy Bear’s Picnic lunch on the oval. Much to the younger students’ delight, a giant green air tube person generated energy on such fun days. Year 8 created chatterboxes re Dare Dream Deliver and engaged in Easter craft with the Year 3. Year 9 and 4 collectively engaged in Lego design and Christmas craft. Year 11 connected with year 6 with ‘cards and picnic rugs’ on Fewings Lawn, games sessions with handball and Zooper Doopers, old fashioned playground time together and Year 11 invited Year 6 as part of the Transitions Celebration, to join them in the Senior School.

Parent Connect

The Parent Connect gathering occurred at the Somerville House Watersports Facility for the second year inviting parents of Year 6 and 11 to meet and discuss any questions parents might have about the move into Senior School with positive feedback.

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 and Convenors who worked to promote Student Wellbeing. The days focused on Dare Dream Deliver theme, Gratitude, Belonging, 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, Barnyard Babies Petting Zoo on campus, games on the oval, music and themed costumes. A whole school installation of hands on the oval wall celebrating student voice and the stairwell installation were highlights. Whole school programs included the celebration of:

- National Day Against Bullying and Violence
- International Women’s Day
- Harmony Day
- Celebration of Themed days to promote wellbeing, theme: Dare Dream Deliver/Be the Voice
- ‘Paper Monsters’ – classroom scrap paper collection points for recycling
- Classroom pot plant initiative – nurturing plants



Above: *International Women's Day*

- 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
- Dyslexia Awareness Week – Junior School
- National Boarding Week – a celebration of differences – different cultures, different homes, difference 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 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 & Associate Dean of Students, Dean of Academic Programs for Years 10 to 12, Associate Dean of Academic Care, the Head of Year, the Head of Department -Learning Development and the Careers Counsellor for Years 10 to 12. Record of these meetings were provided to teachers for up-to-date personal and academic wellbeing status to ensure exceptional care and action of support of students.



Evidence-based Pastoral Care Programs (sample)

- Restorative Justice – The principles of this framework underpin student management.
- Circle Solutions for Student Wellbeing – Sue Roffey for Prep to Year 6.
- PEEC – Institute of Positive Education – Geelong Grammar – Prep to Year 12.
- UPP-Unleashing Positive Potential program in Year 9.

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., the introduction of the white ribbons to identify Year 12 students so that younger students identified them as key supports.

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

For example:

- Remembrance Day Assembly
- Harmony – speaking about alternate cultural experiences.

Year 10 students, lead by a Year 10 student, established a management group to create EVOLVE – keeping it real with the girls in green'. These podcasts are available through Student Wellbeing on SomerLink and engage student voice.

Positive Wellbeing Day in Term 2 – Students expressed their voice to stand up for right, for justice and wrote this on their hand and posted on a whole school installation on the wall of the oval – BE THE VOICE.

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 responsibilities for a range of school activities including reporting news, assisting with lunchtime library activities, promoting environmental initiatives, assisting with lunchtime makerspace activities, promoting wellbeing, assisting with co-curricular music activities, assisting with visual art displays and the Junior School Scripture Union club. Junior School Captains took an active role in special assemblies 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 workshops for Years 9, 11 and 12. Selection processes were reimaged 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.

Student Executive Meetings are held for Prefects to share initiatives and action plans. Prefects meet with the Team Co-Ordinators and Convenors to develop their projects. School Captains engage in meetings to develop presentation of proposals of initiatives.



Above: Middle Years ArtsFest Right: Middle Years ArtsFest

Service Learning

Service Learning, a key strategic goal, was 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.

In 2023 we supported 28 activities through fundraising and donations in support of a range of charitable causes. Whole school events have involved students from the ELC through to Year 12. Total funds raised in 2023 – \$14,415 which was substantially less than 2022 but it did not include the Pony Tail Project which did not proceed for various reasons.

Year 7 – Ronald McDonald House - socks, pantry item donations, volunteered at Children’s hospital, Christmas gift appeal.

Year 8 – Share the Dignity – August Dignity Drive – collection of sanitary products, Term 4 – It’s in the Bag drive.

Year 9 – Bucket of Love (Mother’s Day Service led by Year 9), Educational, sporting, medical supplies donations, Ronald McDonald House supported through Middle Years Arts Festival.

Year 10 – Leukemia Foundation Term 1 – Easter eggs, cards and gift bags. Term 4 - Wishing Tree donations of cleaning products for the ESA Village in Dutton Park. Term 2 & 3 – Knitting scarves for homeless youth.



Above: Year 12 Galentine's Day

Year 11 – Partnership with Rotary and in support of their Women's domestic violence refuge centres. May – created and gifted 55 Mother's Day gift packages to share across the 12 Brisbane women's refuge centres, Christmas hampers for Windana Women's refuge including children's gifts, groceries and personal items.

Volunteering at Ronald McDonald House has been very successful this year. Students from Years 7,11 and 12 have had the opportunity to volunteer on a Wednesday afternoon at the Kids Club.

Assisting staff – Heads of Year and tutors are involved with cohort events, PE Staff are involved in the combined Rough Night In. Staff have volunteered to assist with the supervision of activities at the Ronald McDonald House Centre.

Over the past year, we have continued with the activities where students make things for donation. This gives them more of a connection and a personal involvement. We have very strong connections with many of the charities we have supported. (Leukaemia Foundation over 30 years)

- Building Student Capacity – Listed Student's participation in TASS for recognition and encouragement for service.

Junior School

- Participated in the Containers for Change initiative, increasing awareness of the importance of recycling and raising funds.
- A Lifeline Collection was organised prior to Christmas, donating toys and clothes for families in need.



Above: Year 11 Semi-Formal



Above: Rotary Windana Giving



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%



Above: Mother/Significant Other and Daughter Dinner

Old Girls' Association

I have been honoured to serve as the President of the Somerville House Old Girls' Association (OGA) for 2023. My main objective as President has been to continue to uphold the OGA's strong leadership and promote its progressive nature. The OGA serves as a platform for former students to establish and strengthen connections with fellow Old Girls, current students, and other members of the Somerville House community.

We commenced the year with the annual 'Old Girls Who Are Current Somerville House Families' cocktail party in March. This event provided a wonderful opportunity for Old Girls to reconnect with their peers who are currently involved with the school community. The esteemed Chambers Room was bustling with mothers, grandmothers, aunts, and godmothers of current Somerville House students. It was a delightful evening filled with camaraderie and enjoyment for all attendees.

Reunions

Regarding school reunions, it has been a productive year, and we successfully organised the following events throughout 2023:

- 30 Year Reunion (Class of 1993) – July 2023
- 35 Year Reunion (Class of 1988) – July 2023
- 40 Year Reunion (Class of 1983) – July 2023
- 1 Year Reunion (Class of 2022) – September 2023
- 60 Year Reunion (Class of 1963) – September 2023
- 10 Year Reunion (Class of 2013) – October 2023
- 20 Year Reunion (Class of 2003) – October 2023
- 45 Year Reunion (Class of 1978) – October 2023

These gatherings of our remarkable Old Girls bring immense satisfaction and fulfillment, representing the advantages of our shared heritage and the strong OGA. We reconnect, reminisce, and strengthen the bonds formed during our developmental years at Somerville House, fostering unity and a lasting network of support and mentorship.

OGA School Leavers Panel

In August, the OGA school leavers panel was held for Year 12 students. We had the privilege of welcoming back recently graduated Old Girls, Anastasia Kondos (Class of 2018), Siannan Gresham (Class of 2019), Maddison Costello (Class of 2019), and Phoebe Dwyer (Class of 2020).

The panel provided valuable insights into their experiences transitioning from high school to university and work. The discussion covered a wide range of topics, including overcoming imposter syndrome, navigating male-dominated workplaces, and making the most of post-school opportunities. The Year 12 students were also introduced to the benefits of joining the OGA, emphasising how our supportive community continues to inspire and cheer on its members long after their school days are over.

Mother/Significant Other and Daughter Dinner

On 24 August, we had the pleasure of hosting the seniors of the Class of 2023 and their mothers/significant others for a celebratory dinner. Held at Victoria Park this year, the event marked the end of their schooling journey and the beginning of a new era as part of the broader OGA community. It was heartwarming to see many Old Girls attending as parents, as well as several of our boarding families who made it to this special occasion.

Commemoration Day

On Friday 6 October, the school celebrated its 124th birthday and Commemoration Day. This year, we had the honour of welcoming Dr Anna Jenkins as our esteemed guest speaker for the occasion. Dr Jenkins is an accomplished individual who not only served as School Captain during her senior year at Somerville House in 1995 but also achieved the prestigious title of Dux. Anna currently holds the position of Senior Lecturer within the Faculty of Medicine at the University of Queensland and is a highly respected Senior Staff Specialist in Psychiatry at the Royal Brisbane and Women's Hospital.

Speaking just hours before the devastating terrorist attack in Israel and the subsequent escalation of violence in the region, Anna spoke of her own time working with Médecins Sans Frontières as a psychiatrist in Palestine, Iraq and Nepal and how these and other experiences have shaped the way she approaches life.

Anna recalled working with women who live their lives in the shadow of constant threats to their safety. She reflected on her own fears and insecurities, while acknowledging the privilege of even having choices – something many of her female patients in these regions simply didn't have.

She reminded us of the briefness and unpredictability of life, as she recalled the sudden loss of her close friend Rebecca, another Somerville House Old Girl. Anna also spoke of her gratitude for her family and for the opportunities her education had given her, of maintaining perspective, facing challenges and valuing what matters.

The Young Old Girl Award was presented to Elouise Comber (Class of 2017), a passionate PhD student in paediatric oncology at the Children's Health Research Centre. Elouise's research in the fields of implementation science and health economics shows promise for advancing medical practices and improving outcomes in paediatric oncology.

Additionally, Associate Professor Louise Conwell (Class of 1989) was awarded the Old Girl of the Year for 2023. Dr Conwell's expertise and dedication as a Senior Staff Specialist in Paediatric Endocrinology and Diabetes at the Queensland Children's Hospital have made a profound impact on the lives of countless young patients and their families. Commemoration Day truly showcased the impressive accomplishments and contributions of our esteemed Old Girls.

OGA Birthday Lunch

Following Commemoration Day on 7 October, we held the annual School's Birthday Lunch hosted by the OGA to celebrate our 122nd birthday. The event brought together over a hundred guests from the broader Somerville House family, including Old Girls, current and past parents, members of the School's Leadership Team, the Foundation, and friends of Somerville House.

Beverley Folliott (nee Gardam, Class of 1959), who has been actively involved in every aspect of the Somerville House community over the years, was invited to cut the birthday cake. Her contributions included running school committees, being the first female president of the P&F, managing the tuckshop for 5 years, and playing a vital role in the establishment of the Foundation. Beverley has also served on the OGA Committee, holding the Treasurer role in the 1980s and continuing her involvement to this day.

During the lunch, we announced Old Girl Hillary Pearl (Class of 1977) as this year's recipient of the Isabel Bauer OGA Bursary. Hillary, after a 30-year teaching career, pursued further tertiary education in the fields of Botany and Ecology, culminating in the conferment of her Ph.D. (Conservation of Sunshine Coast Heath) in May 2023. The bursary will support Hillary in achieving her long-term goal of improving the future longevity of the ecology of the Sunshine Coast hinterland, where she has resided for many years.

I would also like to express our gratitude to Principal Kim Kiepe, who will be retiring at the end of this year. Kim has been instrumental in providing invaluable support to the OGA over the past five years, and we wish her the very best as she embarks on the next chapter of her life.

Lastly, 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 and management committee:

Executive

Trudy Naylor, Vice President (Class of 1991)
Rebecca Bauer, Vice President (Class of 1988)
Pretoria Bilinski, Treasurer (nee Irwin, Class of 1987)
Miriam Musgrave, Assistant Treasurer (nee Bauer, Class of 1990)
Gaye Pitman, Secretary (Class of 1971)

Management Committee

Beverley Folliott (nee Gardam, Class of 1959)
Sue Folliott (Class of 1980)
Michelle Wells (nee Harmsworth, Class of 1993)
Alyce Carpin (nee Parasyn, Class of 2004)
Stephanie Fu (Class of 1996)
Allison Kruger (Class of 1993)



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 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 2023, 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 annual Christmas event for families and staff to come together and celebrate the 2023 school year. There was a lot of festivity and Christmas cheer throughout the evening, and we look forward to continuing this 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

The Somerville House Foundation developed a new strategic plan in 2023, leveraging the many skills the Foundation Board Members bring with them. Of the Board Members who contributed towards these strategic discussions, four were new appointees around the table, allowing for fresh ideas and perspectives to contribute towards the development of a comprehensive plan.

With the guidance of an external consultant and input from the School Leadership Team, the strategic planning process culminated in a unanimous vision: to enhance the educational journey of future generations of Somerville House students. Central to this vision is collaboration with various School stakeholders, heightened awareness of the Foundation's objectives, prudent governance, and financial decision-making to ensure sustainability.

2023 saw the Foundation achieve success across a number of causes for support.

In particular, it was pleasing to confirm our community's unwavering support of scholarships in support of students who otherwise would not have the opportunity to experience a Somerville House education. The annual Foundation Lunch held in May 2023 showcased this support in spades, with guests coming together to raise \$149,941 in one afternoon. All funds raised are directed to life-changing educational opportunities for girls through scholarships named in honour of Dr Russell Bird and Mrs Elizabeth Gilchrist AM, and the newly established Rural and Regional Scholarship in memory of Kate Benjamin.

Outstanding facilities are an essential complement to an excellent education, providing students with the resources and environment they need to thrive. Our 'Building Tomorrow Together' campaign, which provides the opportunity for our community to purchase a commemorative brick or plaque, coupled with our voluntary contribution drive, has seen a total of \$280,000 raised in support of the School's building fund in 2023.

Continuing its commitment to sports excellence, the Foundation hosted a successful Golf Day at Nudgee Golf Course, raising \$33,000 for essential sporting equipment, reinforcing Somerville House's dedication to holistic student development.

The desire to 'give back' to Somerville House students is often expressed by our many generous donors. In addition to financial support, the Foundation was pleased to be able to provide the opportunity for our community to give back through time and expertise this year, at the Dr Lorna Archibald medical networking event in September. At this event, 14 medical doctors of a range of specialisations and three Old Girls studying medicine, generously gave their time and freely shared their advice with senior years students. It is clear that the



Above: Dr Lorna Archibald Society networking event

doctors who participated have a passion for supporting girls' education and setting them up for career success.

The Foundation will aim to provide additional similar opportunities in the future.

The collective efforts of dedicated Board Directors, Committee members, Foundation members, donors, and supporters underscore the Foundation's success. Their unwavering belief in the transformative power of education continues to shape a brighter future for upcoming generations of leaders.

Ms Bethwyn Todd

Somerville House Foundation Board Chair



Above: Foundation Lunch

Staff

Staff Composition, including Indigenous Staff

Status	Number of employees
Full-time Teaching Staff	110
Full-Time Non-Teaching Staff	60
Part-Time Teaching Staff	22
Part-Time Non-Teaching Staff	88

Qualifications of All Teachers

Qualification	Number of classroom teachers and school leaders at the School who hold this qualification
Doctorate or higher	6
Masters	45
Bachelor Degree	200
Diploma	93
Certificate	45

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 2023
127 + 14 ELC educators	\$86,481.85	\$260	\$168,282.12	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
135	184	1004	96%

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
111	106	95.5%

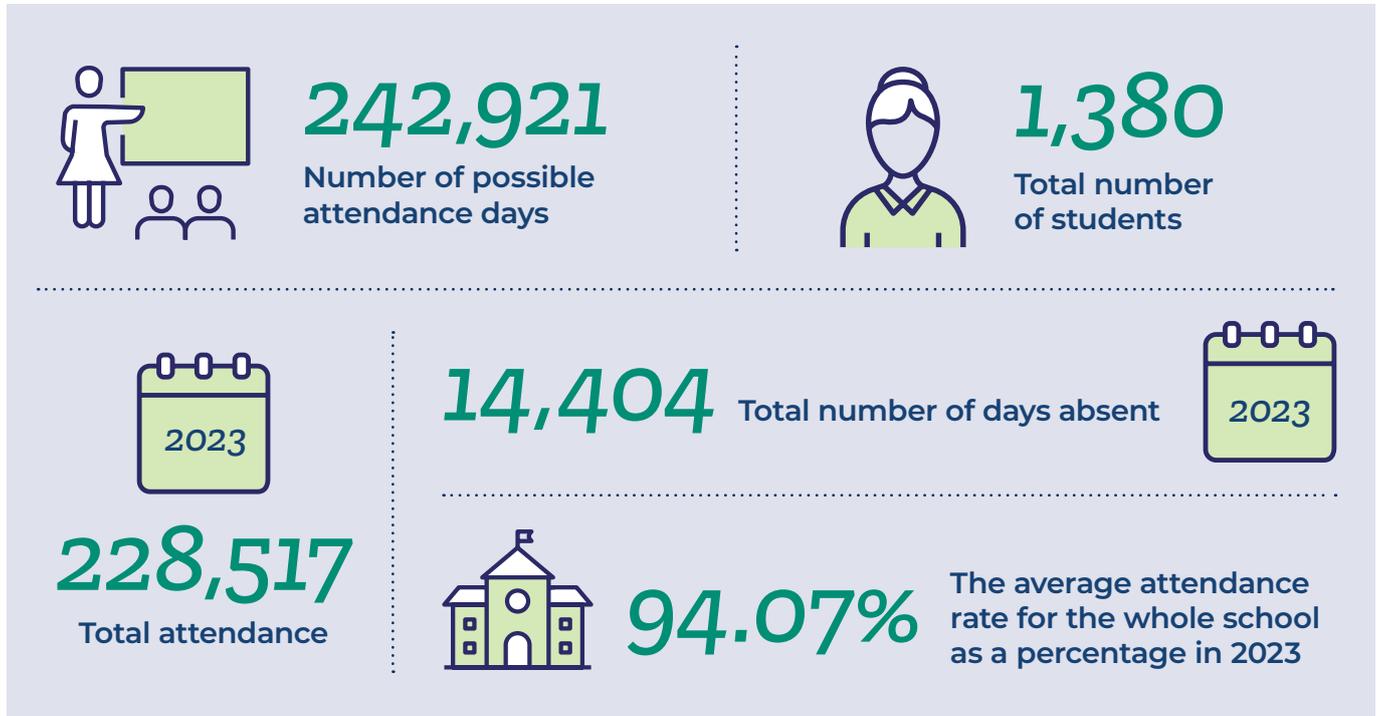
2023 Teacher participation in Professional Development*

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)	127
PMSA Christian Education Seminar	5
QCAA Training	41
Cultures of Thinking	16
Independent Schools Qld	23
Total number of teachers participating in at least one activity in the program year	127

*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 2023
Prep	49	571	7713	93.11%
Year 1	67	558	11433	95.35%
Year 2	54	548	9196	94.38%
Year 3	78	722	12798	94.66%
Year 4	78	689	13537	95.16%
Year 5	101	1038	17667	94.45%
Year 6	101	1016	17242	94.44%
Year 7	130	1114	22262	95.23%
Year 8	148	1684	23732	93.37%
Year 9	142	1816	22502	92.53%
Year 10	136	1746	21000	92.32%
Year 11	149	1548	25626	94.30%
Year 12	147	1354	23809	94.62%



NAPLAN Results

Comparisons of 2023 NAPLAN data between Somerville House means and State and National means

Year 3		
Aspects of literacy and numeracy	Somerville House mean	State mean
Reading	481	393
Writing	497	405
Grammar and Punctuation	496	398
Spelling	481	392
Numeracy	472	397

Year 5		
Aspects of literacy and numeracy	Somerville House mean	State mean
Reading	552	489
Writing	542	467
Grammar and Punctuation	558	491
Spelling	536	479
Numeracy	547	478

Year 7		
Aspects of literacy and numeracy	Somerville House mean	State mean
Reading	596	529
Writing	584	521
Grammar and Punctuation	614	532
Spelling	579	533
Numeracy	612	531

Year 9		
Aspects of literacy and numeracy	Somerville House mean	State mean
Reading	642	557
Writing	628	557
Grammar and Punctuation	652	551
Spelling	624	563
Numeracy	656	559

* School averages as per QCAA Reports available from August 2023. National averages indicated as per the final National Assessment Program Literacy and Numeracy National Report for 2023 released by ACARA. All averages rounded to nearest whole number.

Apparent Retention Rate (Year 10 to 12)

	Number of Students
Year 10 Base	136
Year 12	146
Apparent Retention Rate %	107.4%

107.4%

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	146
Students awarded a Qld Certificate of Education at the end of Year 12	144
Students awarded a Qld Certificate of Individual Achievement	0
Students who received an ATAR	144
Students who are completing or completed a School-based Apprenticeship or Traineeship	0
Students awarded one or more Vocational Education and Training Qualifications	38
Number of students awarded an International Baccalaureate Diploma	0
Students awarded a VET qualification:	
Certificate 1	0
Certificate 2	7
Certificate 3	4
Certificate 4	0
Diploma	32
Year 12 students who received an ATAR of 99 and above	8%
Year 12 students who received an ATAR of 95 and above	26.4%
Year 12 students who received an ATAR of 90 and above	52%
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 Parent Lounge of their child'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 School monitor student absences and contact the student's parents should any concerns arise.

Any extended leave requests during term time are submitted through Parent Lounge and will be referred to the Deputy Principal's Office. 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.

Publication Timeline

The School Annual Report MUST be published by 30 June of each year. However post-school destinations information for Year 12 completers is to be included by 30 September of each year, after release of the information.

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

Financial Information

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

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

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

As a part of the PMSA Group, Somerville House's financial accounts and financial statements are prepared by the School's Business Manager or equivalent and are independently audited by KPMG and then consolidated into the PMSA Group special purpose financial statements for reporting.

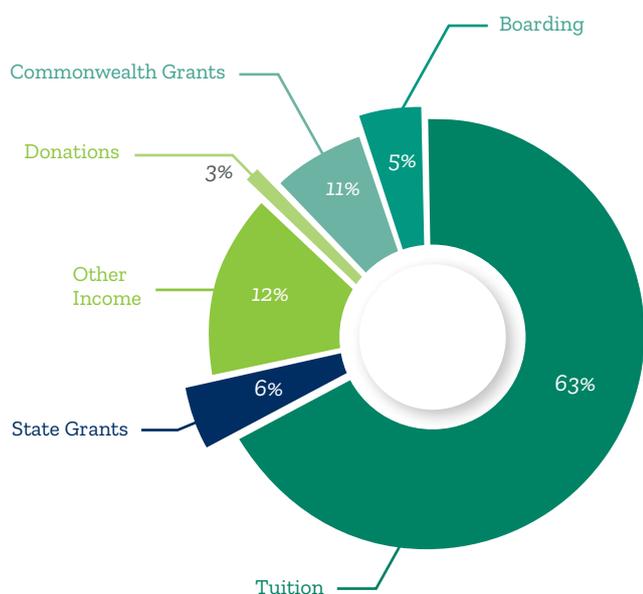
The PMSA's audited financial statements are prepared in accordance with all the relevant Australian Accounting Standards required by the Australian Charities and Not-For-Profits Commission (ACNC) Act 2012. Unless otherwise

stated, these financial statements have been prepared on an accrual basis and in accordance with the historical cost convention.

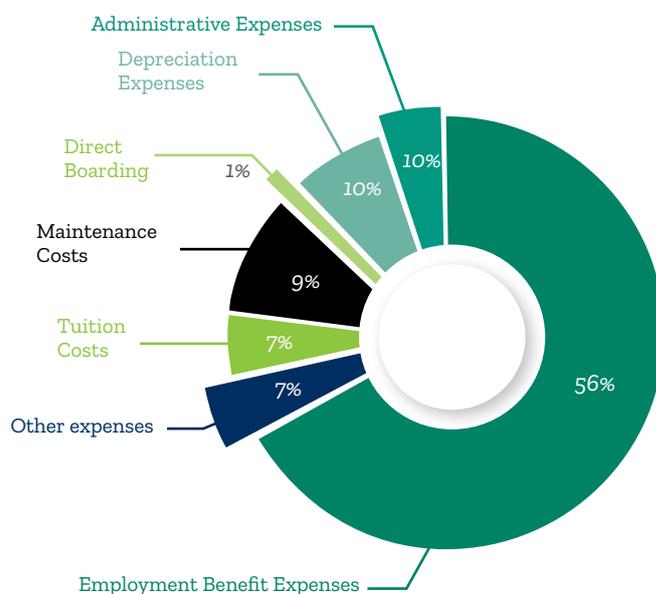
Each year, PMSA schools pay an amount to the PMSA to cover PMSA governing costs and collective expenses such as auditing, compliance, and other consolidated expenses for each of the schools.

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

Income 2023



Expenses 2023



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





Spiritual Life

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 2023. 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.
- Boarders’ Chapels are back in the Chapel with a significant increase in enthusiastic singing and general engagement.
- 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
- 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
- Three Family Services were held, one for Junior School, one for Easter and one for Mothers & Special Women’s Day, numbers have been lower for these events since COVID.
- A strategy was developed to improve the singing of hymns on assemblies and in Chapels and has so far proved quite successful in increasing participation in Chapel services.
- The Final Year 12 Chapel has in recent years developed to be a special time of challenge and response as the girls are offered Holy Communion and an individualized prayer blessing. The service is led by Year 12 students, including the music and messages shared.

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 2023 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 Graduation/ Final Chapel
- Chaplain gives an address or says grace at special occasions: Blessing of the Boats, Celebration of Sports, Year 11 Leadership Conference, Year 10 Careers Day, Year 9 Graduation, Valedictory Service, Grandparents and Godparents Day, Year 9 Celebration, 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 Culture of Care Framework was finalised, with an emphasis on the Christian Foundation.
- 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 several occasions in 2023.
- The Senior Chaplain continues to engage 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 100 girls were involved in SomerCircle in 2023, more at the inter-school events. This makes it one of the biggest groups of its kind in Queensland.
- Student leadership is encouraged and in 2023 small groups for prayer and encouragement for Years 10 – 12 students were held weekly throughout the year, led by Year 12 students and supported by a recent Old Girl.
- In 2023 six Year 10 – 12 students attended a state-wide Christian Leadership Conference in vacation time (SU Training Week Camp).
- Six staff are involved in leading these groups, one per year level.
- For younger year levels, an emphasis is placed on fun activities as well as a short Christian presentation, while the older groups are more focused 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. A comprehensive revision of the Senior School programs has commenced in 2023, with a focus on Years 9 & 11 initially. More academically rigorous material has been developed and students have generally risen to the challenge.
- 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, focusing 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 as well as an outdoor education and learning destination at Lake Moogerah.

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 our students an outstanding education, access to global opportunities and Christian values for life.

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

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.

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.

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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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.



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