



Somerville House  
Annual Report

2024



*Celebrating*  
**125 YEARS**  
*of Excellence*  
1899 - 2024

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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 2024, Somerville House had 610 students enrolled in the Junior School (Pre-Prep to Year 6) and 828 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 25 boys enrolled in Pre-Prep in 2024.

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

### The Somerville Values Framework





Celebrating  
**125 YEARS**  
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## Jan

- New Principal Commissioning Service was held to welcome Dr Sandra Hastie to Somerville House
- Somerville House welcomed the Class of 2023 back for the Academic Honours Assembly



## From the PMSA Chair and Chief Executive Officer

*As we reflect upon the 2024 year, it is with gratitude that we recognize the remarkable accomplishments achieved by our school communities. This year has been a testament to our shared commitment to achieving the PMSA Mission to nurture outstanding people in world-class educational environments enriched by the Christian Faith, enabling them to develop their God-given potential and lead for positive impact.*

As we look back on our long and diverse history, we are reminded of the enduring legacy that has shaped the PMSA and its schools. Our journey has been marked by significant achievements and milestones, each contributing to the rich tapestry of our heritage. This year, we have continued to build on this legacy, guided by our strategic priorities which were launched in early 2024.

**Expanding Visionary Educational Experiences and Cultivating Christian Faith** are at the heart of the PMSA mission. We continue to evolve our programs in order to inspire and challenge our students, equipping them with the skills and knowledge they need to succeed in an ever-evolving world. Our Christian Education programs provide students with opportunities to explore and deepen their understanding of Christian principles and faith and participate in a variety of Faith in Action programs which provide opportunities for reflection, growth, and community service.

**Igniting Student Potential** seeks to build on our students' distinct areas of strength in order to allow for each student to achieve success. 2024 has been a year of outstanding achievements for students in all of our schools in academics, arts, sports, and beyond.

**Nurturing Our People** is essential to our continued success. We have made substantial investments into our staff and teams over the last two years and will continue, over the coming years, to build upon the findings of our annual staff surveys to ensure that our staff they have the resources and support needed to thrive and advance in their careers.

**Embedding Exceptional Performance** guides our pursuit of operational excellence. We continue to implement improvements in processes, systems and ways of working as we pursue best practice in all areas, from operations to administration and governance.

Finally, **Elevating Digital Technology** seeks to harness the power of technology to enhance educational experiences, ways of working, to promote digital literacy, and prepare our students for the future. The development of the PMSA Digital Strategy will underpin our initiatives in this area.

Our achievements would not have been possible without the dedication and hard work of our community and the Board thanks the School Advisory Councils, Governance Committees, the Parents & Friends Committees, Foundations and Alumni groups supporting the schools, the Principals, their Executive leaders and staff, parents and volunteers.

Thank you for being an integral part of our journey. Your support and dedication are what make our schools truly exceptional.

With God's blessings,

**Wayne Knapp**  
PMSA Chair

**Alan Swanson**  
PMSA CEO

## Feb

- Somerville House supported the Valentine's Day Heart Foundation fundraiser

## Mar

- Somerville House won 1st place in Andrews Cup Swimming for the second year in a row
- The Old Girls Association hosted the Old Girls Who are Current Families Cocktail event



## Apr

- Somerville House attended the Greenslopes Private Hospital ANZAC Service

## May

- Charlie and the Chocolate Factory Musical Production hosted by Churchie in conjunction with Somerville House
- \$155,100 raised at the annual Somerville House Foundation Lunch in support of needs based scholarships

## Jun

- Somerville House introduced the International Baccalaureate Programme
- Somerville House attended the ICPA State Conference in Townsville
- 60 students across Years 5 to 11 competed in the 2024 RoboCup Junior Brisbane Regional Competition

## Jul

- Somerville House exhibited at the Royal Darwin Show



## Aug

- Somerville House sponsored the Ekka
- Somerville House's Boarding House was nominated for three Australian Boarding School Association Awards



## Sep

- The Parents and Friends Association hosted the annual Ball
- Somerville House announced Year 5 boarding to commence in 2025
- Student Ein N with her string ensemble competed in the Grand Final of the Strike a Chord 2024 National Music Competition and received 2nd prize

- Somerville House 125th Birthday Celebrations
- Launch of 'Then and Now' - 125 Year Anniversary Book at the OGA Birthday Lunch. Over 100 guests in attendance for this significant event

## Oct

- The Parents and Friends Association hosted the annual Christmas event
- The Year 6 Christmas Market made a profit of \$3,737 which was donated to the Starlight Children's Foundation
- Student, Estera J was selected as 1 of 8 student recipients of the 2025 Premier's Anzac Prize

- 73 students received an ATAR of 90 and above and 6 students received an ATAR of 99 and above. Median ATAR to be added and Boarding ATAR (90.45).
- Student, Chloe H competed in the National Brain Bee Challenge National Finals in Perth placing 4th in Australia
- The Somerville House Chess Team crowned the Australian Champions for the second year in a row
- The top four players won the Primary Girls Division of the Australian Schools Chess Team Championships

## Dec

- Student, Lila M received a rowing scholarship to Gonzaga University

## Nov

## From the Principal

*I am honoured to serve as the 13th Principal of Somerville House. The year 2024 marked a significant milestone as we celebrated 125 years of empowering future changemakers. I felt a deep sense of responsibility to uphold the legacy established by Miss Eliza Fewings and the 12 Principals who preceded me.*

While cherishing our rich history, it was equally vital to ensure that Somerville House remained at the forefront of educational innovation, preparing our students for the future.

At Somerville House we encourage students to take risks in their learning, to be innovative and entrepreneurial in their thinking, to question and to challenge. We pride ourselves on providing programs and opportunities that will extend and enrich every student to achieve their personal best. Somerville House is committed to ensuring ongoing growth, investing in professional development and educational research so that our learning environments are contemporary, and we continue to offer excellence across curricular, pastoral and co-curricular programs.

The excellent performance of Somerville House students in the 2024 NAPLAN tests underscored the high standards of teaching and learning in our Junior and Middle Years programs. Remarkably, no student in Years 3, 5, 7, or 9 fell below the National Benchmarks. Our average scores in Literacy and Numeracy were significantly above both the Queensland and Australian averages.

The academic achievements of the Class of 2024 were particularly noteworthy, as detailed in this report. In our 125th year, Somerville House continued its unwavering commitment to providing top-tier education. By emphasising academic excellence and fostering personal growth, we successfully prepared our 2024 graduates for life beyond school. Our graduates excelled academically, as demonstrated by their impressive ATAR scores.

Somerville House was excited to announce our candidacy into the International Baccalaureate (IB) Programme. The International Baccalaureate (IB) programme opens global pathways for our students, providing them with opportunities to study at prestigious universities around the world. IB is a global leader in international education - developing inquiring, knowledgeable, confident and caring young people. Their programmes empower school-aged students to take ownership in their own learning and help them develop future-ready skills to make a difference and thrive in a world that rapidly changes.

Somerville House joins a network of 5,700 schools in over 160 countries with 1,950,000 students. The IB strongly aligns with the PMSA's 20-year Strategic Vision to be globally minded through future focused education.

The School's vision complements the aim of the IB programmes - "to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world." As a culturally diverse Pre-Prep to Year 12 school, these programmes reflect who we are and our future vision.

We are proud to be the only girls' school offering the IB DP programme in Queensland from 2026, which further highlights our commitment to providing exceptional educational opportunities for our students.

With an enrolment exceeding 1,438 students, our strong enrolment growth throughout 2024 highlighted the continued demand for single-sex education for girls.

The School was fortunate to receive generous support from the Somerville House Foundation. The Foundation enhanced school funding through tax-deductible philanthropic contributions from the School community, supporting projects that provided greater opportunities and assistance for students.

The School continued to host a range of events to build community connection, including but not limited to:

- Annual Parent Information Evenings
- Arts Festival
- Choral Festival
- Green Days for Swimming, Cross Country, Athletics Carnivals
- Interhouse Chess Competition
- Kaleidoscope Music Evenings
- Junior School Mother Daughter High Tea
- Junior School Father Daughter Disco
- Networking and Nourishing Mentoring Breakfast
- Charlie and the Chocolate Factory School Musical with Churchie
- Commemoration Day
- Junior School Awards Celebration Ceremony
- Speech Night

Somerville House appreciates and recognises the contributions of its dedicated, professional and highly qualified staff whose commitment and expertise are integral to the School's achievements.

**Dr Sandra Hastie**  
Principal



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*“The year 2024 marked a significant milestone as we celebrated 125 years of empowering future changemakers.”*

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A true legacy is built  
through actions that echo  
beyond our time, in the  
hearts and minds of  
those we uplift.”

## From the School Advisory Council Chair



*This year we welcomed Dr Sandra Hastie as Principal, introduced to the School community with a moving and extraordinarily beautiful commissioning. Dr Hastie has well and truly made her mark; we have enjoyed her fabulous sense of humour and benefited from her fresh and progressive ideas to prepare the school for the years ahead. We thank her for continuing the legacy of great educators and Principals at Somerville House.*

This year celebrated 125 years since the founding of the School with many great events to mark this impressive milestone. The Foundation and OGA worked together to present the School with an extraordinary, and fittingly, timeless gift. The incredible bronze statues unveiled on Commemoration Day, are the work of renowned sculptor and artist Dr Rhyll Hinwood AM (Class of 1957). They symbolise so much that is important for us as a community.

The three Principals represented - Miss Eliza Fewings, Constance Harker and Marjorie Jarrett set the course for Somerville's unparalleled education. One of progressive empowerment, curiosity, critical analysis, tenacity, service and humility. Supported by an extensive co-curricular program and firmly embedded in Christian mission - in the words of Miss Jarrett, 'through your education, you have become people of character' - indeed students of Somerville House have been positioned to soar because they are connected to purpose.

At Somerville House we have been gifted with a networked and connected community, passionate about the sisterhood and keen to see students take their place in society. The Foundation, the OGA, the P&F and their tireless volunteers do so much to enhance the Somerville House experience, whether it's fundraising, planning infrastructure, supporting Old Girls, sport, art or co-curricular, it is the combination of these functions working together collaboratively that make Somerville House the incredible community we know and love.

At the heart of our values at Somerville House lies a profound commitment to Christian principles, which guide us in our pursuit of knowledge, compassion, and service and it is through this that our legacy is maintained.

A true legacy is built through actions that echo beyond our time, in the hearts and minds of those we uplift.

It is the mark we leave on the world, a reflection of the lives we have touched, the impact we have made and the values we have embodied. It is not measured by wealth or status, but by the kindness we have shown, the wisdom we have shared and the resilience we have inspired in others.



In honouring the spirit of Eliza Fewings, let us remember the power of a single individual to ignite positive change. 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.

Each of us is on a journey uniquely designed by God. Jeremiah reminds us: "For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future." We continue to walk with faith, knowing that your future is full of hope and the best is yet to come.

I would like to thank the School Advisory Council members, Tracey McFarland, Matthew Miller and Jonathon Chew for their support throughout the year and for sharing their knowledge and expertise. I would also like to acknowledge the work of the School and PMSA staff who support the School Advisory Council's functions.

**Ms Fiona Gaske**  
Chair

# Strategic Intent

Our Strategic Intent is based on a vision that echoes the dream that founding Principal, Miss Eliza A Fewings had for her school in 1899. In 2024, “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.

The 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 2024, our Year 12 cohort achieved outstanding academic results with a median ATAR of 92.45 (based on results) across a broad range of subjects. Similarly, the 2024 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 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



Above: Year 12 2024 Cohort



carefully curated Master Plan that has staged new developments and building upgrades, 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 2024, 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.

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-Focused Curriculum.



### Junior School and Early Learning Centre

The Junior School buzzed with innovation and engagement, underpinned by inquiry-based learning and the Primary Years Programme (PYP) framework. As part of our innovation and commitment to academic excellence, the School was approved for candidacy in the International Baccalaureate (IB) Primary Years Programme, with staff embarking on their PYP journey through professional training and development.

Classroom assemblies and 'Show and Share' sessions provided authentic opportunities for students to celebrate their learning. Highlights included the Prep 100 Days of School celebration, cultural events such as Kukuwam and the Languages Showcase, and engaging excursions like the Year 5 Gold Rush Day and Year 4 Camp.

Parent partnerships were a significant strength, with numerous opportunities for families to engage in the learning process. Student-led exhibitions, author visits, and music showcases created vibrant, purposeful environments that celebrated each child's journey.

### Enrichment and Excellence

Junior School students thrived academically, artistically, and socially. A standout initiative was the launch of "Innovate"—a dedicated curriculum time promoting curiosity, entrepreneurship, and collaboration. Students applied their learning through the Christmas Markets program, generating profits from initial investments and donating to charitable causes.

Students also excelled in external competitions including the da Vinci Decathlon, UKAS, All Hallows Maths Challenge, Writers' Festival, and Queensland Youth Music Awards. These experiences challenged students to think critically and creatively while representing the school with pride.

Our students are role models within the wider community, frequently supporting younger peers and contributing positively to school life. Their confidence, compassion, and commitment are a testament to the School's holistic approach to education.

### Innovation and Academic Excellence

The Junior School is a place of energy, curiosity, and possibility. We embraced innovation and academic rigour while honouring the developmental needs of children. From the early years through to Year 6, we designed learning experiences that challenged students to think deeply, express themselves confidently, and engage meaningfully with the world.

Grounded in evidence-informed practice and a belief in the capability of children, our programs foster independence, resilience, and creativity. We value strong partnerships with families and ensure that every student is known, supported, and inspired in their learning journey.

With exceptional educators, a dynamic curriculum, and an unwavering commitment to wellbeing and belonging, the Junior School provides a vibrant foundation for lifelong learning.

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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.





### 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. In 2024, the Academic Learner Awards, an initiative introduced by the 2022 Academic Captain and Academic Convenor, continue to recognise students who demonstrate commitment to the Learning Behaviours through their academic engagement.

To complement their academic subjects, Senior Years students (Years 10 to 12) participate in enhanced study skills programs, including Year 10 MAP (My Academic Path) and Years 11 and 12 AIM (Academic and Individual Mentoring). These programs help students consolidate a range of essential skills, including active studying, academic resilience, and goal setting with the guidance of an academic mentor. Students also engage with the A Learner's Toolkit study skills program to further support their study strategies and academic engagement.

Students who required additional learning development, whether for enhancement or extension, were provided with opportunities within their academic program to work with specialist learning development staff. In 2024, Somerville House further strengthened academic support by engaging Old Girls to assist students in preparing for External Examinations and external tests, including the University Clinical Aptitude Test (UCAT) test.

### Middle Years Curriculum

The Middle Years curriculum encompassed 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, particularly Mathematics, Science, Humanities and English, maintain a strong focus on literacy and numeracy development. Compulsory Language study in French, German, Japanese and

Chinese, which begins in the Junior School, continues as a core subject in the Middle Years until the end of Year 8. After this, students may choose to continue their language studies through to Year 12. Year 9 students also have access to elective subjects in Languages, Digital Technologies and The Arts allowing them to tailor their academic programs. Additionally, all Year 9 students participated in Enterprise Education.

A global citizenship program, High Resolves, was studied by all Year 8 students. Through a series of weekly workshops focusing on civic engagement and social responsibility at both local and international levels, students developed skills in collaborative, creative problem-solving and communication. The program integrates components of the Australian Curriculum in Humanities, Health and Physical Education, and The Arts (Media Arts).

### Senior School Achievements

Students in Years 11 and 12 performed exceptionally well across the twenty-seven subjects offered, achieving the highest ATAR median for Somerville House since the ATAR system was introduced in 2020.

As part of their rigorous preparation, students engaged in a combination of Internal and External Assessments, subject-specific workshops, tutorials, and mock examinations. During the September holidays, Year 12 students collaborated with Old Girls in External Examination preparation, utilising the Seymour Library for study sessions, with lunch provided by the Senior Years Support Group. Additionally, some Year 12 students elected to sit the Senior External Examinations for languages, including Chinese, Vietnamese, and Punjabi.

When planning their Senior pathways, students had the opportunity to extend their studies by enrolling in additional Senior subjects through the Brisbane School of Distance Education, including Psychology and Philosophy and Reason. They could also pursue a

Diploma of Business qualification delivered on campus or undertake vocational courses through recognised learning providers. Year 10 students and their parents participated in the Senior Education and Training (SET) Plan program, where they met with a senior leadership team member to discuss their future pathways and select subjects that best supported their goals.

To aid academic success, students actively participated in HELP sessions before school and during lunch breaks, as well as various academic clubs such as Club Othello. Academic extension opportunities and competitions were also highly sought after, with six students competing at the World Scholars' Cup in Auckland during the September holidays achieving remarkable results. The Junior Team placed 3rd overall, with the Senior Team secured 12th place overall. Both teams successfully qualified for the Tournament of Champions at Yale.





## 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

In 2024, Somerville House continued to foster a vibrant co-curricular environment, offering students a wide range of activities to enhance their skills and interests.

### Robotics

In 2024, the Robotics program at Somerville House saw close to 100 students from Years 5 to 12 taking up STEM challenges. Students showcased their creativity and problem-solving skills through various competitions, including the RoboCup Junior Brisbane Regional Competition, where the School won 2nd and 3rd places in the Open OnStage. The program utilised a variety of robot technologies, including Lego EV3, Lego SPIKE Prime, and custom robots built with Arduino or Raspberry Pi.

### Chess

The Chess club saw 194 students across the Junior and Senior School taking part in chess, providing a platform for strategic thinking and friendly competition. Our Junior School Chess Team continued their success in 2024, winning the Queensland Girls Interschool State Finals and finishing 2nd in the Queensland Open Interschool State Finals. The Senior School Team also had their strongest performance in over a decade, placing equal 2nd in the Queensland Girls Interschool State Finals High School Division. The Chess Club saw record numbers of participants, with a surge of new players from Prep and Pre-Prep.

### Christian Fellowship

The Junior School's SupaClub saw 70 students involved, meeting twice a week with several Year 6 students appointed as SupaClub Monitors. SomerCircle Christian Fellowship, consisted of over 100 students across Years 7 to 12 in 2024. Students met weekly to strengthen their faith through prayer, discussion, and Bible study. The group attended various inter-school socials and events, fostering a sense of community and spiritual growth.

### Duke of Edinburgh

The Duke of Edinburgh program had an exciting semester in 2024, with students participating in adventurous journeys and achieving various awards. Highlights included a Bronze/Silver Adventurous Journey to Lamington National Park and a Gold Award Ceremony where students were recognised for their significant achievements. The program also hosted its first Social Breakfast, bringing together parents, students, and staff.

### Musical

The School collaborated with Churchie to present the musical "Charlie and the Chocolate Factory," which was a resounding success. The performances captivated audiences, who were delighted by the students' talent and enthusiasm. This collaboration not only showcased the artistic abilities of our students but also strengthened the bond between the two schools.



“Our carefully developed Co-Curricular Program consists of 250 teams or activity-based groups and is integral to the educational experience of our students.”



### Music

In 2024, over 600 students from Years 3 to 12 participated in co-curricular music activities at Somerville House, including ensembles and private tuition. The year also saw the launch of Little Frogs Music for Years 1 and 2, providing additional opportunities outside the traditional co-curricular music programs.

Our students excelled in various competitions, with the Junior and Senior School Choirs winning four Gold Awards at the Queensland Youth Music Awards (QYMA) and securing a 2nd place Finish in the Junior Choir to Year 4. The BMS MusicFest Competition was another highlight, where our Junior String Ensembles achieved one Platinum and two Gold Awards.

In practical and theory exams, over 50 students undertook AMEB and Trinity College London exams, with several achieving AMus and LMus qualifications.

Notably, some students attained LMus in Year 9 and 10, showcasing the calibre of our music program.

The year also featured a memorable tour by 23 Senior School Choral Students to Tasmania for the Festival of Voices, marking our first official school music tour since 2017. Live performances included the Kaleidoscope Concerts, Junior School Easter Concert, 125th Junior School Showcase Concert, and the 125th Anniversary Concert, where Old Girls returned to perform as soloists and form an OG Choir.

Interschool events such as Guitar! Guitar! with St Laurence's and Loreto College, BGS Intermediate and Senior String Festivals, and the Combined Schools Percussion Spectacular with Churchie further enriched our students' musical experiences. Additionally, over 60 students participated in SHEP Primary, SHEP Middle School, SHEP, and AHEP programs coordinated by The Queensland Conservatorium of Music.

Community engagement opportunities included performances at St Luke's Church Chamber Concert, ANZAC Day Service at Greenslopes Private Hospital by

the Cantrice Choir, and the ANZAC Service at Queensland Children's Hospital by the Cantabile Choir.

### Sport

The Somerville House sporting community celebrated an exceptional year in 2024, marked by numerous individual and team accomplishments. At the 2024 Celebration of Sport, several athletes were recognised for their outstanding performances. Emily J excelled in swimming, securing multiple medals and setting records at the Andrews Cup Swimming. Kristy A became the 2024 Water Skiing National Champion in Jump, Slalom, Trick, and Overall, and represented Australia at the IWWF U17 Waterski World Championships. Kaia B showcased her talent in water polo, participating in various national and international competitions, 4th place in the aggregate, and 1st place in the percentage cup.

In addition to these achievements, our Tennis Red Ball Team remained undefeated at both the Met East Championships and the QLD Primary School Cup Championships. Our Badminton team also excelled, securing 6 first-place finishes, 2 second-place finishes, and 3 third-place finishes.

The 2024 sporting highlights also include 24 first-place/pennant finishes, 82 top 3 place finishes, 4 trophies, 37 state representatives, and 7 national representatives. The most popular sports among our students were Strength and Conditioning, Swimming, Cross Country, Athletics, and Australian Rules. In 2024, a total of 291 students from Years 4 to 12 participated in three or more sports, with 68.53% participation in Junior School and 76.93% in Senior School.

These achievements reflect the dedication and hard work of our students, coaches, and support groups. The success of our athletes is a testament to the supportive environment at Somerville House, where students are encouraged to excel in both academic and co-curricular activities.



# 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.

2024 saw the launch of the Somerville House Wellbeing 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. We successfully launched the framework started to revise the curriculum over the course of 2024.

## Key Improvement Strategies

- Developed the whole student through individual care and support, within a Christian ethos
- Provided academic and social support to ensure each student developed personal resilience
- Developed mid-year orientation programs for new students.
- Developed mental fitness initiatives including an age-specific mental health literacy program developed by our School Psychologist who worked with cohorts across the Senior School.
- Used measurement data to inform action and processes, while also reflecting on behaviours and programs.

## External Influences

- Decreased appetite for risk - students and parents choosing other paths less challenging.
- Parents increasingly provided reasons why students should not engage in outdoor education camps, based on child and parent anxieties.
- Parents increasingly concerned for their child's mental health and concerned about any action which may cause their child anxiety.
- Increased 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.
- Increased cost of living and the resultant student awareness of parental concerns.
- Increased focus on student wellbeing, particularly building resilience and 21st Century capabilities
- 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.

## 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). She spoke with students from Year 7 to 12. We continued to engage Safe on Social (Kirra Prendergast) in the Junior School. Kira 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 6s 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 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 Years 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 and 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 to 6, plus a 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 for Years 8 and 9.

- Headspace for Years 10 and 11.
- Enlighten Education - Relationships and Consent Education for students in Years 10 to 12.
- An expert in LinkedIn, Sally Dwyer, educated students in Years 11 and 12 about the platform. Year 12 students received personal assistance in developing their own LinkedIn profile.
- Red Frogs for Year 12 students.
- Recent Old Girl Mentors speaking to the Year 12 cohort - Lifeskills / Transition Program
- You Choose - a road safety program for Senior Students
- RYDA - Driver Training Program for Year 10 students.
- Judith Locke, clinical psychologist and author - Parent information presentations in the Junior School and Early Learning Centre.
- Sound Off - Mindfulness meditation sessions for Years 11 and 12, particularly prior to exams.

### Theme

The Senior School adopted the theme of Sisterhood in line with the Year 12 theme for 2024 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 2024. 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 for all stakeholders. A video, available at all times on SomerLink, was created for staff to view, to increase their understanding of the changes to the legislation and the importance of mandatory reporting in Child Protection. The policies were incorporated into the Student Diary given to every student in Years 6 to 12 using QR codes and then used as a valuable resource to educate students. Students, parents and staff were reminded to review these policies throughout the year via whole school communications including 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 on SomerLink, 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 carousel 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 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 2024 for students helped develop a strong sense of belonging:

- For ten minutes four mornings per week at Tutor Group and during three Pastoral Care lessons per fortnight, purposeful relationships were forged in the Middle Years by Tutor Teachers. These were homogeneous groups, and in the Senior Years, these were House groups. Tutor Teachers, the first line of care, were also the Pastoral Care teachers engaging in the pastoral care programs and, ideally, attending camps.
- Heads of Year were key central contacts for students and parents. Heads of Year provided opportunities for building team and leadership skills, building character strengths, communicating high behavioural expectations and ensuring adherence to school policies, implementing stage-appropriate Pastoral Care programs, building skills in social and emotional development, managing and empowering students to resolve issues arising socially and academically, providing a safe environment to seek help and develop social skills and assisting in management of issues arising across multiple subjects. Heads of Year offices were located near student cohorts for ease of student access and engagement.
- Head of Boarding and the Boarding team 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 requiring extra assistance. Students engaged in Chapel services twice a term and devotions were core to the Whole School Assembly.
- 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



International Women's Day

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.
- 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.
- 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 7pm and Friday 7.30am to 4pm. 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 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. In 2024, the following vaccine clinics were successfully held for 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.

### School Psychologists

The Wellbeing Team focused on preventative action and early intervention. A process of "on call" to respond to incidents was developed while the second School Psychologist 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 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 presented to Years 10 and 11, providing valuable information on Headspace services and how to maintain a healthy headspace.

Ongoing trends showed concern for students around 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, dis-organisation, time management and the perceived pressure to keep up with their peers. Psychologists worked in collaboration with students, Heads 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.

### Careers Counsellor

The Careers Counsellor met with every Year 11 and 12 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. The Counsellor was integral in educating students regarding potential university courses, industry pathways including traditional and non-traditional careers and employment projections to achieve their goals. The Counsellor 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

#### Sisters Connect

Sisters Connect connected Senior School students with Junior School students - Year 12 with Year 7, Year 11 with Year 6, Year 10 with Year 5, Year 9 with Year 4 and Year 8 with Year 3. This 'Connection and Belonging' strategy saw whole school, year level and in-class, participating in activities such as Homework Club (Year 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 to match the 2024 theme and engaged in Easter craft with the Year 3 students. Year 9 and 4 cohorts 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.

### 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 the Sisterhood 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
- 'Paper Monsters' - classroom scrap paper collection points for recycling
- Classroom pot plant initiative - nurturing plants
- Great Mates Lunch Club - a safe and welcoming space for Junior Students wanting to make new friends
- RnR (Rest and Read) Junior School Friday lunchtime activity providing a calm, quiet space once a week
- RUOK Day
- 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



ANZAC Day

### 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. Records of these meetings were provided to teachers for up-to-date personal and academic wellbeing status to ensure exceptional care and action of support for students.

### Charities supported by Somerville House in 2024

Event/activity	Organisation
Valentine's Day fundraiser	Heart Foundation
Sudsy Challenge	Orange Sky
Busking	Beyond Blue
World's Greatest Shave	Leukaemia Foundation
Choral Fest and Pop Up uniform shop	Imam - YES Arusha
rosemary sprigs	ANZAC Day
Mother's Day	Toowong Rotary Club
Battle of the Hill	UN Women Australia
Easter card and easter bags making and decorating	Leukaemia Foundation ESA Village
Annual Easter egg collection	Leukaemia Foundation ESA Village
Kids Club	RMCH
Push Up Challenge	HEADSPACE
Somerville's Biggest Morning Tea	Cancer Council
Pink bands	You Are Not Alone
Jersey Day	Beyond Blue
Equestrian fundraiser	Reason to Thrive
Jeans for Genes Day	CMRI
sanitary drive	Share the Dignity
containers for change	Bucket of Love
knitting	homeless
volunteering and pantry donations	RMCH
Wishing Tree	RMCH
Wishing Tree	Share the Dignity
Wishing Tree	Bucket of Love
Wishing Tree	Leukaemia Foundation
Wishing Tree	Windana Refuge



Bastille Day

#### 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, led 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.



Galentine's Day

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.

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.

### 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 2024, numerous fundraising activities in support of a range of charitable causes were orchestrated. Whole school events have involved students from the ELC through to Year 12.

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.

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

### Camps

Camps encouraged a reset, a self-discovery, character-building using challenge by choice and development of self-understanding and confidence, resilience, team building, and leadership skills. Age-appropriate camps were scoped and sequenced to ensure increasing challenge, requiring increasing levels of independence. Organisation, Character Builders engaged to run workshops during Year 4 and 5 camps.

Camps were conducted as scheduled.

- **Year 4** - focus on teamwork, resilience building and problem solving
- **Year 5** - focus on character strengths, self-awareness, peer relationships and leadership capabilities
- **Year 6** Interstate Canberra camp - focusing on Australian government and leadership, national museums, encouraging independence
- **Year 7** - build connections and assist in the transition to the Senior School with a focus on team building, independence, resilience and empathy
- **Year 8** - incorporated different team building and leadership activities including surfing
- **Year 9** - provides more challenging activities requiring resilience, independence, team-work and leadership
- **Year 10** - an outdoor trekking camp which requires students to be resilient and build connections with their team members. This outdoor camping experience is the most challenging of the School's camps with graduated levels of difficulty.
- **Year 11** - with YLead it builds leadership capacity, cohort connections and prepares students for leadership selection and one afternoon of portfolio goal setting and action planning for the year
- **Year 12** - Two afternoon leadership workshops with YLead empowers students to upskill their leadership and teamwork skills for their final year.

### Events

- House Competition - Choral Festival Years 10 to 12
- House Competition - Arts Festival Years 7 to 9 - Creative extravaganza performance
- Careers Day - focus on emerging academic and personal interests connected to industry
- Networking & Nourishment Breakfast - Invitation to community members to join students with an interest in their industry at a business breakfast. A new stand-up format was introduced to develop figure of 8 networking skills, as well as introductions and polite exits
- Industry Education series developed by the Careers Counsellor, connecting Industry specialists with interested students and parents
- Grandparents & Godparents Day - Year 7
- Year 12 Formal
- Year 11 Secret Dinner
- Interschool Events - vs Churchie - Heart Foundation Valentines Touch Match, Battle of the Hill vs St Laurence's
- Year 6 Crossing the Bridges to celebrate transition from primary to secondary years and the Year 11 transition into their final year of schooling
- Year 6 Chapel Service and Presentation Evening
- Junior School Christmas Concerts - Prep to Year 3 and Year 4 to Year 6 involving every student in the Junior School
- Junior School Support Group social events - Mother and Daughter High Tea & Father/Significant Men and Daughter Disco
- Junior School Celebration of Learning events - Year Level open mornings for parents
- Early years craft mornings - parents invited to participate in activities
- Junior and Senior Schools family worship events
- Early years classroom music concert
- Prep to Year 6 Grand Concerts featuring co-curricular music making.
- Interhouse Junior sport events including swimming, athletics and cross country
- Year 3 EKKA celebration day
- Junior School Book Week - celebration of books and literature including costume day to showcase favourite book character
- Junior School Awards Assembly - celebrating achievement across Years 3 to 6
- Junior School fun days: Easter Bonnet Parade/Easter Egg Hunt
- Bastille Day - Students invited to wear Blue, Red, White - lunchtime food fest with croissants and pain au chocolat
- Shrove Tuesday - Pancake Tossing Assembly
- Under 8s Day

### Measurement of Wellbeing

Student Wellbeing continue to engage with a measurement tool to increase bespoke/personal focus on student wellbeing. In addition, in 2024 we selected the Mi7. This was developed by the Institute of Positive Education - an annual measure of student wellbeing across the Senior School and which allows for specific comparative data for our School and Boarding House.

Further in 2024 we continued to adopt EI Pulse, a weekly measurement tool which proved to be invaluable data source. It helped us connect in real time with students, providing the opportunity to proactively intervene and assist individuals, while helping to form an understanding of wellbeing trends to inform whole school planning. Students have become active in improving their wellbeing and have been given the opportunity to develop help seeking behaviours. This program also provides the opportunity for students and staff to randomly express gratitude to specific students and teachers.

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

We continue to support the collection of data for the Mission Australia Annual Youth Survey.



Easter Bonnet Parade

## Old Girls' Association

*In its 123rd year, the Old Girls Association (OGA) remains a vital platform for former students to build and strengthen connections with fellow Old Girls, current students, and the wider Somerville House community.*

The first event for the year was the Old Girls Who Are Current Somerville Families cocktail party held on 15 March. This engaging event, jointly hosted by the OGA and the School, provided a delightful opportunity for Old Girls to connect as parents. Mothers, grandmothers, aunts, and godmothers of current Somerville House students from graduating years spanning from 1955 to 1998 gathered in the iconic Chambers Room for a memorable evening.

### School Reunions

Throughout 2024, nine school reunions were celebrated, providing an opportunity for Old Girls to reconnect. These gatherings bring immense joy and fulfillment, showcasing the strength of shared heritage and the close-knit OGA community. It's always a pleasure to reminisce, rekindle bonds, and further develop the lasting network of support and mentorship forged during the formative years at Somerville House.

### School Leavers Panel

The OGA had a productive second half of 2024, starting with a panel event on 8 August for the soon-to-be-graduating Year 12 cohort. Recently graduated Old Girls, including Jessica Skinner (2017), Bailey Stoodley (2020), Sonali Mohan (2020), and Millie Fox (2020), shared their experiences on transitioning to university and the workforce, navigating imposter syndrome, succeeding in male-dominated industries, and embracing opportunities beyond school.

### Mother/Significant Other and Daughter Dinner

On 15 August, the OGA hosted a celebratory dinner for the Class of 2024 and their mothers and significant others at the Emporium Hotel. This event marked the end of their school journey and the beginning of their involvement in the broader OGA community. It was particularly heartwarming to see many Old Girls attending as parents, including several boarding families.

### Commemoration Day

The School celebrated its 125th Birthday and Commemoration Day on 4 October. To mark this milestone, the OGA partnered with the Somerville House Foundation to deliver a legacy gift honouring the founder and the first two Headmistresses, Misses Eliza Fewings, Constance Harker, and Marjorie Jarrett. Renowned sculptor and Old Girl, Dr Rhyl Hinwood AM (1957), was commissioned to create life-size bronze sculptures incorporating symbolic elements representing knowledge, achievement, and Christian values. These sculptures, unveiled by Somerville Foundation Chair, Bethwyn Todd (1989), Dr. Sandra Hastie, and OGA President, Kate Golder, are intended to enrich the visual landscape of Somerville House and serve as a lasting reminder of the School's enduring ideals.



In addition to the legacy sculptures, the OGA presented a plaque for the Heritage Heart Wall, celebrating the 1987 OGA Committee that fought to save the School's South Brisbane site from sale. Eloise Harris (Scott, 1958), a member of that Committee, was in attendance at this special occasion.

### Birthday Lunch

The annual School's Birthday Lunch, hosted by the OGA on 7 October, brought together over one hundred guests from the broader Somerville House community, including Old Girls, current and former parents, members of the School's Leadership Team, the Somerville House Foundation, and friends of Somerville House.





## Parents & Friends Association

*The General Meeting, held annually in June, oversees the P&F Association's activities throughout the year. Meetings are scheduled each term, with dates, times, and locations listed on the School calendar. All parents are invited to attend and encouraged to participate.*

Under the Association's umbrella, there is a network of support groups, each with its own President, Treasurer, and Secretary. These groups primarily focus on supporting student activities and actively assist with fundraising to provide services and resources to their respective groups.

In 2024, the P&F operated 27 support groups, catering to a wide range of student interests, including sports, music, spiritual and personal growth, learning, performing, and educational opportunities. Support groups for parents include Junior, Middle, and Senior Year cohort groups, as well as a group for boarding parents.

The P&F Association was thrilled to reinvent an event in 2024, SomerSoiree. A stunning event for all parents from Pre-Prep to Year 12 came together to mark the beginning of the new school year. The event provided an excellent opportunity for parents to connect with one another, celebrate, and learn more about the Association. SomerSoiree was a successful addition to the P&F calendar, fostering a sense of community and belonging. The P&F looks forward to hosting an even bigger and better SomerSoiree in 2025.

The 'All That Glitters' Ball was once again a highlight of the year, bringing together Junior and Senior School parents, as well as Year 12 students and their partners, for an unforgettable evening. The event was filled with laughter, lively conversations, and a sense of camaraderie. Guests enjoyed a night of fantastic entertainment, dancing to live music, and indulging in a delectable array of food. The atmosphere was electric, and the joy and excitement were palpable, making it a truly memorable celebration for everyone involved.

The annual end of year Christmas event brought families and staff together to celebrate the 2024 school year. The evening was brimming with festive spirit and holiday cheer, creating a warm and joyous atmosphere. This cherished end-of-year tradition continues to be a highlight, and we eagerly anticipate its return next year.

Volunteering with the P&F is an incredibly fulfilling experience that fosters a strong sense of community and connection throughout the entire Somerville House network.

**Ms Sarah Bird**  
President - Parent and Friends Association



## Somerville House Foundation

*In 2024, the Somerville House Foundation celebrated its 40th anniversary. A milestone year for both Somerville House and the Foundation provided an opportune time to reflect on the past while continuing to focus on ensuring a sustainable and growing Foundation into the future.*

On 4 October 2024, Somerville House marked its 125th anniversary with the unveiling of three bronze sculptures honouring the Founding Pioneers: Miss Eliza Fewings, Miss Constance Harker, and Miss Marjorie Jarrett. A gift to the School from the Foundation and the Old Girls' Association and crafted by renowned sculptor and Old Girl, Dr Rhyl Hinwood AM CF (Class of 1957), these statues on the Fewings Lawn symbolise the School's enduring legacy and impact.

The event, attended by around 100 guests including OGA Management Committee members, Somerville House Foundation Board Members, PMSA representatives, and special guests celebrated the pioneering women who shaped the school's history. The sculptures stand as a tribute to academic excellence and courageous leadership, inspiring current and future students to follow in the footsteps of these trailblazing women and make their mark on the world.

During 2024 it was heartening to witness our community's continuing support for scholarships, enabling students who might not otherwise have the chance to experience a Somerville House education. The Foundation launched its "Towards 2030" Scholarship Campaign, an ambitious six-year goal focused on sustaining the five existing Foundation scholarships while creating two new opportunities in the future: one for a day girl and one for a boarder. \$134,455 was raised during the year to support this mission.

2024 also marked the completion of the Building Tomorrow Together "Buy a Brick" Campaign, which culminated in the unveiling of the donor plaques and bricks on Fewings veranda. \$45,670 was raised during 2024 to complete this campaign. In addition, \$274,955 in Voluntary Building Fund contributions were received during the year and are being directed towards the completion of SomerFields.

The launch of SomerPartners introduced a dynamic initiative aimed at fostering strong relationships between the Foundation and corporate partners. SomerPartners unites and showcases businesses dedicated to making a positive impact by contributing resources for scholarships, bursaries and facility improvements.

The desire to 'give back' to Somerville House students is often expressed by our many generous donors. In September 2024 the Foundation partnered with the School to host the third Dr Lorna Archibald Society Medical Networking Event, a gathering aimed at supporting students with an interest in a medical career. The event connected these students with Old Girls and parents who are medical practitioners or undergraduates. It featured small group rotations,



Commemoration Day statue unveiling



Lunar New Year event

providing valuable opportunities for students to forge meaningful connections, explore career pathways and gain insights into medical university life.

The Foundation's success is a testament to the collective efforts of dedicated Board Directors, Committee members, Foundation members, donors and supporters. Their steadfast belief in the transformative power of education continues to pave the way for a brighter future for upcoming generations of changemakers.

**Ms Bethwyn Todd**  
Somerville House Foundation Board Chair

## Staff

### Staff Composition, including Indigenous Staff

Status	Number of employees
Full-time Teaching Staff	125
Full-Time Non-Teaching Staff	98
Part-Time Teaching Staff	31
Part-Time Non-Teaching Staff	105

### Qualifications of All Teachers

Qualification	Number of classroom teachers and school leaders at the School who hold this qualification
Doctorate or higher	6
Masters	35
Bachelor Degree	157
Diploma	79
Certificate	36

### 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 2024, including professional subscriptions	The proportion of the teaching staff involved in Professional Development activities during 2024
134 staff + 9 ELC staff = 143	\$118,298	\$827	\$432,959	100%

### 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
160	185	992	96%

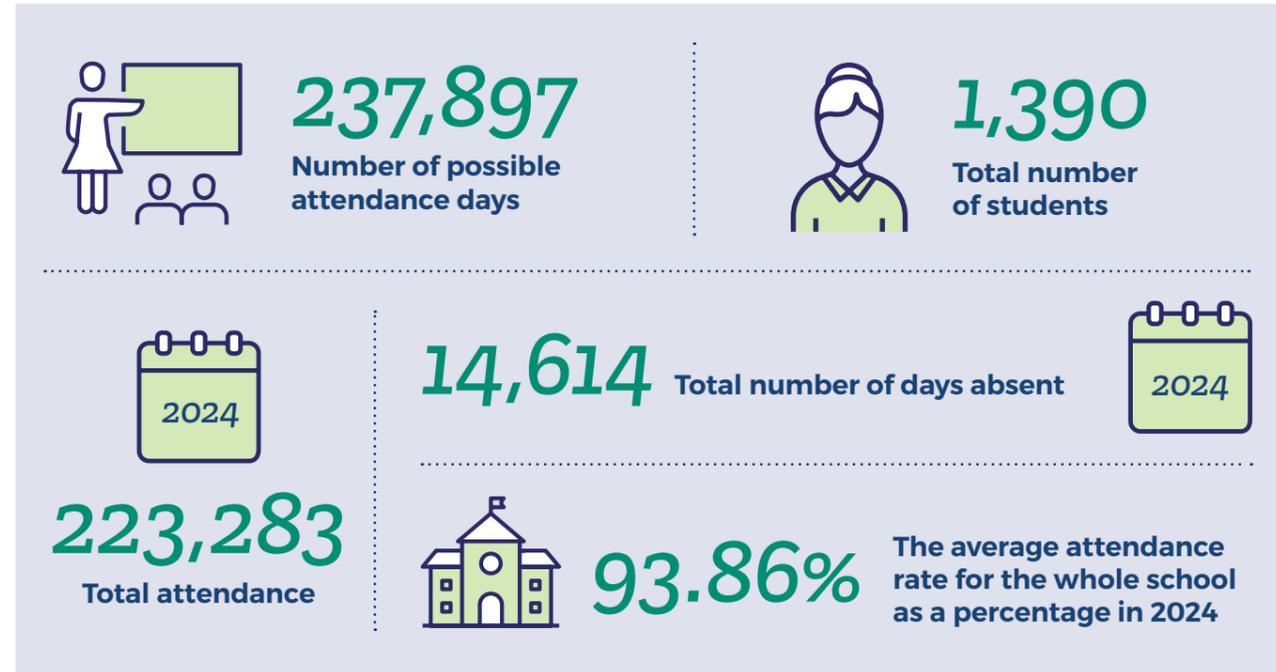
### Teaching Staff Retention

Number of permanent teaching staff at end of previous year (2021)	Number of these staff retained in the following year (2022)	% retention rate
106	100	94%



# 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 2024
Prep	60	496	9589	95.08%
Year 1	49	464	7878	94.44%
Year 2	70	518	11484	95.68%
Year 3	65	604	10701	94.66%
Year 4	81	625	13066	95.43%
Year 5	105	813	17485	95.56%
Year 6	106	1196	17320	93.54%
Year 7	132	1195	21384	94.71%
Year 8	149	1639	24057	93.62%
Year 9	144	1586	23057	93.56%
Year 10	155	2284	24006	91.31%
Year 11	126	1544	20042	92.85%
Year 12	148	1650	23214	93.36%



# NAPLAN Results

## 2024 Year 3 NAPLAN Results

	Additional Support	Developing	Strong	Exceeding	Total Strong & Exceeding
<b>READING</b>					
School	0.00%	3.10%	57.80%	39.10%	96.9%
State	15.20%	21.70%	44.80%	18.30%	63.1%
<b>NUMERACY</b>					
School	0.0%	12.5%	62.5%	25.0%	87.5%
State	11.7%	27.8%	52.2%	8.3%	60.5%
<b>WRITING</b>					
School	0.0%	3.1%	70.3%	26.6%	96.9%
State	10.1%	17.6%	63.3%	8.9%	72.2%
<b>SPELLING</b>					
School	0.0%	7.8%	56.3%	35.9%	92.2%
State	29.9%	29.9%	43.3%	13.3%	56.6%
<b>GRAMMAR &amp; PUNCTION</b>					
School	0.0%	12.5%	53.1%	34.4%	87.5%
State	19.1%	28.8%	42.5%	9.6%	52.1%

## 2024 Year 5 NAPLAN Results

	Additional Support	Developing	Strong	Exceeding	Total Strong & Exceeding
<b>READING</b>					
School	1.0%	4.0%	54.5%	40.6%	95.1%
State	11.5%	19.5%	49.3%	19.6%	68.9%
<b>NUMERACY</b>					
School	0.0%	2.9%	58.8%	38.2%	97.0%
State	9.9%	25.2%	54.1%	10.7%	64.8%
<b>WRITING</b>					
School	1.0%	11.2%	37.6%	50.4%	88.0%
State	13.8%	24.6%	50.4%	11.3%	61.7%
<b>SPELLING</b>					
School	2.0%	8.8%	46.1%	43.1%	89.2%
State	11.8%	23.2%	47.1%	17.9%	65.0%
<b>GRAMMAR &amp; PUNCTION</b>					
School	1.0%	4.9%	59.8%	34.3%	94.1%
State	12.1%	24.9%	48.8%	14.1%	62.9%

## 2024 Year 7 NAPLAN Results

	Additional Support	Developing	Strong	Exceeding	Total Strong & Exceeding
<b>READING</b>					
School	1.60%	4.10%	42.60%	51.60%	94.2%
State	13.60%	22.30%	45.90%	18.10%	64.0%
<b>NUMERACY</b>					
School	0.0%	4.1%	55.4%	40.5%	95.9%
State	12.0%	24.3%	52.1%	11.6%	63.7%
<b>WRITING</b>					
School	2.5%	8.3%	51.2%	38.0%	89.2%
State	15.1%	26.9%	42.9%	15.1%	58.0%
<b>SPELLING</b>					
School	2.5%	5.8%	46.3%	45.5%	91.8%
State	9.5%	19.5%	51.4%	19.6%	71.0%
<b>GRAMMAR &amp; PUNCTION</b>					
School	1.7%	3.3%	38.8%	56.2%	95.0%
State	15.1%	27.2%	41.7%	15.9%	57.6%

## 2024 Year 9 NAPLAN Results

	Additional Support	Developing	Strong	Exceeding	Total Strong & Exceeding
<b>READING</b>					
School	0.0%	7.1%	50.4%	42.5%	92.9%
State	14.9%	24.9%	43.4%	16.8%	60.2%
<b>NUMERACY</b>					
School	0.0%	4.7%	67.7%	27.6%	95.3%
State	14.1%	25.0%	53.8%	7.1%	60.9%
<b>WRITING</b>					
School	0.8%	11.2%	37.6%	50.4%	88.0%
State	16.2%	28.3%	34.8%	20.6%	55.4%
<b>SPELLING</b>					
School	0.0%	7.1%	54.0%	38.9%	92.9%
State	9.3%	18.8%	57.7%	14.2%	71.9%
<b>GRAMMAR &amp; PUNCTION</b>					
School	0.0%	8.7%	40.5%	50.8%	91.3%
State	17.2%	28.6%	37.4%	16.7%	54.1%

**Apparent Retention Rate (Year 10 to 12)**

	Number of Students
Year 10 Base	146
Year 12	148
Apparent Retention Rate %	101.4%

**101.4%****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	148
Students awarded a Qld Certificate of Education at the end of Year 12	147
Students awarded a Qld Certificate of Individual Achievement	0
Students who received an ATAR	147
Students who are completing or completed a School-based Apprenticeship or Traineeship	0
Students awarded one or more Vocational Education and Training Qualifications	48
Number of students awarded an International Baccalaureate Diploma	0
Students awarded a VET qualification:	
Certificate 1	0
Certificate 2	0
Certificate 3	2
Certificate 4	0
Diploma	47
Year 12 students who received an ATAR of 99 and above	5%
Year 12 students who received an ATAR of 95 and above	34%
Year 12 students who received an ATAR of 90 and above	60%
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 {insert school} receives from fees, donations, government grants and any other source is used entirely to operate and develop {insert school}.

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

The PMSA's audited financial statements are prepared in accordance with all the relevant Australian Accounting Standards required by the *Australian Charities and*

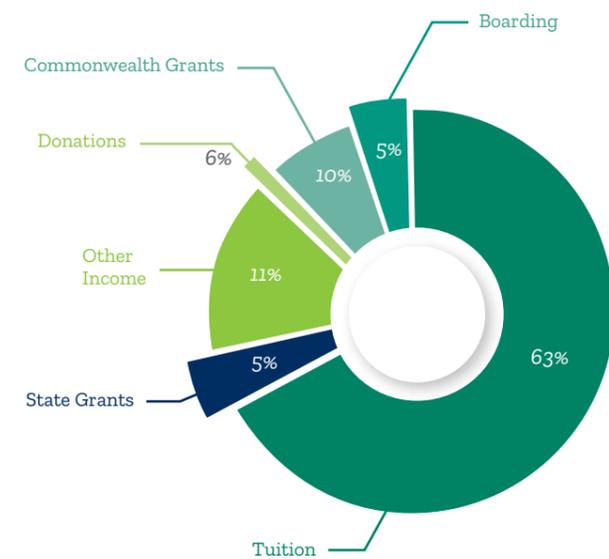
*Not-For-Profits Commission (ACNC) Act 2012*. Unless otherwise stated, these financial statements have been prepared on an accrual basis and in accordance with the historical cost convention.

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.

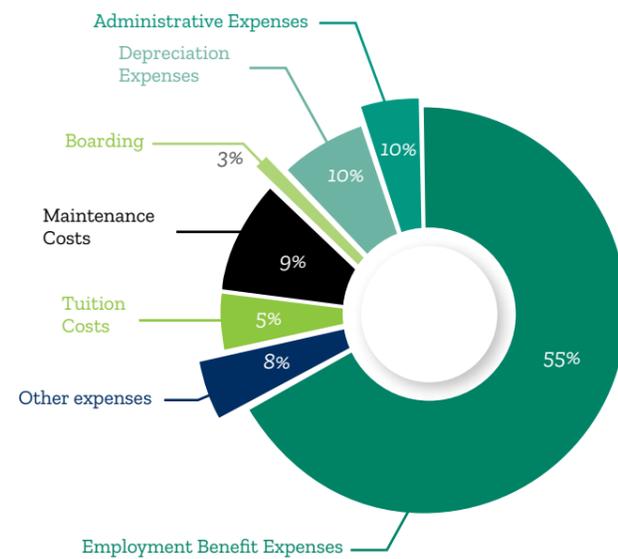
A financial summary of the PMSA accounts is publicly available in the PMSA Annual Report on the PMSA website, and the consolidated audited financial statements are available on the ACNC registry.

Accounting policies are published in these accounts.

## Income 2024



## Expenses 2024



“  
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 2024. Some of the highlights are listed below.*

The new Christian Ministry Handbook produced and published by the PMSA has been invaluable in terms of providing a framework for the expectations of the place of the spiritual programs of the School and the role of the Chaplain(s). This document has been presented to the School Leadership Team at Somerville House and outlined by the Senior Chaplain.

### Chapel

- Weekly boarder services with an emphasis on engagement with a relevant and contemporary focus. This year there has been a significant return of the culture of singing in Chapel, led by an enthusiastic group of Year 12 students.
- Themes such as 'The Character of God' and 'Is God on Spotify?' have been followed each term.
- Occasional guest speakers to Boarders' Chapels and an occasional combined service with BBC enhanced the program.
- Monthly day student services which are 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 twice a year, and a weekly staff prayer meeting.
- 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 various Senior and Junior School students.

- One wedding was held in the Somerville Chapel this year.
- Three Family Services were held, one for Junior School, one for Easter and one for Mothers & Special Women Day.
- The strategy to improve the singing of hymns on assemblies and in Chapels has continued to be 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 individualised prayer blessing. Year 12 students shared messages on what Communion means to them and also led through providing music.

### Devotions

- Delivered at weekly assemblies, includes a hymn, Bible reading (presented by a Year 12 student), homily and prayer, as per the Christian Ministry Handbook. Five staff were involved in sharing Devotions in 2024 and several Year 12 students.
- Senior Chaplain or a representative shares a Devotion at four Junior School assemblies each year and on special occasions e.g. Christmas Concerts.
- Chaplains give an address or say grace at special

occasions: Blessing of the Boats (Rowing and Sailing), Celebration of Sports, Year 11 Leadership Conference, Year 10 Careers Day, Year 9 Graduation, Valedictory Service, Grandparents and Godparents Day, Junior School Year 6 Graduation Service and various co-curricular end of season functions.

### Pastoral/Spiritual Support and Guidance

- The Senior Chaplain works with the Dean of Students to integrate a Christian worldview within the Pastoral Care program. The Chaplain works with the HOYs when significant family pastoral issues arise.
- 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 2024.
- 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.
- This year a group of up to 10 boarders occasionally attended a local church on a Sunday afternoon driven by one of the ChEd staff/Chaplains.
- The Chaplains also regularly attend dinner in the Boarding House.
- This year a group of up to 10 boarders occasionally attended a local church on a Sunday afternoon driven by one of the ChEd staff/Chaplains
- 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 again this year, with two meetings a week. Several Year 6 students are appointed as Supa Club monitors each 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.
- This year occasional Group180 meetings were held for Years 10 - 12 SomerCircle students.
- Combined activities with other PMSA schools are held once a term, including an annual weekend camp.
- More than 100 girls attended weekly SomerCircle groups in 2024, more at the inter-school events.

- Six staff are involved in leading these groups, one per year level.
- In 2024 five Years 10 to 12 students attended a state-wide Christian Leadership Conference in Winter vacation time (SU Training Week Camp).
- 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, sharing their faith and Christian discipleship.

### Christian Education

- Every student from Pre-Prep to Year 12 engages in Christian Education.
- Every student from Pre-Prep to Year 12 engages in Christian Education.
- Specialist Christian Education teachers lead the program.
- There has been an ongoing review and refreshing of the Senior School ChEd curriculum, with new resources being produced. The overall program has also been reviewed and there will be some changes of scope and sequencing in 2025 and 2026.
- Junior School Students have had 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, as well as similarities and differences to the Christian faith.
  - 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 Associations (PMSA) was established in 1918 and is a joint mission of the Uniting Church in Australia, Queensland Synod and the Presbyterian Church of Queensland founded to provide education founded on the strength of Christian faith and values.

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

The PMSA is proud of its history and heritage and the PMSA Vision 2024 - 2044 builds on these foundations as we build the PMSA into the future. Through the framework of our strategic priority areas of Expand Visionary Educational Experiences, Cultivate Christian Faith, Ignite Student Potential, Nurture our People, Embed Exceptional Performance and Elevate Digital Performance the PMSA will deliver our Vision and Mission.

### Our Vision

Inspiring globally minded caring communities through exceptional educational experiences empowered by Christian faith.

### Our Mission

Nurture outstanding people in world-class educational environments enriched by the Christian Faith, enabling them to develop their God-given potential and lead for positive impact.

### Values

How we deliver on our Vision and Mission and live out our values daily matters.

Our values are derived from our Christian heritage and faith and are:

**Respect:** We listen and treat all people equally and fairly.

**Integrity:** We are honest and do the right thing.

**Care:** We are compassionate and look after each other.

**Collaboration:** We work together as a team in unity.

**Excellence:** We strive to be our best in everything we do.

For more information about the PMSA, please visit [pmsa-schools.edu.au](http://pmsa-schools.edu.au)

“  
The PMSA's VISION  
is Inspiring globally  
minded caring  
communities through  
exceptional educational  
experiences empowered  
by Christian faith.”





17 Graham Street, South Brisbane Qld 4101  
PO Box 3357, South Brisbane Qld 4101  
P 07 3248 9200 | [somerville.qld.edu.au](http://somerville.qld.edu.au)

*A school of the Presbyterian and Methodist Schools Association.  
The PMSA is a mission of the Presbyterian and Uniting Churches.  
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