



Somerville House Annual Report

2019



“

Our purpose is to remain an exemplary school and a leader in education”

Somerville House Annual Report 2019

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 three sub-schools:

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

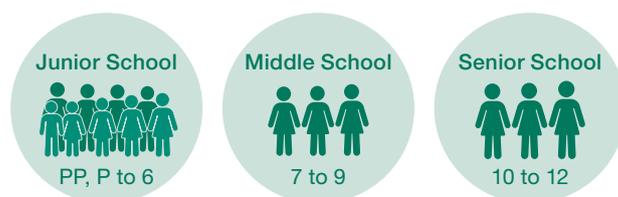
Somerville House aims to provide an exemplary educational environment by supporting each student's personal growth.

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

- **Striving for Academic Success**
- **Sustaining Personal Growth**
- **Supporting Service Learning**
- **Serving as Responsible Custodians.**

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 and the strong foundation and traditions of our founder Miss Eliza A Fewings.

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



School Address

17 Graham Street, South Brisbane Qld 4101

Total Enrolments

1357

Year Levels Offered

Pre-Prep to Year 12

Co-Educational or Single Sex

Co-educational Pre-Prep; Prep to Year 12 for girls

About the PMSA

The PMSA owns four outstanding independent schools in South East Queensland – Brisbane Boys’ College, Clayfield College, Somerville House and Sunshine Coast Grammar School. Formed in 1918, the PMSA is an ecumenical co-operation between the Presbyterian and Uniting Churches to provide education founded on strong Christian values.

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

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

PMSA Mission, Vision and Values

Our Mission

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

Driven by our Vision

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

Guided by our Values

The PMSA and each of its unique schools share collective values that play a part in every aspect of our daily lives – relationships, care, ethics, personal development, excellence and celebration.

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

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

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

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

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

Celebration – We collectively recognise and celebrate our own, as well as others’ achievements and milestones.



2019 Highlights

January / February

Durack House received the Drysdale Shield for first place at the annual Choral Festival.

Official welcome of new Principal Mrs Kim Kiepe to Somerville House.

May

Very successful Open Day held on Sunday 19 May.

Somerville House and Churchie production of Disney's *The Little Mermaid*, held at Somerville House.

Indoor Rowing Championships hosted at Somerville House.

July

Chisholm House overall winner of the Senior School Interhouse Athletics Carnival.

New Somerville House app released.

September

Official opening of the newly refurbished Technology Services Department.

Queensland Children's Hospital Chamber Concert performed by Junior School Strings and Chamber Winds.

Last ever QCS Test took place.

Old Girls' Association (OGA) Bell Tower was installed in the Mall. The OGA gifted this tower in celebration of the 2018 Commemoration Day.

Announcement of 2020 School Captain, Kate Lockyer, and Vice-Captains, Alisia Aloisi and Madeleine Webber.

Somerville House Foundation Fundraising Lunch supporting the Scholarship Fund, attended by over 200 guests and collectively raising over \$33,000.

November

A new era for Somerville House in 2020. Announcement of the School moving to a Junior and Senior School structure in 2021.

120th Somerville House Speech Night.

Announcement of the new Junior School Playground build to commence over the holiday break, due to generous funding from the Foundation.

March / April

Parents and Friends Association (P&F) Ball – The Greatest Showman.

Junior Ensemble Easter Showcase Concert held in VPAC, with contributions from Principal, Mrs Kim Kiepe, and members of the Leadership Team.

June

Announcement of the new Head of Boarding in 2020, Mrs Frances Greene.

August

Announcement of Head of Junior School appointment for 2020, Mrs Louise McGuire.

Announcement of the 2019/2020 Prefect Elect. School Captain candidates gave an address to the Middle and Senior School staff and students.

Wilhelmina Finnemore (Year 12) announced as the Foundation Overseas Study Scholarship recipient to pursue a gap-year in Japan.

October

Announcement of Deputy Principal, Mrs Jo Matherson, and Dean of Academic Programs, Mrs Wendy Jurs.

120th Commemoration Day.

Inaugural OGA Birthday Lunch held on Commemoration Day weekend.

December

Farewell to:

- Head of Junior School, Mrs Arna Bennett (27 years)
- Head of Science, Ms Erica McLean (41 years)
- Head of Middle School, Mrs Megan Ball (10 years)
- Head of Senior School, Ms Gayle Harris (7 years).

From the School Chair



Mr Jim Demack

Somerville House Council Chair

2019 saw many changes at Somerville House, with our first being the installation of Mrs Kim Kiepe as twelfth Principal at the commencement of the academic year. Schools are complex organisations, and Mrs Kiepe's engagement with the whole of the School, and her support of the learning of each student has been exemplary.

In the relatively short time she has been with us, she has shown a pastoral heart, a love of learning, an ability to work through a time of change and transition, and a determination to see Somerville House reach its full potential.

This year, we also announced the School's new strategic plan for 2020 to 2023. The previous strategic plan which commenced under former Principal, Mrs Florence Kearney, came to its intended conclusion at the end of the calendar year 2017. Under our interim Principal, Dr Ness Goodwin, the plan was refreshed for 2018 and 2019 to allow Mrs Kiepe time to settle into her Principalship at Somerville House; working with the School Council to undertake the work to bring the next strategic plan to fruition. The plan has been created through extensive consultation with staff, parents, students and our community. At the October School Council Meeting, the Vision, Strategic Priorities and Values were approved, with the implementation of the strategic plan falling mainly on Mrs Kiepe and her team, with appropriate involvement of the Council and our school community and support groups. The vision of the plan is: Educating girls to be fearless leaders of change, developing excellence, confidence and connection to their individual purpose. The word 'fearless' is in common enough use these days, but we can see that this has been a feature of the approach at Somerville House since it was founded 120 years ago. The qualities of excellence, confidence and connection to purpose also have an echo back to the time of the School's founder, Miss Eliza A Fewings.

This new plan for 2020 to 2023 sees our strategic priorities, and indeed our vision, underpinned, or undergirded, by our values of Courage, Compassion, Inclusion, Gratitude, Integrity and Respect. These four priorities have been the subject of much discussion and input, particularly from our students.

- The first of our priorities is to see the School continue striving for academic success. Under this priority, we look across the whole curriculum and seek to make sure that our students graduate with transferrable skills for a digital and global future. We also look to improve upon our exceptional teaching and learning culture.
- Our second priority is sustaining her personal growth, where we recall and celebrate our Christian foundations and practices, based on the teachings of Jesus Christ, and the application of those foundations to all that we do at Somerville House. We also look to develop our girls' social and emotional wellbeing, and for leadership opportunities for students and staff.
- The third priority is supporting our service learning, where we will engage our students in real-world experiences, looking for local and global partnerships, and continue building a strong school spirit and a sense of belonging.
- Fourthly, the last priority is serving as responsible custodians, dealing with innovative digital and technology landscapes, world-class facilities and fiscal sustainability together with contemporary governance practice.

The School Council has high aspirations for the physical environment of the School. We plan to undertake the work necessary to bring the Dunn Road facility to full use and usefulness, and also to upgrade the environment for the students in the Senior Years of 10 to 12. The School has engaged BSPN Architects to undertake a master planning process, which will inform the School Council and management of the School of the immediate and pressing needs, and how those needs can be translated into modern contemporary teaching spaces and environments. We expect that the work from the architects will enable us to make necessary decisions, supported by evidence and understanding the stewardship of resources which is a primary task for any council. We see the land at Dunn Road as allowing us to provide the best sporting and co-curricular facility of any girls' school in Brisbane. It will take work, effort, collaboration and considerable resources.



With our learning environment significantly improved for the Junior School and the Middle Years, the School Council acknowledges that one of its highest priorities is to resource improvements to the learning environment of Senior Years. BSPN architects' brief includes a sympathetic understanding of the historical significance of some of the buildings in current use. The School Council appreciates that this project will require significant resources, along with time, talent, professional expertise and business connections – all of which are available within our community and we will look for ways to harness those resources in 2020 and beyond.

We acknowledge the collective efforts of our 'One Somerville' community. In particular, I express my sincere thanks to Ms Dominique Layt, Somerville House Foundation Chair, Ms Liz Washington, Old Girls' Association (OGA) President, and Mrs Andrea O'Halloran, Parents and Friends Association (P&F) President, and all who volunteer their time and serve with them.

We also acknowledged Dr Russell Bird, who concluded his service as a member of the School Council. Dr Bird filled a vacancy on the Council in November 2003 and was a member of the School Council for sixteen years, serving with four Principals in that time. Dr Bird's contribution is not to be measured in time alone, but by the application of his time, learning, skills, concern and diligence to the role. Before serving on the Council, he was one of several

people who were with the Somerville House Foundation and supported it from its inception thirty-five years ago. Somerville House acknowledges Dr Bird, and we know his association with the School does not end this year. We look forward to the next stage in Dr Bird's active involvement in the life of Somerville House.

We also welcomed new members to the School Council: Ms Fleur Johnston, Ms Ally Muller and Ms Maribel Reyna Cruz, who bring diverse talents and skills in our governance role. I thank them, and existing School Councillors Mrs Margaret Berry and Mr Peter Thompson for their dedication to their positions. I also acknowledge the contribution of Mr Con Graves who left the Council during 2019 to serve at our brother school, Brisbane Boys' College.

I thank all the staff, whether academic or corporate, for the vital part they play in the education of our students. We know the difference that great teachers make in our children's lives. On behalf of the School Council, we are thankful that so many parents and guardians choose Somerville House for the education of their daughters and sons. One of our strategic priorities is stewardship. We are very conscious of the substantial investment, and often the considerable personal sacrifice, these parents and guardians provide to their children to offer her or him an independent Christian education and life-long connections by sending them to Somerville House.

School Governance

The PMSA is run by a board comprised of thirteen PMSA Board members and operates Somerville House through the Somerville House School Council. Together, they provide Somerville House with the strategy and framework that fosters excellence in teaching and learning, a caring Christian culture, and governance and policy-making support.

Somerville House School Council is made up of nine members including two PMSA Board members, up to six independent School Council members appointed from the School's community, and the Principal, who is a non-voting member.

The Somerville House School Council is delegated the responsibility of governing and administering the performance of the School.

The Somerville House School Council members are:



**Mr Jim Demack,
Chair**

LL.B, LL.M, A.MUS.A

Jim Demack was appointed the Chairman of the Somerville House School Council in 2017 and is also a member of the PMSA Board appointed by the Uniting Church.

A lawyer and a Brisbane partner of a national law firm, Jim brings his legal skills with experience in major engineering and infrastructure projects, insurance, litigation and commercial law. He has a collaborative approach to problem solving in dealing with the issues that arise for both the Somerville House School Council and the PMSA Board.

- **Chairman** - Somerville House School Council
- **Member** - Somerville House School Council
- **PMSA Board member** (first appointed 2013, current term until 2021)
- **Member** - PMSA Nominations and Human Resources Committee
- **Practising solicitor** specialising in all aspects of construction law, particularly major engineering and infrastructure projects, insurance and litigation
- **Partner** - Gadens Lawyers
- **Member** - Legal Reference Committee, Uniting Church Queensland Synod



Dr Russell Bird

MBBS(QLD), FRACS,
FRCS(Can)

An ear, nose and throat specialist surgeon, Dr Russell Bird has a long history with Somerville House. A founding Director on the Somerville House Foundation and former Chairman, he has been a member of the School Council for fifteen years. His four daughters were students, and one of his granddaughters is a current student. Russell retired from the Somerville House Council at the end of 2019.

- **Member** - Somerville House School Council (first appointed 2003, current term until 2020)
- **Deputy Chair** - WorkCover Tribunal
- **Board member** - Attune Hearing

Councillor	Commenced	Resigned	Position	F	M	A	M	J	S	O	N	Total Eligible
(Dr) Russell Bird	11/4/03	31/12/2019	Community Representative	1	A	1	A	1	1	A	1	5
(Mr) Jim Demack	29/08/2017		Chair/PMSA Councillor	1	1	1	1	1	1	1	1	8
(Mr) Con Graves	30/01/2018	9/2/19	PMSA Councillor	1	1	1	1	1				5
(Mrs) Margaret Berry	28/05/2018		PMSA Councillor	1	1	1	1	1	1	1	1	8
(Mr) Peter Thompson	29/10/2018		Community Representative	T	T	1	1	T	1	T	1	8
(Ms) Fleur Johnston	8/12/19		Community Representative						1	1	A	2
(Ms) Ally Muller	9/2/19		Community Representative						1	1	1	3
(Ms) Maribel Reyna-Cruz	9/2/19		Community Representative						1	1	1	3
(Mrs) Kim Kiepe			Principal	1	1	1	1	1	1	1	1	8
(Ms) Renee Bromiley			Business Manager	1	1	1	1	1	1	1	1	8

A - absent T - attended via teleconference



Mrs Margaret Berry

BA, MSc, MEd (Leadership)

Margaret Berry has been appointed as a Uniting Church representative on the PMSA Board and is currently the Principal at Robertson State School. Margaret has a passion for the education of young people and has a long career in the leadership of school communities. Her daughter and sisters attended Somerville House and extended family members attend Brisbane Boys' College. Margaret has worked with school councils for over ten years. She has joined the PSMA Board at a time in her career where she feels she can add value and support to the PMSA's work.

Margaret has more than 30 years' experience teaching in both primary and secondary schools. Since 1998, she has held leadership positions of Head of Department, Deputy Principal and Principal of secondary schools. With a Certificate of Teaching, Bachelor of Arts, a Master of Education (Leadership), and a Master of Science, Margaret brings a wealth of educational experience to the Somerville House School Council and the PMSA Board.

- **Member** - Somerville House School Council
- **PMSA Board member** (first appointed 2018, current term until 2021)
- **Principal** - Robertson State School
- **Member** - Queensland State Primary Principals Association
- **President** - South Branch Queensland Association for Gifted & Talented Children
- **Member** - Queensland College of Teachers
- **Member** - Uniting Church Schools Commission
- **Member** - Australian Institute of Company Directors



Mr Con Graves

BA Hons (Psych), GDipMan, MEd, AMICDA

With a Master of Education and almost 20 years working as an administrator in post school education, Con Graves is passionate about education. Con has held positions as a corporate services and technology executive leader with the Department of Employment, Training and Industrial Relations, a Director of Information Services at Griffith University and currently sits on the management committee of the Wesley Mission's RTO. A retired psychologist, Con brings his extensive experience in strategic leadership, change management and innovation to the PMSA Board and the Somerville House School Council.

- **Member** - Somerville House School Council
- **PMSA Board member** (first appointed 2017, current term until 2020)
- **Retired psychologist**
- **Deputy Chair** - Wesley Mission Queensland
- **Associate Member** - Institute of Community Directors of Australia



Ms Maribel Reyna-Cruz

B Bus (Comm)

Maribel Reyna-Cruz was appointed to the Somerville House School Council in late 2019. Maribel has a strong background in customer strategy, customer experience, strategic marketing, business strategy and performance, and change management working for leading organisations in Australia, Asia and Mexico.

Currently completing her MBA and already an accredited Qualified Practising Market Researcher, Maribel is a strategic thinker and is currently the Head of Delivery, Stores and Specialty Banking at Suncorp. She has a strong passion for empowering young women and bringing more equality and equity into society and the corporate world.

- **Member** - Somerville House School Council (appointed 2019)
- **Head of Delivery, Stores and Specialty Banking** - Suncorp
- **Member** - FINSIA (Financial Services Institute of Australia)



**Ms Allison Muller
(nee Powell - 1994)**

*BA (Intl Rel), B Bus (Hons),
M Bus (App Fin), GAICD*

Allison Muller was appointed to the Somerville House School Council in late 2019 and brings her entrepreneurial skills and twenty years of strategy and management experience in both Australia and the UK to the role. Now running her own corporate advisory and software development company providing strategic growth and new business development advice, Allison is a strategic thinker and has governance and risk management expertise. She completed the Australian Institute of Company Directors course in 2010, is a non-executive director of Lockyer Valley Foods and has experience in a previous role as Investment Committee Chair.

Allison is a Somerville House Old Girl and has a keen interest in supporting the continuing success and development of the School.

- **Member** - Somerville House School Council (appointed 2019)
- **Graduate** - Australian Institute of Company Directors
- **Non-executive Director** - Lockyer Valley Foods
- **Co-founder** - Big Wave Ventures



Mr Peter Thompson

BA (Hons)

Mr Peter Thompson BA (Hons) was appointed to the Somerville House School Council in 2018. A UK (United Kingdom) qualified chartered accountant and investment banker, Peter studied philosophy, politics and economics at St John's College, Oxford. He spent most of his career in investment banking providing financial advice to international companies.

Moving to Australia in 2005, Peter began his association with Somerville House in 2007 when his daughter commenced at the school. Peter is a past treasurer of Somerville House Parents & Friends Association, a director (and briefly chairman) of the Somerville House Foundation. He is a continuing donor to the Somerville House Foundation.

Peter brings his strong finance, investment and corporate finance skills to the Somerville House School Council.

- **Member** - Somerville House School Council (first appointed 2018, current term until 2021)
- **Former chartered accountant and investment banker**
- **Former Managing Director** - UBS Investment Bank



**Mrs Fleur Wilkinson
(nee Johnston)**

B.A.(Psych), CAHRI, GAICD

Fleur Johnston was appointed to the Somerville House School Council in 2019. Fleur holds more than twenty years' experience specialising in large scale business and cultural transformation. In her role as CEO of a management advisory firm working in health, education and community services over the last seven years, Fleur has contributed her expertise in governance, strategy, organisational design, human resource management and significant change developed primarily through her leadership roles in HR and major projects across a range of Queensland government agencies.

Fleur has extensive experience partnering with boards, CEOs, and executive teams in not-for-profit environments to define business challenges and design interventions to achieve measurable change in outcomes for the community. Her current leadership of national education research and benchmarking practice provides her with a unique insight into the Australian education landscape.

Fleur strongly values the fundamental and lifelong importance of high-quality education. Her daughter attends Somerville House, her son attends Brisbane Boys' College, and she is passionate about contributing to the ongoing evolution of the School. Fleur brings thorough interpersonal skills, deep expertise in faith-based education environments, as well as her professional depth in human resource management and organisational development to the Somerville House School Council.

- **Member** - Somerville House School Council (appointed 2019)
- **Graduate** - Australian Institute of Company Directors
- **Chartered Member of the Australian Human Resources Institute**
- **Co-founder and Director** - J&G Consulting
- **Chief Executive Officer** - PeopleBench

From the Principal



Mrs Kim Kiepe, Principal

MEd (Leadership & Management), BEd, DipT, MACEL, GAICD

2019 was another eventful and successful year in the life of Somerville House. It has been a year of impressive accomplishments bolstered by our strong enrolments and outstanding academic achievement. The School maintained its reputation for providing the highest standard of education, inclusive of a broad curriculum to cater for tertiary and vocational pathways.

Christian beliefs and traditions underpin all aspects of school life, as reflected in our professional relationships and our care and concern for each other. Worship was central to the spiritual life of the School as experienced through formal worship at assemblies. Other examples include Chapel Services for each year level and sub-school Family Worship Services, along with weekly services for our boarding community. These opportunities supported the School's Christian ethos. They served to enhance the culture of acting as a community of care, encouraging moral responsibility and personal involvement in service to the wider community.

We are exceptionally proud of our students' impressive academic achievements in 2019. Our long-standing tradition of academic excellence was maintained by the Class of 2019, with 10% of OP eligible students receiving an OP1 and 94% of OP eligible students graduating with an OP 1 to 15. While OP rankings are only one indicator of academic success, it is notable that all students in the Class of 2019 attained a Queensland Certificate of Education and the majority of our OP-ineligible students completed Diploma or Certificate III courses. Our students in Years 3, 5, 7 and 9 achieved excellent results in the National Assessment Plan – Literacy and Numeracy (NAPLAN) tests. Throughout 2019, the academic staff finalised extensive preparations to meet the requirements of the new Queensland Certificate of Education (QCE) System, whereby students will be able to complete an ATAR program.

We recognise there is more to an education than academic results, and we know the broader development that a Somerville House education offers. Our particular focus on student wellbeing provides for emotional and spiritual support underpinned by enduring values. We believe that these attributes will position Somerville House students to transition into their adult lives with confidence.

Evidence of the success of 2019 is provided in the following outline and demonstrates some of the activities undertaken to develop the strategic goals while adding value to the student experience. Sport, Music and Drama continued to thrive, developing cultural, intellectual and character strengths in contribution to the holistic development of our girls and young women. This breadth of offerings meant that Somerville House was able to continue promoting excellence and personal growth through the diverse educational experiences that support all students.

- Academic value-adding through a variety of learning initiatives
- Academic and Vocational Education options tailored to suit a personalised approach
- A wide range of subjects to choose from in Years 11 and 12
- A wide range of options to choose from in Years 9 and 10
- Tutorials in Science and Mathematics via extra help sessions
- Extended opening hours for the Seymour Library
- Collaborative learning through school-university partnerships
- Celebration of Christian values through regular worship
- An extensive range of co-curricular activities with very high participation rates
- Differentiated programs including extension and extra help
- A focus on student wellbeing, with dedicated tutors, Heads of Year, and subject teachers taking responsibility for academic welfare and emotional wellbeing
- Support for high achieving performers in Sport and Music
- A wide-ranging community service program through Junior, Middle and Senior School
- Highly dedicated professional team of academic staff, who undertake regular professional learning and ongoing study as a means to improve student outcomes.



- A varied array of extension and enrichment experiences to enhance the program
- Transition programs for students moving from Years 6 to 7
- Welcome programs for all new students and parents
- Special Year 7 Orientation Program
- Curriculum and social interaction with Brisbane Boys College, Churchie (Anglican Church Grammar School), Clayfield College and other independent schools
- Specific student leadership development with independent schools in Brisbane
- Overseas and interstate tours – Nepal, United Kingdom
- Camps program from Years 3 to 10
- International Service Tours to build community service philosophy
- Sporting camps in Rowing and other sports
- House activities building vertical integration between years
- Inter-year relationships between students.

The School continued to host a range of calendar events to celebrate the School's 120th birthday year and build community connection. An indication of such events is outlined below:

- Annual Parent Information evenings to start the School year
- Arts Festival
- Choral Festival
- Commemoration Day
- Celebration of International Women's Day

- Green Days to motivate swimming, cross country, athletics
- QGSSSA Swimming Carnival, Cross Country, Athletics
- BSRA Head of the River
- Interhouse Chess Competition
- Networking and Nourishing Breakfast
- Music evenings – concerts, recitals
- Grandparents and Godparents Day in Junior and Middle School
- Mother-Daughter High Tea in the Junior School
- Father-Daughter events in the Junior School
- Old Girls mentoring with Years 10 to 12 students
- Disney's *The Little Mermaid* – School Musical with Churchie (Anglican Church Grammar School)
- Interstate reunions in Sydney, Melbourne and Canberra
- Speech Night.

Consideration of both the School's master and strategic plans influenced the significant focus on educational programs and future planning for Somerville House. Subsequently, extensive consultation throughout the second half of 2019 collated input from our community of current students, past students, staff, parents and the School Council. Accordingly, the Strategic Intent (2020 to 2023) was launched by our Chair of School Council at Speech Night, November 2019. This collaboration and attention to planning for the School's future resulted in the creation of four strategic priorities, thus shaping successful learners who leave Somerville House as confident and informed citizens.

Distinctive Curriculum Offerings

The School strives to provide a rigorous education that aims to nurture and challenge every student. Academic staff embed the values articulated in the School's Curriculum Framework in teaching programs and all day-to-day learning across the School: Engagement, Excellence, Empowerment and Diversity. These principles, with Christian Education at the core, allow each student to achieve the best possible academic outcomes.

The program in the Early Learning Centre aligns with the Queensland Kindergarten Learning Guidelines, Early Years Curriculum Guidelines and the Early Years Learning Framework. In the Junior and Middle Schools, programs and courses of study are derived from the Australian Curriculum. The Junior School maintains an emphasis on the development of a learner-centred program informed by inquiry-based learning.

Middle School programs further develop students' understanding and thinking skills through an alignment with the Australian Curriculum. Technologies continue to be integrated into Years 5 and 6 teaching programs, enabling students to develop essential skills in coding, web and 3-D design and printing. Years 7, 8 and 9 academic programs include Digital Design and Technology, in addition to an ongoing focus on STEM across Mathematics and Science. Financial Literacy is also introduced as a core subject in Year 9.

An extensive Languages program continues to be offered across the School, commencing in Year 1, with an opportunity to learn one of the four languages through to the end of Year 4: Chinese, French, German and Japanese. Students then rotate through all four languages in Years 5 and 6 and continue their study in one language in Years 7 to 9. Senior students can elect to study one or more of the School's four languages.

The Senior School curriculum uses the Criteria and Standards stipulated by the Queensland Curriculum and Assessment Authority (QCAA) in its Senior syllabuses. As the first stage of Senior studies, revised Year 10 courses are implemented to align with the requirements of the new Queensland Certificate of Education (QCE), implementing required changes to Senior education in Year 11. Senior students can tailor their academic programs to include a range of subject areas in the arts, technologies, commerce, social science, mathematics and science. Eligible Year 11 and 12 students can supplement subjects offered by the School with enrolment in a small range of subjects with the School of Distance Education, such as Korean, Spanish, Philosophy and Dance.

Embedded within all teaching and learning programs across the School are a range of general skills and learning dispositions that align with the General Capabilities in the Australian and 21st-century skills in Senior syllabuses.

Teachers provide students with opportunities to develop their capabilities with critical and creative thinking, problem solving and self-management.

Years 7 to 9 Subject Co-ordinators in Mathematics, English, Social Science and Science work with Heads of Department and Middle School teachers to maintain focus on Australian Curriculum requirements in Years 7 to 9 and implement specific programs to consolidate literacy and numeracy across the curriculum.

Students are afforded many opportunities for enrichment and enhancement in each sub-school. The School's Assistant Dean – Literacy and Learning Development liaises with specialised staff to oversee individualised programs. In the Junior School, students are challenged through the Chess, Band and Strings programs. At the same time, a Year 12 Enhanced Studies Program provides students with the opportunity to undertake a university subject while still at school. Similarly, a further enrichment opportunity for Senior Science students is offered through the School's links with the Centre for Children's Health Research, enabling students to work with leading scientists in current research programs.

Years 11 and 12 students can undertake an on-campus, eighteen-month Diploma of Business, as part of their academic program. Students across all three sub-schools can participate in a variety of enrichment activities and competitions, such as:

- Da Vinci Decathlon
- GATEWAYS Challenge
- BRAINWAYS Quest
- Australian Schools English Competition
- Australian Schools Science Competition
- Opti-Minds Competition
- Language Speaking Competitions
- QUT (Queensland University of Technology) Mooting Competition
- The Australian Mathematics Competition
- The Australian Mathematics Challenge
- Queensland Association of Mathematics Teachers' Problem Solving Competition
- Mathematics Team Challenges
- World Scholars' Tournament.

Learning support teachers work in each sub-school to provide ongoing consolidation to meet individual students' specific needs in the areas of literacy, numeracy and EAL (English as an Additional Language). Students requiring additional consolidation in Years 10 to 12 also have an opportunity to access a range of learning tutorials outside timetabled lesson time.

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 crafted Co-Curricular Program, which currently consists of two hundred and fifty teams or activity-based groups, is integral to the educational experience of our students.

Through participation in co-curricular activities, all students are encouraged to embrace the opportunity to develop their potential spiritually, socially, physically and culturally. The Co-Curricular Program is unique by the sheer breadth of activities offered throughout the year, the use of state of the art facilities and the involvement of highly accredited instructors to maximise student success and personal growth.

Cultural and Community

One of the greatest joys of becoming a member of the School community is the personal growth that is achieved through participation in the numerous cultural, social and personal development opportunities available. Some of our cultural offerings include:

- Community Engagement programs
- Red Earth Immersion program
- our Chess program, which is embedded into our Junior School program, and continues throughout the Middle and Senior School, and
- our Debating and Drama programs, with a variety of opportunities for students to perform throughout the year.

In addition to these cultural activities are numerous social opportunities for students to become involved in service-based activities, literary pursuits, faith-based groups and exchange programs.

Music

Music at Somerville House caters for a wide range of individual interests and skill levels. The Music program is conducted both in the classroom (Academic Music program) and in a co-curricular capacity (Performance Music program). Our comprehensive Co-Curricular Ensemble program includes string ensembles, bands and vocal choirs as well as many woodwind, percussion and small string ensembles. Music is very much a part

of Somerville House with our choral and instrumental ensembles exemplifying the excellence for which the School is known. This standard is evident across our many choral and instrumental groups, each catering for students of differing ability.

Sport

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

Sports offered to students include:

- Athletics
- Badminton
- Basketball
- Cricket
- Cross Country
- Equestrian
- Football
- Gymnastics (Artistic)
- Hockey
- Netball
- Rowing
- Softball
- Swimming
- Tennis
- Touch Football
- Volleyball
- Water Polo.

Pastoral care and wider-school program

Other pastoral care and wider-school extra-curricular programs include:

- Various year level camps
- House events
- Choral and Arts Festivals
- Interstate and overseas tours
- Private Speech and Drama
- Junior School Environmental Group
- Year 6 Book Club.

Social and Emotional Wellbeing

Positive Wellbeing Overview

Somerville House, from its inception, has emphasised pastoral care in its mission to educate young women in a Christian environment. Miss Fewings, the founder of Somerville House, wrote that the School's aim was "to do real educative work in the development of all the faculties of the girls...". Miss Fewings emphasised a comprehensive cultural education is cultivating more than the intellect.

The School motto that was chosen by Miss Fewings, *Honour Before Honours*, emphasises the strength of character and integrity.

The School's Positive Wellbeing Pastoral Care and Spiritual programs focus on the holistic development of each student - intellectually, emotionally, socially, culturally and spiritually. Pastoral Care and academic staff work together with Christian Education, Boarding and the Health Centre to ensure the wellbeing of our students. The delivery of age-appropriate programs provides motivation, support, guidance, mentoring and strategies to help each student reach her full potential.

Ultimately, the School aims to instil Christian values that result in students who are respectful, resilient, responsible, confident, capable, compassionate, independent, inclusive and insightful. The Positive Wellbeing Pastoral Care curriculum recognises the needs of students as they move from childhood through adolescence to young adulthood, and aims to build on each student's character strengths and personal qualities of courage, grit, resilience and integrity. Importantly, the Positive Wellbeing Pastoral Care programs draw on several academic theories and are designed to meet the needs of students at a time of constant change. Programs draw on global evidence-based research. Positive Wellbeing Pastoral Care programs include key elements of positive relationships, emotions, engagement, self-concept and regulation, achievement and purpose, growth mindset, resilience and academic buoyancy.

Junior School

In the Junior School, Pastoral Care is organised around the classroom teacher who is responsible for getting to know each student, fostering their potential as a learner, encouraging positive behaviours and supporting students who may be experiencing challenges. If there is a risk that a child may be struggling with learning or personal circumstances, the classroom teacher can call on the Pastoral Care team. This team includes Junior School Co-ordinators, the Head of Junior School, the Assistant Head of Junior School – Pastoral Care, the Dean of Student Wellbeing and the Student Counsellor – School Psychologist.

In the Junior School, Pastoral Care, including Christian Education, is an essential component of the School curriculum. It follows the developmental needs of students from Pre-Prep through to Year 6 with students learning the social skills of working and playing happily with other children in the informal and formal situations of the School. As children progress through the year levels, they develop important skills and an understanding of social interactions including self-management, taking responsibility, interpersonal skills and behaviours that promote successful learning and active citizenship.

Middle School

Homeroom Teachers and Tutors take significant responsibility for the care of students in their class groups. In keeping with a guiding philosophy of the Middle School, Homeroom Teachers and Tutors have substantial contact with students in their groups during their daily teaching.

Consequently, Homeroom Teachers and Tutors know the students in their care very well, and for many pastoral matters, they respond to any parental or student concerns. Homeroom Teachers, Tutors and Heads of Year play a critical role in assisting with the smooth transition of new students into the School.

Heads of Year effectively and proactively lead students holding high expectations for student self-regulation. They ensure that policies supporting the Positive Wellbeing and Pastoral Care programs in the Middle School are adhered to within the Middle School community.

All students in the Middle School have daily ten to twenty minute Tutor/Homeroom sessions and formal weekly Pastoral Care sessions with their Homeroom Teacher or Tutor. Programs are age and stage appropriate focussing on social and emotional skill building including body image, relationships, stress management, sleep hygiene, study skills, cybersafety, kindness, community engagement, and team and leadership development.

Other essential aspects of the Pastoral Care program include regular Chapel services, and teaching Middle School students how to use technology ethically. The Pastoral Care program encourages student initiative and provides opportunities for servant leadership in the Middle School.

Finally, Middle School students are allocated to one of six houses for sporting, cultural and other activities. House-based programs provide informal pathways for students to develop a sense of connectedness. House Co-ordinators in the Middle School act as guides/mentors to the House Captains and have responsibilities

for overseeing house activities. Separate assemblies and sporting carnivals endeavour to build a sense of belonging. The Middle School Arts Festival is a house-based activity that provides opportunities for students in vertical groupings in Years 7, 8 and 9 to work collaboratively to produce inclusive and high energy performances which integrate elements of Drama, Music, Visual Art and Technology.

Senior School

The Senior School Positive Wellbeing and Pastoral Care programs are underpinned by a strong year level and house structure supported by a Christian philosophy. In the Senior School, Pastoral Care programs are year based and managed by the Heads of Year focussing on age-appropriate topics relevant to the needs of students as identified in student surveys. Students belong to year level Tutor Groups within the house structure. With their Tutors and Heads of Year, students engage in comprehensive wellbeing programs that incorporate life skills, reflections on career paths, personal development, and current issues relevant to Senior School students.

The Chaplains lead students as a year level in worship in the Chapel and also during assembly in the Valmai Pidgeon Performing Arts Complex (VPAC). Students regularly contribute to the design, music and delivery of these services and devotions. Throughout the year, six House Co-ordinators work with Senior School students to facilitate house-based activities such as the Interhouse Choral Festival, Swimming, Cross Country and Athletics competitions. The Senior students lead these events in colourful displays of enthusiasm.

Leadership, Responsibility and Service

Promoting leadership opportunities is an essential aspect of student wellbeing at Somerville House. Leadership and team-building skills were celebrated formally and informally. Students experience leadership in activities, classes, co-curricular teams and ensembles. We have high expectations of leadership for all students, with or without a badge, as servant leaders, to stand up for right, show initiative and to lead by example.

Further opportunities for formalised leadership are evident through student-led events such as the Choral and Arts Festivals. A strong sense of community leadership is encouraged in social and spiritual groups such as Somercircle, in seeking to help those less fortunate through Community Engagement activities and through year level activities conducted to assist both internal and external communities.

The School marks special calendar events in the life of the School, such as Anzac Day, Easter and Christmas by offering students opportunities to initiate, organise, design and lead activities in celebration. Pastoral care is implicit for everyone, every day in everything. Emphasis is placed on the importance of courtesy, gratitude, respect, reliability, punctuality, presentation and celebration of

achievement in all endeavours. Pastoral care is evident within the community through the involvement of families at events to welcome parents, to connect parents and guardians with their daughters, to celebrate our Christian faith through Chapel services, and to meet families with similar circumstances for example, boarding.

Connections and Belonging

Sisters Connect has been developed to formalise the connections between year levels across the Junior, Middle and Senior Schools and within houses. Year 12s connect with the Year 7s, Year 11s with Year 6s, Year 10s with Year 5s, Year 9s with Year 4s and Year 8s with Year 3s. Activities were arranged to introduce students, develop fun activities and make long-term connections throughout the years. This successful relationship-building program has strengthened the sense of belonging between the sub-schools.

Spiritual Life

Worship is central to the life of the School. Formal opportunities for Christian worship were provided through:

- School assemblies once a week plus occasional sub-school assemblies. For Senior and Middle School assemblies, there is a Bible reading, a hymn, a prayer and a homily.
- Two-year level Chapel services per term
- Sub-school Family Worship Services once per year
- Boarders' Chapel services once a week
- Occasional special services, for example, Mother's Day, Commemoration Day, Easter, Christmas, Valedictory.

The worship program is supported by Christian Education classes each week for all students; once a week in the Junior School and three lessons a fortnight in the Middle and Senior Schools.

The curriculum covers Relationships, The Bible, Christian Practices and Living, Issues and Ethics, Reasons for Belief, World Religions, Faith in Everyday Life and the Life and Teachings of Jesus. Attendance at worship and Christian Education is compulsory and is a condition of enrolment.

Houses

Houses are formed from Prep onwards with an emphasis on family connections so that sisters belong to the same house and the daughters of Old Girls belong to their mother's house. House activities are often organised by students, promoting connections across and beyond the School, strengthening bonds within the student body and developing a secure community that is important to the wellbeing of young women. The six houses – Chisholm, Durack, Franklin, Gilmore, Macarthur and Osburn – have rich associations with the history and spirit of the School.

Parental Involvement

In the Junior School, parental involvement included parent assistance within the classrooms, information sessions based on current social matters, for example, use of technology, parenting and curriculum matters. Additional participation is by way of special occasions, for example, mother and daughter or father and daughter events.

The School has an active Parents and Friends (P&F) Association that is very successful in assisting and supporting the School in many ways. Assistance includes raising money to provide and improve amenities and resources for the School and helping Support Groups to meet the needs of the students' activities.

The P&F also fosters fellowship between parents, friends, teachers and students. It provides an avenue for parents to learn more about educational and other activities of the School while meeting in a social environment. The Executive Committee, elected at the Annual General Meeting (AGM) held in June each year, manages the affairs of the Association throughout the year and oversees the running of the:

- Somerwear Uniform Shop
- Somerfare Tuckshop
- P&F Office.

General meetings were held each term with dates, times and locations advised in the School newsletter and the intranet. These meetings provide an opportunity to

keep up-to-date on all aspects of school life, including educational or staff changes within the School. All parents are welcome to attend general meetings.

P&F Support Groups

A network of support groups established under the P&F Constitution operates within the P&F. The Support Groups' primary role is to provide support to particular activities enjoyed by the students at the School and to actively assist with fundraising in the provision of services and resources to the specific groups. In 2019, the Somerville House Support Groups covered the interests of a range of co-curricular groups and activities. Each support group had its own President, Treasurer and Secretary.

P&F Businesses

The P&F operates two commercial businesses on the School campus. The *Somerwear* Uniform Shop to cater for the School clothing and stationery requirements of students and *Somerfare* Tuckshop to provide for the culinary and nutritional needs of students. Both businesses are proudly operated by the P&F, with all profits being reinvested into the School. Parents are encouraged to volunteer their time to assist in the running of the Tuckshop and the Uniform Shop. We believe that working as a volunteer, alongside other interested and motivated parents, provides a rewarding experience for our parents and benefits the School.

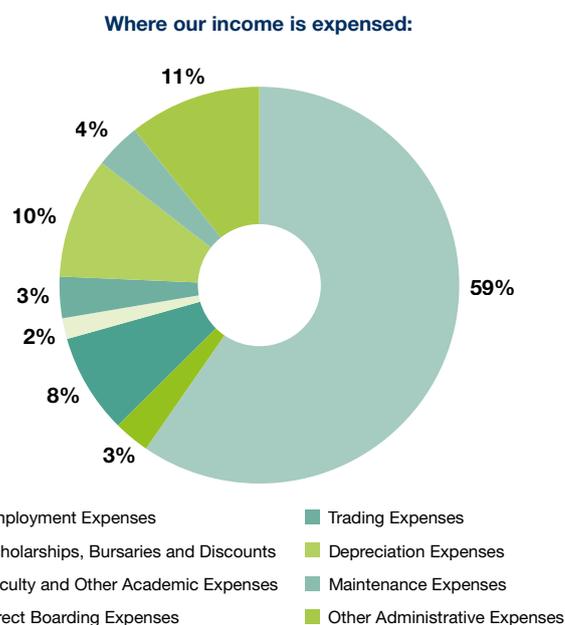
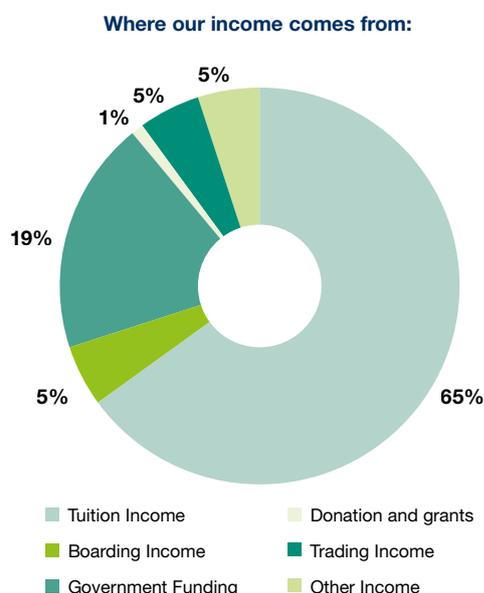
Parent, Teacher and Student Satisfaction

The School conducts regular satisfaction surveys of students, staff and parents for continuous improvement. In the last whole school survey (2018), the School community, including students from Years 5 to 12,

along with parents and staff, were invited to participate in an extensive review of all aspects of the School's performance. The next survey will be conducted in Term 2, 2021.

School Income

The School is committed to maintaining high-quality facilities and providing a learning landscape which maximises student educational outcomes. Sources of income and areas of expenditure for 2019 are shown in the graphs below.



Please refer to the My School website via myschool.edu.au for more information.

Somerville House operates independently, and the School Council, Principal and Business Manager manage the School's financial accounts, budget and performance. Somerville House has independent income, bank accounts, expenditure, and targets. These are separate and distinct from the other PMSA schools.

All income that Somerville House receives from fees, donations, government grants and any other source is used entirely to operate and develop Somerville House. No funds are shared, cross-subsidised or transferred between any PMSA schools.

Although operated independently, Somerville House is owned by the PMSA and is a part of a single legal entity which is the PMSA. As a part of the PMSA Group, Somerville House's financial accounts and financial statements are prepared by the Business Manager, and presented to and ratified by the PMSA's Audit, Finance & Risk Committee. These are independently audited by KPMG and then consolidated into the PMSA Group special purpose financial statements.

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

These audited financial statements are publicly available on the PMSA website as well as on the ACNC registry. Accounting policies are published in these accounts.

The PMSA works to ensure that the Group performance is achieved and optimised through a range of defined oversight and governance processes. Each year, PMSA schools pay an amount to the PMSA to cover PMSA Group Office costs incurred in governing the Schools as well as collective expenses for insurance premiums, auditing, professional development and training, and compliance; and other consolidated costs for each of the Schools.

Staffing Information

Staff Composition

- Non-teaching staff: 129
- Teaching staff: 136

Qualifications of all teachers

Qualification	The number or the percentage of classroom teachers and school leaders at the School who hold this qualification
Doctorate or higher	4
Masters	37
Bachelor Degree	161
Diploma	102
Certificate	33

Expenditure on and Teacher Participation in Professional Development (PD)

a. Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in an activity
PMSA Day (Workshops focussed on Pedagogy)	110
Learning Area-specific Professional Development, including Pastoral and Positive Education (excluding teacher self-registered and self-funded professional development activity)	85
Workplace Health and Safety	136
QCAA Panel/Training	20
QCAA Endorsement Training	13
Data Tracking to Inform Teaching (Somerlytics)	107
Collaborative Inquiry: Differentiation Strategies for Upper Primary Mathematics	5
Educator Impact Trial: Feedback on Professional Practice	10/4/5
Social Science Survey 1,2,3/ArcGIS Training	12
New QCE – Accreditation Modules/ Assessment Design for Senior Assessment Endorsement	98
Strategies for Literacy Growth in Years 7 to 9	30
Total number of teachers participating in at least one activity in the program year	136



b. Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
136	\$60570*	\$445.37
The total funds expended on teacher professional development in 2019		\$60,570
The proportion of the teaching staff involved in professional development activities during 2019		100%

The major professional development initiatives were as follows:

- sharing quality practices in teaching
- using evidence to inform planning and teaching
- ongoing Professional Learning Communities focusing on sharing classroom pedagogy
- inquiry-based learning
- cultures of thinking
- pedagogies and assessment practices for the new QCE
- literacy and numeracy development.

c. Average staff attendance for the School, based on unplanned absences of sick and emergency leave periods of up to five days.

Number of staff	Number of school days	Total days staff absences	Average staff attendance rate
136	185	1108	95.5%
For permanent and temporary classroom teachers and school leaders, the average staff attendance rate was 95.5% in 2019.			

d. The proportion of teaching staff retained from the previous year.

Number of permanent teaching staff at the end of the previous year	Number of these staff retained in the following year (the program year)	Percentage retention rate
119	94	79%
From the end of 2019, 79% of staff were retained for the entire 2019 academic year.		

Key Student Outcomes

Average student attendance rate (percentage) for the School

Number of possible attendance days	Total number of students	Total number of days absent	Total Attendance
234,972	1,284	13,022	221,950

The average attendance rate for the whole school as a percentage in 2019 was 95.86%.

The average student attendance rate for each year level

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 2019
Pre-Prep	47	0	8,601	100%
Prep	42	52	7,634	99.32%
Year 1	59	491	10,306	95.45%
Year 2	50	538	8,612	94.12%
Year 3	49	474	8,493	94.71%
Year 4	59	583	10,214	94.60%
Year 5	72	718	12,458	94.55%
Year 6	113	1,033	19,646	95.00%
Year 7	133	913	23,426	96.25%
Year 8	125	1,135	21,740	95.04%
Year 9	155	1,289	27,076	95.46%
Year 10	131	1,774	22,199	92.60%
Year 11	138	1,554	23,700	93.85%
Year 12	111	2,468	16,180	86.77%

How the School manages non-attendance

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

If a student is absent without explanation, a member of the Corporate Support staff makes contact with the parent by SMS messaging or telephoning to ascertain the reason for the absence. Classroom teachers, Homeroom Teachers and Tutors, Heads of Year and Assistant Heads of School monitor student absences and are in contact with the student's parents should any concerns arise.

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

Students leaving the School during school hours for pre-approved appointments or approved activities sign in or out at the office of the Attendance Assistant or sub-school offices. Once a student has arrived at the School, she is expected to remain for the entire day. The sole exception to this is if, during the day, she becomes ill, and the Health Centre Nurse Manager believes she is too sick to remain at the School. In this instance, the student's parents are contacted and arrangements made between the parents and the Health Centre. All students who leave school because of illness must report to the Health Centre to await the arrival of their parents.

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

NAPLAN results for Years 3, 5 and 7 and 9 in 2019

Year	Average Score (School)	Average Score (National)	Percentage at or above National minimum standard
Reading			
Year 3	492	432.3	100%
Year 5	587	506	100%
Year 7	602	546	98.5%
Year 9	633	580.4	100%
Writing			
Year 3	456	432.1	100%
Year 5	527	473.9	100%
Year 7	547	513.2	97%
Year 9	583	548.9	98%
Spelling			
Year 3	458	418.7	100%
Year 5	572	500.7	100%
Year 7	590	545.6	100%
Year 9	623	582.3	99.3%

NAPLAN results for Years 3, 5 and 7 and 9 in 2019 (continued)

Year	Average Score (School)	Average Score (National)	Percentage at or above National minimum standard
Grammar and Punctuation			
Year 3	499	439.8	100%
Year 5	610	499.1	100%
Year 7	597	541.7	100%
Year 9	632	573.2	99.3%
Numeracy			
Year 3	465	408.1	100%
Year 5	569	495.8	100%
Year 7	609	554.1	100%
Year 9	630	592	100%

Apparent Retention Rate Year 10 to 12

	Year 10 Base	Year 12	Apparent Retention Rate
Number of Students	115	112	97.39%

Year 12 student enrolment as a percentage of the Year 10 cohort is 97.39%.

Year 12 Outcomes

Outcomes for our Year 12 cohort 2019	
Number of students awarded a Senior Education Profile	101
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	91
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications	25
Number of students awarded a Queensland Certificate of Education at the end of Year 12	101
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1 to 15 or an IBD	93.9%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100%

Post-school Destination Information

Post-school destination information from the current Next Steps survey as follows:

Background information

This is a summary of the post-school destinations of students who completed Year 12 and gained a Senior Statement in 2019. The results are from the Year 12 Completers Survey, which is conducted approximately six months after students completed Year 12.

School Response Rate to the Survey

Number of Year 12 students in 2019	Number of responses received from students	Percentage response rate
110	89	80.9%

Definitions of main destinations

Summary of findings in relation to main destinations of students



In 2020, 97.8% of Year 12 completers from Somerville House were engaged in education, training or employment in the year after they completed school.



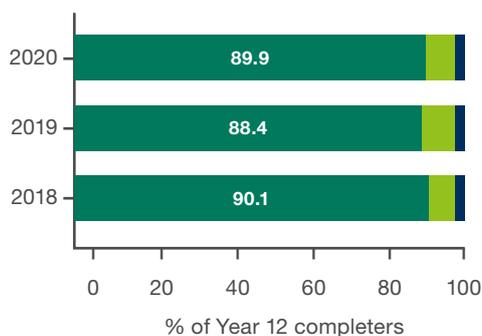
Of the 89 respondents, 89.9% continued in some recognised form of education and training. The most common study destination was bachelor degree.



A further 7.9% transitioned directly into paid employment and no further study.

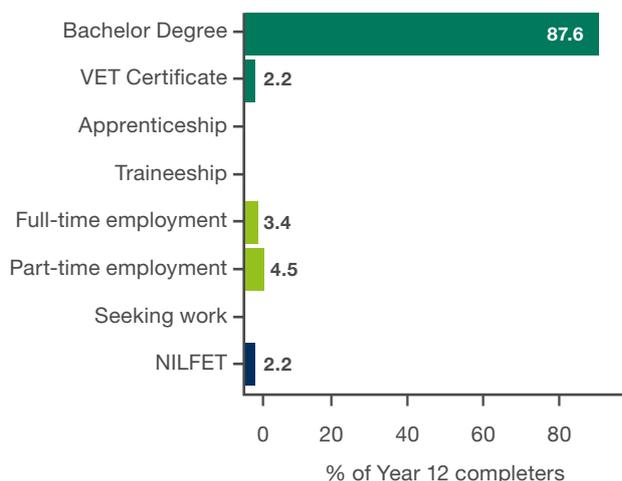
All Year 12 completers were assigned to a main destination. Respondents who were both studying and working are reported as being in education or training, including apprentices and trainees

Engagement over time



■ Education or training
■ Employment
■ Not in employment, education or training

Main Destination in 2020





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

CRICOS Provider Code: 00522G