



Annual Community Report, 2005-6 Stuartholme School

This report encompasses the Annual Goals Report (Appendix B), which is made to the Australian and New Zealand Provincial of the Society of the Sacred Heart of Jesus. These reports are available on request from Reception.

The nature of the school

Stuartholme School was established in 1920 by the Society of the Sacred Heart and opened with an enrolment of 5 students. Eighty-six years later, it remains a Catholic, independent, girls school which is administered in the Sacré Cœur tradition catering for students in Years 8 to 12. The school site in Birdwood Terrace, Toowong, has undergone many changes in its history so that today it is populated by 705 students, of whom 145 live on site as boarders. Demand for places, both in the day school and boarding house, is strong.

The curriculum

The school offers a holistic educational experience which aims to educate with a deep respect for intellectual values. The curriculum is broad and general and includes some specific vocationally-oriented offerings occurring in the senior years. Students typically have high educational goals and career aspirations, and have very strong support from families where education is highly valued. Consequently, there is a very strong retention of students from Year 8 to 12, with an apparent retention rate of over 100% (ie, each cohort is larger at Year 12 than it was at Year 8). Senior cohorts over the past decade have fared strongly in the search for university and other tertiary places. More detail on student retention and outcomes is contained in the appendix to this report.

The underlying philosophy of a Sacred Heart school is to educate the whole person. Accordingly, emphasis is placed on the integration of disciplines and IT throughout the curriculum. There are several features of the curriculum which endeavour to cross the boundaries of subject disciplines and to offer holistic and life-like opportunities for learning. Time is given to “rich tasks”: week-long pan-disciplinary activities which are team-oriented and require creativity, initiative, logic, manual dexterity, communication, problem-solving skills and commitment to an outcome-driven process. Students in Years 8, 9 and 11 all have one week of their classes given over to these activities.

IT skills are gleaned in the formal curriculum, which includes an elective subject in Year 9 and 10 which is linked to a Certificate Level course, offered by QANTM. Students are then able to integrate these multi-media skills in their responses to curriculum tasks, and pan-disciplinary activities alike.

A further feature of this holistic approach to education is the curriculum for Year 8 students, where the core curriculum offerings are integrated, allowing for knowledge within separate disciplines to be viewed as interconnecting and mutually dependent. This curriculum organisation is being trialled in Year 8 in 2005 and in the future, will extend into the Year 9 programme. The curriculum-organising tool “Understanding by Design” is being used to plan student outcomes and activities around the significant and salient ideas of the subject matter.

Personal growth, embodied in one of the five internationally-accepted Goals of Sacred Heart Education, is supported through a Personal Development (PD) programme running from Year 8 to 11. It has been developed with an age-related focus to meet the specific needs of the students. It is linked to other external initiatives, such as the “Beyond Blue” research and education programmes which support adolescent mental health.

Exceptional learners, too, are catered for through the offering of a Learning Assistance Programme in Years 8 to 10, where students are withdrawn from a small number of programmed classes to work closely, and in very small numbers, with trained staff.

Extra-curricular and co-curricular offerings

Co-curricular offerings exist to support the development of the whole person, with personal development being supported by extended camps, spiritual development being supported by a programme of retreats, and academic development being supported by excursions, to contextualize the material being learned within a wider and more concrete milieu.

Co-curricular offerings are integral to every student’s education and are part of the total programme. Enthusiastic participation in these events is as important as the more traditional areas in which students strive to account for themselves.

Extra-curricular activities are offered on a voluntary basis. A wide range of sports, creative and fine arts, service activities and oratory activities allow students to extend skills beyond the controlled learning environment into the realm of performance and competition with sheer joy of the activity.

Sports offered include Athletics, AFL, Basketball, Cross Country, Equestrian, Hockey, Netball, Rowing, Sailing, Soccer, Softball, Swimming, Tennis, Touch Football, Volleyball, and Water Polo. These sports are conducted within the school but are also supported by several sporting associations: The Associated Schools (TAS), Catholic Girls Schools Sporting Association (CGSSA), Brisbane Schoolgirls Rowing Association (BRSA) and the Catholic Lawn Tennis Association (CLTA).

In the area of creative arts, the school has a well-deserved reputation for outstanding levels of performance and participation in music, both instrumental and choral. Groups from the school perform in eisteddfods locally, inter-state and overseas, most recently with Gold medals being won by the Vocal Ensemble in the Sydney International Choral Festival and in Vienna (Austria) and Shrewsbury (UK). These well-trained and generous students also respond to calls to support other organisations’ events, most recently performing for the Anzac Day ceremony in Brisbane’s Anzac Square and for the University of Queensland’s Thanksgiving Service. The instrumentalists also enjoy an active performance and competition schedule and have toured widely within Queensland over the past two years. The school also fosters links with other institutions, most notably the Queensland Conservatorium of Music, where ten students have recently participated in the Queensland Conservatorium Griffith University State Honours Ensemble programme. Music and Drama combine in the offering of “Moving Opera”, a programme run within the school by Opera Australia and attended by 25 students from different year levels. Dance, too, is offered as an extracurricular activity within the creative arts field.

In the oratory field, students have many opportunities to participate and compete in debating, public speaking and mooting, with success at the State and National levels for some teams in recent years.

The development of the community is supported by whole-school celebrations and assemblies which mark significant milestones and events, celebrating individual and collective efforts.

Staff development priorities

Priorities for professional learning within the Stuartholme Community are set at three levels: whole-staff initiatives, group initiatives for teachers and individual opportunities for members of staff.

On the whole-staff level, priorities include the ongoing induction of Sacré Cœur traditions of education, service and the exploration of the Goals of Sacred Heart Education. Each year one of the five goals is promoted as the focus goal. In 2006, we are focussing on Goal 1, "to educate to a faith which is relevant in today's world". As well, regulatory compliance issues are attended to.

At the group level, priorities set for teaching staff include the exploration of the curriculum organising framework "Understanding by Design", particularly in relation to differentiating instruction so that individual learning programmes can be facilitated.

At the individual teacher level, the outcomes of the previous year's Professional Reflection and Renewal programme for each individual will assist in setting professional learning and development opportunities to be sought by the individual and supported by the school.

Social climate of the school

The climate of the school is exemplified by the school motto "Cor Unum" (one heart). Within a philosophy where the notion of education is based on relationship and reciprocity, students become known for their own strengths and weaknesses and are supported in their education towards wholeness. Students are actively engaged, both in the classroom and beyond it. They characteristically have high educational goals, and are well supported by families that promote the value of education. Socially, students are well integrated into a cohesive community that manifests a strong sense of spirit and belonging. There are many programmes in place to ensure this spirit and climate continues including the pastoral programme and structures, such as the House system, the Boarding House operation and the model of student leadership used within the community.

The pastoral programme is structured within year levels so that developmental and age-appropriate topics can be addressed with groups. These groups meet as classes for two lessons each week of Personal Development, and on a daily basis in Teacher Mentor Groups (House groups within year levels) for administration time (roll-marking and communications). Teacher Mentor Groups and their Teacher Mentors are unchanged for Years 9, 10 and 11, so that a relationship can be built between students, families and teachers. Within the pastoral programme there is also a vehicle for informal student induction, the "Little sister programme" whereby a senior student is paired with a student new to the school for a suite of organised activities throughout the year.

House structures exist to give a vertical view of the school, and to give organisation to the inter House activities encountered in sports, oratory activities and performances. Each student is allocated to one of six Houses, with sisters from the same family belonging to

the same House. These Houses, in year levels, are the basis for allocating the Teacher Mentor Groups, and are serviced by Student House Captains and Staff House Patrons.

The boarding community, comprising almost 150 students, gives a great depth to the life of the school. Cared for within the structure of age-related groups (year levels), the boarders form the kernel of the school community. Pastoral and activity programmes exist within the Boarding House. Families of day scholars are able to offer support to families of boarders and boarders themselves, in areas of need as diverse as hosting the boarders on weekends, providing birthday cakes and assisting with transport to sporting events or out-of-school appointments.

Student leadership within the school community is structured around areas of responsibility, rather than positions of authority. As such, there is no School Captain but rather, leaders of Houses, committees and groups are elected through a guided process of discernment. Another of the traditions of Sacred Heart schools, the awarding of Ribbons, is observed on the feast day of Saint Madeleine Sophie Barat, the founder of the Society of the Sacred Heart. Selected senior students are chosen by their peers and their teachers to be awarded Blue Ribbons and junior students, Green Ribbons, so that they might be identified as role models for their fellow students. These students have no specific responsibilities other than those for which they were chosen – a fidelity to duty and to joy. Within this structure, there is no designated student leader and no position arbitrarily given. The student leadership structures are designed to encourage the learning of leadership within a purposeful, collaborative and caring milieu.

Parental involvement

The school acknowledges that it is in partnership with parents in the education of young women. To encourage parental participation in their daughters' education, the school has developed practices and structures such as activity-specific parent support groups and year level parent forums, as well as having the usual structures such as a Parents and Friends Association. Parent support groups operate across the breadth of the educational programme and are activity-specific. They exist in areas such as tennis, rowing, swimming, music, and the boarding school. These parents actively support the school staff in these activities, assisting in planning and the execution of major events.

Parent forums are planned for each year level, in each term, making a total of twenty such meetings. The forums are held for each year level so that matters appropriate to age, developmental stage and events of the year level can be addressed. Depending on the topic being addressed, guest speakers may be sourced for the parent group, sometimes from within their number.

The school's website also allows protected entry to an intranet for parents, students and staff. Here parents can access information quickly and easily. Links to students' assessment and activity are found through the Masterfile database, which not only contains much information about the various courses offered at the school, but also information to support the students in completing their curricular tasks.

Use of information technology in learning

Rather than seeing computers as an end in themselves, they are seen as valuable and flexible learning tools. During a recent review of the IT resources, it was noted that the school had a student to computer ratio of less than 2 to 1, which is very favourable when compared with other like schools. The IT infrastructure, too, is very sophisticated, with

nearly all computers networked to a cluster of file, mail and internet servers via high speed wire and optical cable. All computers are linked to the Stuartholme Intranet and via it, the internet. Community members are also able to access the intranet from remote locations via a remote log-in system, so that all the resources of the intranet can be made available to community members anywhere in the world via a protected connection.

The intranet allows access to many on-line resources such as journals, reference materials, library search routines and a growing number of home-grown electronic learning objects, which are collections of support materials for a curricular task, bundled and presented in a cohesive package.

Progress towards annual targets

The school is currently undergoing a strategic planning process to ascertain the directions and areas of priorities for further development. Until this plan is finalized and ratified, little strategic development of a significant nature will be undertaken.

Notwithstanding this, there has been considerable progress in three particular areas during the course of 2006. Firstly, the question of security and procedures in the Boarding House will continue to be addressed. Progress made so far is significant, with structural and procedural modifications made to make the safety of the residential students surer. Three classrooms which were the only ones within the boarding section of the school have been designated as Boarding School facilities, thereby removing any need for day scholars to enter the Boarding House.

Secondly, the policies of the school are being reviewed and further developed to ensure that they keep pace with regulations of compliance, best practice and community expectations.

Thirdly, there has been an emphasis on the development of the Leadership Team of the school, with the composition of the team and the clarification of roles and responsibilities being facilitated by the same consultant who is assisting the school in drafting the strategic plan. The team now includes the Principal, the Vice Principal, Deputies Principal responsible for Curriculum, Faith & Mission, Students and Boarding, the Business Manager and the Facilities Manager. An Executive Assistant to the Principal has been appointed on a part-time basis for 2006.

Fourthly, the school has instituted a Development Office, with the appointment of a Director of Development and an assistant staffing the office. The Development Office will seek to support the school's community through communications with current, past and future families and students, through the support of functions, through the publication of promotional material, and through supporting the work of the Foundation in raising capital for future projects.

It is considered that these incremental developments will serve to underpin the strategic initiatives enunciated in the strategic plan and in this regard, progress towards annual targets should be seen to be sure and deliberate.

**Stuartholme School
Birdwood Tce, Toowong 4066.**

Enrolment: Girls only, Boarding and Day scholars

2002	147.3	Data not supplied for this year												
2003	109.3	11	0	100	9	0	1	111	37	13	0	81	10	100
2004	117.4	11	0	123	6	0	1	130	10	9	0	79	5	100
2005	138.8	11	0	124	19	4	3	150	16	32	0	83	15	97
Graduating year of cohort														
Apparent retention rate														
Breadth of curriculum (number of subject categories offered)														
Number of Certificates of Post-compulsory School Education awarded														
OP eligible and no VET Certificate														
OP eligible and one or more VET qualification														
OP ineligible and no VET qualification														
OP ineligible and one or more VET qualification														
Total Senior Certificates awarded														
Number of students completing one or more VET competencies														
Number of VET qualifications awarded														
Number of students completing or continuing a school-based apprenticeship or traineeship														
Percentage of OP eligible students with an OP of 1 - 15														
Percentage of senior students with a Senior Certificate and with one or more VET qualifications														
Percentage of students with a Senior Certificate and either OP eligibility or at least one VET qualification														

Percentage of QTAC Applicants receiving an offer in 2005: 99%



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Signatories to the Report

Background

The 2005 school year commenced with a clearly defined organisational structure and a newly composed 'Leadership Team' of Principal, Vice-Principal, Deputy Principal – Curriculum, Deputy Principal –Students, Deputy Principal – Boarding, Director of Mission, Business Manager and Plant and Facilities Manager. Each area of the life of Stuartholme School is represented in this team, affording opportunities for decisions to be informed by inclusive discussions.

A model of 'reflective practice' has characterised discussions and has been an effective tool for assisting Mrs Sinclair in her orientation and deepening knowledge of the school as the new Principal. Although, at times, this practice has slowed decisions, it has served to clarify and (where appropriate) consolidate the way we do things at Stuartholme.

The energy around our focus goal '**A deep respect for intellectual values**' has been most evident in the critical conversations that have engaged staff. The introduction of 'Staff Briefing' has provided a vehicle for the Principal to acknowledge and celebrate the respective talents and commitment of Staff. As the year progressed this forum has become an avenue for peer acknowledgement and has forged the strong sense of connection that characterises the staff.

The Boarding House has been an area for significant development in 2005. Changes to security arrangements were a cause for disengagement by some Year 12 Boarders, thereby becoming a catalyst for reviewing how the goals of Sacred Heart education are integrated in the daily life of the students. The introduction of new approaches to liturgies and the celebration of Mass, together with the establishment of regular meetings for Boarders and Boarding Staff assisted in building the culture in the Boarding House. The collaborative exploration of proposed changes has afforded opportunities for the Boarders to contribute to decisions eg the restructuring of lunchtime processes enabling all Boarders to have access to the Dining room at the same time.

In a year of further transition at Stuartholme, 2005 is best described as 'dynamic' with the promise of a 'future full of hope'.



Introduction

Part I. Revisiting the Previous Report (2005)

At the special request of the Trustees, Stuartholme School was asked to address two issues in 2005.

1. Strategic Planning

The Stuartholme School Board engaged the services of Mr Dennis Doherty, Educational Consultant, to facilitate a process of Strategic Planning. A 'Cultural Audit' was conducted via a survey instrument to Students, Parents, Alumnae, Staff and the School Board. Focus groups of these stakeholders met with Mr Doherty and the cumulative data was presented in a Comparison Grid. Significantly, the data revealed high levels of satisfaction with the School across all groups. It identified some key areas for future development eg Gymnasium complex.

A 'Preferred Futures Committee' (PFC) was established, comprised of the Leadership Team and members of the School Board. The PFC developed clear statements of mission at Stuartholme and grappled with the discernment of a vision for the school. By August, it was obvious that unclear management paths and procedures were an impediment to envisioning the future. Role Statements for the Leadership Team were further developed and a Management Planning process became the focus. Each member of the Leadership Team set their goals and strategies to achieve these in 2006. The Strategic Planning process will resume in Semester Two of 2006 for completion at the end of the year.

2. Review of School Policies

To assist in this process, Mrs Sinclair engaged the services of a Barrister with educational expertise to:

- a) Review existing policies in the light of legal compliance with State and Commonwealth requirements.
- b) Formulate policies in the areas where the school was deficient.

The Goals and Ethos Sub-Committee of the Board was initially a Reference Group to customise the policies in the context of Sacred Heart education. A consistency in format and linkage to the Goals has been the aim with a review cycle of three years.

By the end of 2006 a Governance Policies Manual will be completed.



Parts II & III. Outcomes and Evaluation in terms of the 2005 Focus Goal – ‘A Deep Respect for Intellectual Values’

Winifred West, founder of Frensham (NSW), stated “Education is a spirit, not a curriculum”. Our exploration of the focus goal for 2005 - ‘**A deep respect for intellectual values**’- picks up on this understanding of education as we explore the spirit encapsulated in the goal and what this may mean for our educational endeavours.

At the heart of the charism of the Society is the discovery of the love of God in the heart of Jesus. As a staff we commenced the year with a Retreat reflecting on Sacred Heart spirituality and our response as educators using the Parables of the Kingdom as a stimulus for a series of focussed reflections on the giftedness of each of us. The symbols of the retreat were the treasure chest, the fishing net and the fish:

- The treasure chest led us to reflect on the giftedness of each individual
- the fish in all their various shapes and sizes represented the students and all members of the Stuartholme community
- the fishing net represented the net (and network) of Sacred Heart education.

In casting our net we are creating positive learning environments based on Sacred Heart educational philosophy. We are reaching out to all students, with a variety of gifts and multiple intelligences, to capture them in an educational experience which enriches their hearts and minds. The Staff Retreat focussed on staff sharing their teaching experiences as Sacred Heart educators – sharing their own giftedness – with each other. The recognition and celebration of this giftedness represents an underlying respect for *difference*, which is at the heart of family and community, at the heart of Sacred Heart educational philosophy.

The themes from the commencement retreat were picked up during the year with the scope of professional development opportunities offered to staff and also specifically to address some of the difficulties we had been experiencing in implementing changed approaches to the middle phase of learning.

The exploration of our focus goal ‘**A deep respect for Intellectual Values**’, delved in to many aspects of school life in 2005. These are detailed below.

1. One key focus of our attention during the year was ‘**Approaches to the Middle Phase of learning**’. The curriculum review and renewal for the middle phase of learning which was to be the focus of our efforts in 2004 met with some difficulties. Changes had been made to the Positions of Added Responsibility (PAR) structure in the school to support this initiative with a structured Integrated Curriculum Coordinator appointed to support the implementation of an integrated approach to the middle phase of learning. We were taking an ‘action research’ approach to this implementation with the development of a pilot program in Year 8 which was planned to extend to Year 9 in 2006. The Year 8 program is currently under review and for now the extension of this into Year 9 has been delayed. Our experiences in 2005 highlighted that we needed to rethink our approach and slow down as we continue to address the middle phase curriculum design. While we thought that we had done the preparation in terms of research and presentation to staff, it became apparent that there was major disagreement/misunderstanding regarding some of the fundamental principles underlying our approach.

We have taken steps to now go back to engage in critical conversations about the values and beliefs which underpin our approach to teaching and learning in this middle phase of schooling. This has highlighted the importance of conversations and shared understanding being critical to the success of such a change. We still have not got it right, yet there is agreement that much of what we were doing was fundamentally sound:

- Reducing the number of subjects studied at any one time by Year 8
- Reducing the number of core teachers so that students can build relationships with these teachers more readily
- Changing the timetable to reduce the number of interruptions during each day and to reduce the books/ homework load for each day.

These initiatives were aimed at ensuring that our teaching better met the unique intellectual, social, physical and emotional needs of our students in the middle phase of learning. The way that we do this needs to be further explored by staff as we more fully develop our shared understanding to make this a reality and to take account of current gender brain research e.g. how we timetable Mathematics may need to respond to research which indicates that this would best be programmed at a middle morning timeslot for young adolescent girls.

2. '**Understanding by Design**' (UbD) is the curriculum design tool which has been adopted as the whole school approach to design and redesign curriculum. At present it has been applied in a limited way to the design of the Year 8 core curriculum. It is intended that in 2006 we will make this a focus for professional development and extend the use of this design tool to the Years 8 – 10 curriculum.

While backward design certainly applies to the design of individual units, the process is also an effective way of mapping a coherent curriculum. A UbD map specifies the big ideas and essential questions that are addressed at various points in the curriculum. It also provides important 'through-lines' (big ideas, not necessarily interdisciplinary) that run vertically throughout the curriculum. UbD mapping should include core assessment tasks that all students would perform to demonstrate their understanding of key ideas and processes – this can bring conceptual clarity and coherence to the curriculum and will provide a common language for us to use as we continue to review our curriculum.

3. Our **Year 12 results** continue to be above state average and were better than expected for the 2005 cohort. As in the past, much effort was given to preparing for the Queensland Core Skills Test. We adopted a changed strategy for preparation of the students for this test as the year progressed utilising more collaborative/ team strategies. The teams were devised to make the most of group interaction and support and were based on an integrated 'whole brain approach' to learning. Students confirmed that the experience of group challenges, in the specially constructed groups, worked well for them. They felt supported in the group and learnt a great deal from each other in terms of approaches / strategies. As a staff we continue to reflect on our programs to ensure we make the most of current research on brain function and learning. This approach will be further developed in 2006.
4. The **Vocational educational program** has continued strongly with both internal and external choices (for a small number of students with special interests). Within the school we are offering a range of courses from Certificate I to III levels. Students can choose from a Certificate I and II in Information Technology; a Certificate I, II and III in Multimedia along with a Certificate III Children's Services. The number of courses has remained the same but, the number of students completing a VET qualification has increased with slightly more than 20% of the Year 12 cohort of 157 students last year combining a VET qualification with their tertiary entrance program.

The changes currently underway in Queensland with the introduction of the new Queensland Certificate of Education in 2008 will also mean there will be increasing opportunities for including VET as part of the qualifying courses to contribute to the award of this certificate. The fact that we already have a successful VET program with qualified staff and the supporting documentation and procedures to meet the 12 Australian Quality Training Framework (AQTF) standards provides us with a firm foundation on which to explore and further build VET opportunities as the need arises.

5. During 2005 there was an **extensive review of the timetable** to include the level of interruptions to the teaching program, the contact time with classes, the number of classes taught by a teacher, the number of subjects being studied by students and the timing and spread of classes. The result is that we have changed for 2006 to a 10 day fixed cycle timetable with 6, 53 minute, periods per day. An extensive consultation process has meant that there is ownership of the changes amongst staff who are prepared to work with the timetable this year to identify those aspects which need further refinement. An unanticipated result has been the calmer atmosphere which pervades the school day.
6. Three classrooms, which were within the boarding precinct, have been returned to exclusive boarding uses. This has allowed us as a community to **better appreciate the discrete nature of the Boarding House** and has further assisted in the building of a cohesive boarding community.
7. **A review of calendar and timing of events** was also undertaken last year to facilitate a more intelligent use of time with less disruption within the school year. It also has articulated the primacy of learning in our school. There has been a great deal of work in the past two years at national and state level regarding the nature and timing of reporting. In response to this and to the review the timing and nature of reporting has changed along with a more strategic approach to the timing and targeting of parent teacher interview opportunities. There will be ongoing evaluation by the school community as we enact the new approaches during 2006.
8. The **personal development program** has been dominated by the Beyond Blue Research project in which the school has been involved tracking Year 8 2003 as they moved to Year 10 2005. While there has been significant learning from our involvement, the Personal Development (PD) program now needs revision to incorporate other aspects of social, emotional and personal well being. The PD program is currently being reviewed to further develop – sex education, drug education, career planning and discernment. It will continue to maintain the important components of Beyond Blue including an intelligent understanding of the whole person as a holistic entity. Statistical data from the Beyond Blue research suggests that connection with the Stuartholme community is stronger than the average statistics from the 12,000 students across three different States involved in the research. Our focus has been to continue to address emotional intelligence in the work we are doing by building resilience. Research suggests that one of the strongest protective factors for emotional well being of young people is connectedness with the school community, connectedness with a significant group of people, connectedness with friends in a supportive relationship, all in a non-violent environment. In 2006 we are monitoring the way in which students build these connections within our community.
9. **Our approach to profiling of our students has also undergone review.** We have changed to the Independent Testing Service of Australia (ITSA) Global-testing regime for our Year 8 students at the commencement of the year. This same testing regime is used to assess our ESL students prior to entry to the school. This gives us a common platform to be able to understand the academic achievement and potential of the cohort.

The testing regime in Year 10 in 2008 will be aligned affording us a common platform on which to build longitudinal comparisons. It is envisaged that this information, along with the development of a 'learning to learn program', will be a significant step towards the students understanding and optimising their own learning. To support our profiling, we will need to develop a more user-friendly data system. This will allow teachers to access the information on the learning profiles of their students thus assisting with the design and management of the learning environment. Teachers will need continued professional development to become more conversant with the use of data to support their roles in the classroom.

10. We have developed a **more integrated approach to the enrolment of students with special needs**. A comprehensive interviewing process of prospective students, together with consultation of parents, primary school teachers and outside professional services have ensured better identification of student needs. This integrated approach has ensured Individual Education Plans (IEPs) have been established and the child's learning needs have been contextualised in a holistic approach.
11. During 2005 there were significant additions to the capacity of the **Information Technology** (IT) network with the upgrade of two of our servers. Additionally there was improved access to the network for a number of classrooms not previously able to access the network and a designated computer lab in the Boarding House for sole use of boarders. During the year we explored the use of wireless as a strategy for extending the use of IT in the Science Labs and in the Boarding House. This year will see implementation of a set of laptop computers linked by wireless being used in the Science Labs. This trial will be a guide to the feasibility of using wireless in other areas of the school.
12. An extensive **Library Review** carried out in 2005 was undertaken utilising the services of a consultant from Sydney. The findings of the review confirmed the directions we had already taken in this area and clarified the further developments needed in this vital curriculum support area. The review was timely in that it informed the recruitment of a new Director of Information Services.
13. The **Boarding community links with the day school** have been explored and further strengthened during 2005. The increased staffing in the Boarding House along with the provision of Boarding Co-ordinator offices and computer access has supported communication between the boarding community, the day school, boarders and their parents. The support for the boarders' studies has been further enhanced by more up-to-date profiling of students in the Boarding House, better communication about the studies program of the students with information sharing between the year co-ordinators in the Day School and Boarding House being encouraged and facilitated, and by improved access for boarders to the Library resource centre and to the digital resources in Masterfile which support the learning and assessment program. Additionally, during 2005 there has been ongoing conversations with Tutoring Australasia to organise on-line tutoring support across the boarding community.
16. We have continued to **offer a rich co-curricular program** including: 'Moving Opera' initiative, an instrumental tour, Greece/Egypt tour, a French tour and exchange. As well, a wide range of opportunities (speaking, debating, tournament of minds, chess, mooted, science camps, competitions) continue to be provided to girls to self-select areas of interest that allow them to value their own intellectual response to their needs and interests. The Rich Task activities week in the middle of the year (Year 11 - Australian Business Week (ABW); Year 8 - A Medieval Challenge; Year 9 Science and Music challenge, Year 10 and 12 camp and retreat programs) continue to be offered adding to the richness of the curriculum experience. The students have been able to experience interactions with our visiting international students from Sacred Heart schools in Japan, France, Belgium and Taiwan throughout the year.

We will need to continue to explore the rich depth of Goal 2 to uncover and articulate for our school community what lies at the heart of 'intellectual values'. It is in opening up and exploring the values that underpin this concept – integrity, honesty, perseverance, truth – that we build our understanding and capacity to assist students to be open to a wider truth; open to the mystery of their own life and open to the mystery of God. By engaging with our understandings of Goal 2 we have not been frightened by what we are learning. Rather, we have been energised by the substantial conversations which continue to take place as we clarify and distil our shared understandings of Sacred Heart education and as we take on the challenges of reinventing our practice.

Moving from our focus goal in 2005 '**a deep respect for intellectual values**' to the focus goal for 2006 '*a faith relevant in today's world*' has been facilitated by the Mumbai conference which provided an appropriate bridge between the two focus goals. Four staff attended this conference and shared with us their experiences at our Staff Retreat at the beginning of this year.



PART IV

ON-GOING STRENGTHS and CHALLENGES IN TERMS OF THE GOALS

Goal 1 - 'To Educate to a Faith which is Relevant in Today's World'

Strengths

- We continue to appreciate the essential place Christian faith has in the life of our school community. Staff Days at the commencement of the 2005 academic year were heralded by a retreat experience that explored the nexus between personal faith and staff's ministry as educators. Using the variety of Kingdom parables as stimulus, staff were able to reflect upon the contribution of their professional and personal activities to the up-building of God's Kingdom.
- Celebrating faith through liturgy continues to contribute significantly to the school community. We are grateful to the Toowong Parish Jesuit community for their quality input to our Liturgical life.
- Students and staff work together to plan and facilitate Liturgies on a weekly basis, both in the Day School and Boarding House. In addition to key celebrations within the Church year such as Easter and Christmas, significant events in the life of the school, for example Commencement of the Academic Year, Senior Graduation, St Madeleine Sophie Day and Sacred Heart Day are celebrated liturgically. These Liturgies are well supported by student and staff through their contributions in the areas of music, dramatic, visual arts, communion ministry and sacristy support groups.
- A combined Staff/Student Twilight Retreat was well received. This retreat focused on "Thanksgiving" as a fitting close to the Church's Year of the Eucharist.
- A few members of staff participated in the 2005 ANZNET Goals conference which reinforced the vital role Liturgy plays in the life of a Sacred Heart School.

Challenges

- Prayer opportunities have been regularly provided for all groups of students and staff.
- Notwithstanding these strengths, we are challenged to address the needs of incoming students and their family who have little or no experience of the liturgical life of the Church. In partial response to this, there is a need to explore strategies to help students and families link back to their local parishes.
- A further issue is the development of a range of strategies and resources to respond to deeper spiritual needs of students and staff.

Goal 2 - 'A Deep Respect for Intellectual Values'. (Dealt with above – 2006 Focus Goal)



Goal 3 – ‘To Educate to a Social Awareness which impels to Action’.

Strategies

- Areas of strength specifically include the continuation of the Social Awareness and Action programme at the school, which target students in Year 11 and challenges them to provide voluntary, concrete assistance to groups and individuals in need.
- The ‘street retreat’ programme, a joint venture with ‘Rosies, Friends on the Street’ group, was well supported by students and staff.
- There was strong support for the development of the ‘Street Swag’, an initiative of a Stuartholme Alumna who has returned to the school to teach in the Religious Education Department.
- Teachers continue to be well-inducted into Sacred Heart spirituality and the charism of the Society and consequently, are adept at designing curricular and co-curricular programmes that routinely involve awareness building in students and encourage the questioning of the commercial and material values which underpin so much of the social milieu.
- Student committees continue to work and raise funds for worthy social causes, with a new group, ‘YoungCare’ being supported for the first time in 2005. YoungCare supports sufferers of Multiple Sclerosis and was founded by an alumna of the school.
- Some opportunities for growth in social awareness and actions are of a scale that they almost defy a response. One such opportunity was the invitation for staff members to attend the Sacred Heart Pacific Region meeting in Mumbai in January 2006, and to tour and visit some of the needy communities there. Those who were able to attend gave a very good account of what they encountered with both head and heart.

Challenges

- The school continues to grapple with how we might formulate action to accompany the heightened awareness provided by the Mumbai experience.
- The universal challenge that remains an issue for Stuartholme is the continual attempt to integrate awareness and action. There still remains an element of dichotomy between the two, where students seem more easily to work at an abstract level rather than at a very local and concrete level. As an example, students would very eagerly campaign and work towards the responsible care of the world heritage and environment, but still find daily challenge in the care of the local environment. This integration of faith and life is our greatest ongoing challenge in this respect.

Goal 4 – ‘Building Community as a Christian Value’

Strengths

- “Cor Unum” spirit is at the core of belonging to the Stuartholme Community. Students, boarding community, staff, parents, alumnae feel connected to Stuartholme. There is a tangible identification by all parties with “Cor Unum”.
- Student body introduced “Cor Unum Congrats Award” to raise awareness of living the spirit in community.
- Increasing numbers of parents and alumnae involved in coaching/managing/supporting school activities/needs eg P & F, Care and Concern.
- Development of “Heartbeat” magazine focussing on all aspects of Stuartholme life. The publication gives evidence to the building of community as a Christian value.

- ANZ/International Exchange, AMASC programs continue to create links across the Sacred Heart network of schools with current students and alumnae.
- Boarding community is moving to an understanding of itself as a 'community' rather than a 'school'. Special emphasis on weekly celebration of Eucharist with all boarders attending.

Challenges

- There is a need for students and staff to increase awareness of difficulties/issues in immediate school community and strive to address them.
- Respect and dignity in relationships needs to be given priority. An ability to deal with issues within the community in a life-giving manner.
- Formation of Stuartholme community to a culture where all members are valued and accepted.
- Need to explore creative ways of promoting inclusiveness between boarders and their families and day students and their families.
- Build a culture that will encourage all members of Stuartholme community to respect the roles and rights of those (students, staff, parents, volunteers) who are in delegated positions of responsibility/leadership.

Goal 5 - 'Personal Growth in an Atmosphere of Wise Freedom'

Strengths

- Students are encouraged to take on the role of servant leadership within the school after various programs are conducted during their senior years of schooling.
- Through the curricular and co-curricular program students are supported, encouraged and challenged to step 'outside their comfort zone' in all areas of their development.
- Decision-making skills (including identifying values, actions and consequences) are an integral component of the school curriculum.
- The Personal Development program offered across the school addresses many aspects of personal growth (social, emotional, cognitive, creative and physical).
- Staff continue to be well inducted into Sacred Heart spirituality and in the charism of the Society through staff retreats and induction.
- Students are given the opportunity to reflect on their less appropriate actions so as to encourage an understanding of their own personal growth.
- In many aspects of school life staff and students are encouraged to self reflect.

Challenges

- The need to formalise Leadership opportunities and structures throughout the junior school eg establishment of a Student Representative Council, review the procedure and role of ribbon recipients.
- Continue to formalise policies and procedures so that all members of the school community (students, staff, parents) are aware of school practices.
- Continue to formalise policies and procedures so that students become responsible for their actions and consequences.
- Continue to develop systematic and structured opportunities for students to reflect on their holistic growth.

Statements of intent for the next ten years for the five Sacred Heart Goals of Education.

Sacred Heart Goal 1. ‘A faith which is relevant in today’s world’.

Statement of Intent for Stuartholme

- Actively build a faith community at Stuartholme – one that is the foundation for a life long faith journey, that is life-giving and that addresses the needs and concerns of a changing world.

Sacred Heart Goal 2. ‘A deep respect for intellectual values’.

Statement of Intent for Stuartholme

- Provide an environment where personal excellence is promoted and valued and where a love of learning and intellectual challenge are appreciated and encouraged in a spirit of Cor Unum; this being supported by a well-resourced curriculum.

Sacred Heart Goal 3 ‘Social awareness which impels to action’.

Statement of Intent for Stuartholme

- Actively address social justice by resourcing programs that enrich students’ understanding of human differences and by ensuring that social justice is appropriately modelled in policy and practice.

Sacred Heart Goal 4 ‘The building of community as a Christian value’.

Statement of Intent for Stuartholme

- Promote the Cor Unum spirit of Sacred Heart education through actively working to build a trusting, compassionate, appreciative and cooperative community.

Sacred Heart Goal 5 ‘Personal growth in an atmosphere of wise freedom’.

Statement of Intent for Stuartholme

- Promote personal intellectual, emotional, moral and spiritual growth through presenting students with activities that challenge them to reflection and responsible decision-making, placing emphasis on self-discipline in the light of the above.

Section V

Issues to be addressed in 2006

- * Completion of Strategic Plan
- * Consolidation of the Organisational Structure of the school and completion of Role Statements, School Board Review and Succession Planning
- * Professional renewal and Reflection processes
- * Reviews: *Boarding House*
IT
Co-curricular
- * Laying foundations for Year of Evaluation.