



..... 2017 .....

# ANNUAL REPORT

.....





..... 2017 .....

# ANNUAL REPORT

.....

---

## DESCRIPTIVE INFORMATION

---

### SCHOOL SECTOR:

Independent

### SCHOOL'S ADDRESS:

17 Graham Street, South Brisbane

### TOTAL ENROLMENTS:

1437

### YEAR LEVELS OFFERED:

Pre-Prep to Year 12

### CO-EDUCATIONAL OR SINGLE SEX:

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

### CHARACTERISTICS OF THE STUDENT BODY:

Somerville House is an independent girls, and coeducational at Pre-Prep, school located in Graham Street, South Brisbane, within easy walking distance to South Bank. The School is one of Australia's leading academic schools, with 1437 students from Pre-Prep to Year 12. We have 100 Boarders drawn from various parts of Australia, Papua New Guinea, South Pacific countries and from many other countries throughout the world.

### 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.

Somerville House is structured into three schools, each with its own Head of School: Junior School which includes the Early Learning Centre (Pre-Prep and Prep to Year 6), Middle School (Years 7 to 9), Senior School (Years 10 to 12).

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 places particular emphasis on the development of a learner-centred program and inquiry-based learning.

Middle School programs further develop students' thinking skills through an emphasis on the Australian Curriculum's General Capabilities.

All teaching and learning programs across the School, focus and report on a range of learning behaviours. These are the intellectual habits and dispositions crucial to successful learning which are most valued by the School. Teachers provide students with opportunities to develop their understanding of and expertise with key learning behaviours.

The Somerville House curriculum includes a strong focus on STEM education, with Digital Design and Technology as a core subject from Years 7 to 9, and technologies integrated into Years 5 and 6 teaching programs. Students develop essential skills in coding, web, and 3-D design and printing. Information Technologies is also available to Senior students as an elective subject.

Somerville House offers an extensive Languages program across the School, commencing in the Early Years at Pre-Prep. Younger students continue to learn one of the four languages, Chinese, French, German and Japanese through to Year 4, then rotate through all four languages in Years 5 and 6. All students continue the study of one language in Years 7 to 9 as part of their core program, and can elect to study one or more of the four languages to Year 12.

The Senior School curriculum uses the Criteria and Standards stipulated by the Queensland Curriculum and Assessment Authority (QCAA) in its Senior syllabus. Year 10 is designed as the first stage of Senior studies, with all courses designed to prepare student, for Years 11 and 12 studies, and provides students an opportunity to study subjects not normally offered until Year 11 (such as Economics, Law, Business Education, Physics, Chemistry and Biology). Year 10 courses for English, Mathematics, Science and History are derived from the Australian Curriculum and are informed by requirements for QCAA Senior syllabuses.

Students are afforded many opportunities for enrichment and enhancement in each sub-school, with specialised staff co-ordinating key projects and individualised programs. Students from Prep to Year 4 learn Chess. Students learn a stringed instrument in Year 3. Students in Year 5 learn a band or stringed instrument. The Year 12 Enhanced Studies Program involves the completion of a university subject while still at school. A further enrichment opportunity for Senior Science students is offered through our links with the Mater Medical Research Institute and the Centre for

Children's Health Research located directly opposite the School, enabling students to work with leading scientists in current research programs.

Year 12 students are able to undertake an on-campus, 12 month Diploma of Business, as part of their academic program.

A Year 10 Extension and Enrichment program includes study skills workshops, focussing on learning strategies and activities to further higher-order thinking and essential academic skills.

Students in the Junior, Middle and Senior Schools are able to participate in a variety of enrichment activities and competitions, including the following:

- Da Vinci Decathlon
- GATEWAYS Challenge
- BRAINWAYS Quest
- Australian Schools English Competition
- Australian Schools Science Competition
- Australian Schools Computer Competition
- Opti-Minds Competition
- Language Speaking Competition
- International Brain Bee Competition
- QUT Mooting Competition
- The Australian Mathematics Competition
- The Australian Mathematics Challenge and Enrichment leading to the Mathematics Olympiad
- Queensland Association of Mathematics Teachers' Problem Solving Competition
- Physics Enhancement Studies Days (Dreamworld)
- Australian Primary Schools Mathematics Olympiads
- Mathematics Team Challenges

In the Junior and Middle Schools, learning support teachers provide on-going 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 have an opportunity to access an Extension and Enrichment course and a range of learning tutorials outside timetabled lesson times.

## CO-CURRICULAR ACTIVITIES:

The Somerville House Co-Curricular Program offers students a wide range of cultural, musical, sporting and social opportunities and 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 Somerville House Co-Curricular Program is unique in nature 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 Somerville House 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 camps in various year levels, our Chess Program, which is embedded into our Junior School Program, and then continues throughout the Middle and Senior School, our Debating Program, and Drama, with a variety of opportunities 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*

Somerville House 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 (QGSSEA) competition, the Brisbane Schoolgirls' Rowing Association (BSRA), 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.

Sports offered include: athletics (track and field), badminton, basketball, cricket, cross country, equestrian, football (soccer), artistic gymnastics (artistic), hockey, netball, rowing, softball, swimming, tennis, touch football and volleyball.

## **SOCIAL CLIMATE:**

### *Pastoral Care*

#### *Overview*

Somerville House, from its inception, has emphasised pastoral care in its mission to educate young women in a Christian environment. Miss Fewings, 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 wide cultural education cultivating more than the intellect. The School motto chosen by Miss Fewings, 'Honour Before Honours' emphasises 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. The age appropriate programs provide 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 girls as they move from childhood through adolescence to 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 Program is not limited to one specific program but rather, is designed to meet the needs of girls at a time of constant change and, therefore, is based on evidence-based research. It includes key elements of positive purpose, meaningful engagement, positive emotion and relationships, self-esteem, optimism, resilience and academic buoyancy.

### *Leadership, Responsibility and Service*

Promoting leadership opportunities is an important aspect of Pastoral Care at Somerville House. Opportunities are offered to Senior School students as leaders of the School, to students in both the Middle School and Junior School. Leadership is taught, and 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 and to lead by example.

Further opportunities for formalised leadership are clearly evident through student led events such as the Choral and Arts Festivals. A strong sense of community leadership is encouraged in social/spiritual groups such as Somercircle, and in seeking to help those less fortunate through Community Engagement activities. Also, marking of special calendar events in the life of the School, such as Anzac Day, Easter and Christmas offers Somerville House students opportunities to initiate, organise, design and lead events.

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 involvement of families at events to welcome parents, connect mothers and fathers with their daughters, celebrate our Christian faith through Chapel services and to meet families with similar circumstances such as in Boarding.

## *Worship*

Worship is central to the life of the School. Formal opportunities for Christian worship are provided through school assemblies, Year Level Chapels and sub-school Family Chapel services.

The worship program is supported by Christian Education classes each week for all students, and a range of voluntary Christian activities, with both a social and Christian service emphasis. A weekly worship service is held for Boarders. Attendance at worship and Christian Education is compulsory and a condition of enrolment. Opportunities for faith exploration and Christian fellowship are offered through voluntary meetings, camps and special activities for both day students and boarders.

## *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 including Junior School Co-ordinators, the Head of Junior School, Assistant Head of Junior School – Pastoral Care, the Dean of Students 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 at Somerville House, Homeroom Teachers and Tutors have substantial contact with students in their groups in 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 also play a critical role in assisting with the smooth transition of new students into the School.

If concerns emerge in a broader sense, Heads of Year endeavour to resolve these issues. They also ensure that policies that support the Pastoral Care Program in the Middle School are strictly followed. The Dean of Students, Head of Middle School and the Student Counsellor – School Psychologist provide care in instances relating to serious and/or on-going psychological issues.

All students in the Middle School have daily 10-minute Tutor/Homeroom sessions and formal weekly Pastoral Care sessions with their Homeroom Teacher or Tutor. During these sessions discussion and activities are based on a central theme such as manners and demeanour, assertiveness, resolving conflict, strengthening support networks, dealing with stress, how to stay safe, making decisions and developing friendships. Developing positive self-esteem and emotional resilience are important features of the program.

Other important aspects of the Pastoral Care Program include regular Chapel services, and teaching Middle School students how to use technology in an ethical way. The Pastoral Care Program also encourages student leadership in the Middle School.

Finally, Middle School girls 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 consciousness of belonging.

The Middle School Arts Festival is a House-based activity which provides opportunities for students in vertical groupings in Years 7, 8 and 9 to work collaboratively to produce performances which integrate elements of Drama, Music, Visual Art and Technology.

## *Senior School*

The Senior School Pastoral Care Program is underpinned by a strong year level and House structure and is supported by a Christian philosophy.

In the Senior School, Pastoral Care is currently managed through the horizontal year level system led by the three Heads of Year. Students belong to small groups in the care of a Tutor. With their Tutors and Heads of Year, students engage in a varied tutorial program that incorporates life skills, cultural extension, 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 beautiful heritage-listed Chapel and on 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 Track and Field competitions.

## *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, unless otherwise requested. House activities in which the girls participate are often organised by students themselves, promoting connections across and beyond the School, strengthening bonds within the Somerville House student body and thus developing the secure community that is so 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 includes parent assistance within the classrooms, information sessions based on current social matters, for example, use of technology, parenting and curriculum matters.

Additional involvement is by way of special occasions such as a mother-daughter and father-daughter events.

The School has an active Parents and Friends' Association (P&F) 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 girls' activities.

The Association also fosters fellowship between parents, friends, teachers and students, and 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 are held each term, with dates, times and locations advised in the School Newsletter.

These meetings provide an opportunity to keep up-to-date on aspects of School life, including educational or staff changes within the School, and all parents are welcome to attend.

### *P&F Support Groups*

A network of support groups established under the P&F Constitution operates within the P&F Association. 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.

The Somerville House Support Groups cover the interests of a host of sporting and non-sporting groups and activities. Each support group has its own President, Treasurer and Secretary.

### *P&F Businesses*

The P&F Association operates two commercial businesses on the School campus. The Somerwear Uniform Shop and Somerfare Tuckshop cater for the School clothing and stationery requirements and the culinary and nutritional needs of students, and 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.

Working as a volunteer alongside other interested and motivated parents is a rewarding experience and benefits the School.

## **PARENT, TEACHER AND STUDENT SATISFACTION WITH THE SCHOOL**

### *Satisfaction Data:*

The School conducts regular satisfaction surveys of students, staff and parents for the purpose of continuous improvement. In the last Whole School Survey (2014), the School community, including students from Years 5 to 12, all parents and staff, were invited to participate in an extensive review of all aspects of the School's performance.

MMG Education, a specialist education consultancy, was commissioned to conduct the review. MMG Education provided experience and knowledge gained from conducting research with major independent schools in all states and territories of Australia, New Zealand and Hong Kong.

The next Whole School Survey is scheduled for 2018

### *Reasons for School Choice and Expectations Met and Exceeded*

#### *Parent responses (from 558 parents)*

The following details the five most important reasons parents nominated for their choice of Somerville House as the school for their daughters and the extent to which their expectations were met or exceeded:

1. Quality of Teaching  
39% noted expectations being met and 39% expectations exceeded
2. Focus on Student Welfare  
43% noted expectations being met and 43% expectations exceeded
3. Academic Standards  
51% noted expectations being met and 40% expectations exceeded
4. Balanced Education  
51% noted expectations being met and 40% expectations exceeded
5. The School's Reputation  
59% noted expectations being met and 36% expectations exceeded

*Student responses*  
(from 974 of students in Years 5 to 12)

The following details the five most important reasons students nominated for their choice of Somerville House as the school that would best meet their needs and the extent to which their expectations were met or exceeded:

1. Quality of Teaching  
37% noted expectations being met and 44% expectations exceeded
2. Academic Standards  
41% noted expectations being met and 53% expectations exceeded
3. OP Results  
43% noted expectations being met and 53% expectations exceeded
4. Focus on Student Welfare  
37% noted expectations being met and 52% expectations exceeded
5. Balanced Education  
47% noted expectations being met and 42% expectations exceeded

*Staff responses*  
(from 166 teaching and non-teaching staff)

The following details the five most important reasons staff nominated for their choice of Somerville House as the school that would best meet their students' needs and the extent to which their expectations were met or exceeded:

1. Quality of Teaching  
38% noted expectations being met and 57% expectations exceeded
2. Focus on Student Welfare  
38% noted expectations being met and 57% expectations exceeded
3. Academic Standards  
33% noted expectations being met and 52% expectations exceeded
4. Balanced Education  
48% noted expectations being met and 43% expectations exceeded
5. The School's Reputation  
49% noted expectations being met and 47% expectations exceeded

**CONTACT PERSON  
FOR FURTHER  
INFORMATION:**

Principal, Dr Ness Goodwin

**SCHOOL INCOME  
BROKEN DOWN BY  
FUNDING SOURCE**

Please refer to the MySchool website for further information:

[www.myschool.edu.au](http://www.myschool.edu.au)

# STAFFING INFORMATION

## STAFF COMPOSITION, INCLUDING INDIGENOUS STAFF:

Non teaching staff: 120

Teaching staff: 123

## QUALIFICATIONS OF ALL TEACHERS:

<i>Qualification</i>	<i>Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification</i>
Doctorate or higher	4
Masters	31
Bachelor Degree	136
Diploma	93
Certificate	25

## EXPENDITURE ON AND TEACHER PARTICIPATION IN PROFESSIONAL DEVELOPMENT:

### *a) Teacher Participation in Professional Development (PD)*

<i>Description of PD activity</i>	<i>Number of teachers participating in activity</i>
Academic Staff Workshop: AITSL Standards	114
Academic Staff Workshop: ICT Skills and e-Pedagogies	116
Academic Staff Workshop: Differentiation	115
Workplace Health and Safety	143
Professional Learning Groups: Research into Quality Teaching and Learning Practices	117
Learning Area-Specific Professional Development, including Positive Wellbeing	92
Total number of teachers participating in at least one activity in the program year	143

*b) Expenditure on Professional Development*

<i>Total Number of Teachers</i>	<i>Total expenditure on teacher PD (as recorded in Financial Questionnaire)</i>	<i>Average expenditure on PD per teacher</i>
123	\$96,000	\$671
The total funds expended on teacher professional development in 2017		\$96,000
The proportion of the teaching staff involved in professional development activities during 2017		100%

The major professional development initiatives were as follows: high quality teaching standards and practices, ICTs and e-pedagogies, strategies for differentiation, ongoing Professional Learning Communities: Research into Quality Classroom Practices, Workplace Health and Safety, Positive Wellbeing Education. Expenditure on teacher PD was adjusted in 2017 due to increased in-house contributions to professional development (as a recommended in educational research) in contrast to outside providers and consultants. In preparation for changes to Senior education in Queensland in 2019, a significant portion of professional development for secondary teachers was provided by Queensland Curriculum and Assessment Authority at no cost to the School.

**AVERAGE STAFF ATTENDANCE FOR THE SCHOOL, BASED ON UNPLANNED ABSENCES OF SICK AND EMERGENCY LEAVE PERIODS OF UP TO 5 DAYS:**

<i>Number of Staff</i>	<i>Number of School Days</i>	<i>Total Days Staff Absences</i>	<i>Average Staff Attendance Rate</i>
123	184	1020	95.5%

For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 95.5% in 2017

**PROPORTION OF TEACHING STAFF RETAINED FROM THE PREVIOUS YEAR:**

<i>Number of permanent teaching staff at end of previous year</i>	<i>Number of these staff retained in the following year (the program year)</i>	<i>% retention rate</i>
104	96	92%

From the end of 2016, 92% of staff were retained for the entire 2017 school year

# KEY STUDENT OUTCOMES

## AVERAGE STUDENT ATTENDANCE RATE (%) FOR THE WHOLE SCHOOL:

<i>Number of possible attendance days</i>	<i>Total number of students</i>	<i>Total number of days absent</i>	<i>Total Attendance</i>
243,446	1437	12,366	94.92 %

## AVERAGE STUDENT ATTENDANCE RATE FOR EACH YEAR LEVEL:

	<i>Number of possible attendance days for year level</i>	<i>Total number of students in year level</i>	<i>Total number of days absent by students in year level</i>	<i>Total Attendance</i>
Pre-Prep	16027	66	938	15089
Prep	7,280	44	56	7,224
Year 1	8,011	49	425	7,586
Year 2	9,107	56	199	8,908
Year 3	9,822	63	416	9,406
Year 4	11,608	80	470	11,139
Year 5	14,914	93	617	14,297
Year 6	19,003	95	929	18,075
Year 7	16,516	158	834	15,683
Year 8	28,855	140	1,525	27,330
Year 9	27,123	158	1,216	25,907
Year 10	26,765	113	1,465	25,300
Year 11	19,519	154	1,220	18,300
Year 12	28,896	168	2,057	26,840

<i>Year levels</i>	<i>Average attendance rate for each year level as a percentage in 2017</i>
Pre-Prep	94.14 %
Prep	99.22 %
Year 1	94.69 %
Year 2	97.81 %
Year 3	95.76 %
Year 4	95.95 %
Year 5	95.86 %
Year 6	95.11 %
Year 7	94.95 %
Year 8	94.71 %
Year 9	95.51 %
Year 10	94.52 %
Year 11	93.75 %
Year 12	92.88 %

## **A DESCRIPTION OF HOW NON-ATTENDANCE IS MANAGED BY THE SCHOOL:**

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 assessment is missed or if the illness exceeds three days.

If a student is absent without explanation a member of the administration staff endeavour to make contact with the parent by SMS messaging or telephone to ascertain the reason for the absence. Classroom teachers, Tutor Group teachers, and the Heads of Year 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 school hours to reduce absences from their school program.

Students leaving the School during school hours for pre-approved appointments or approved activities collect a leave pass from 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 ill 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 the School during the day because of illness are required to 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.

In Senior School, any student authorised to be absent from the School during school hours must collect her approval slip in the morning and sign in and out at Attendances. In the Middle and Junior School, any student needing to leave the School during the day, must submit a note or email to the relevant school reception area and be collected by her parent or designated carer.

# NAPLAN RESULTS FOR YEARS 3, 5 AND 7 AND 9 IN 2017

## BENCHMARK DATA FOR YEAR

### Reading

<i>Year</i>	<i>Average Score (School)</i>	<i>Average Score (National)</i>	<i>% at or above National minimum standard</i>
Year 3 (2017)	521	431	100%
Year 5 (2017)	573	506	100%
Year 7 (2017)	594	545	100%
Year 9 (2017)	631	581	100%

### Writing

<i>Year</i>	<i>Average Score (School)</i>	<i>Average Score (National)</i>	<i>% at or above National minimum standard</i>
Year 3 (2017)	442	414	100%
Year 5 (2017)	518	473	100%
Year 7 (2017)	573	513	100%
Year 9 (2017)	610	552	98.7%

### Spelling

<i>Year</i>	<i>Average Score (School)</i>	<i>Average Score (National)</i>	<i>% at or above National minimum standard</i>
Year 3 (2017)	481	416	100%
Year 5 (2017)	556	501	100%
Year 7 (2017)	601	550	100%
Year 9 (2017)	628	582	98.7%

### Grammar and Punctuation

<i>Year</i>	<i>Average Score (School)</i>	<i>Average Score (National)</i>	<i>% at or above National minimum standard</i>
Year 3 (2017)	541	439	100%
Year 5 (2017)	576	499	100%
Year 7 (2017)	601	542	99.3%
Year 9 (2017)	624	574	98.7%

### Numeracy

<i>Year</i>	<i>Average Score (School)</i>	<i>Average Score (National)</i>	<i>% at or above National minimum standard</i>
Year 3 (2017)	482	409	100%
Year 5 (2017)	561	494	100%
Year 7 (2017)	605	554	100%
Year 9 (2017)	641	592	100%

## APPARENT RETENTION RATE YEAR 10 TO 12:

	<i>Year 10 Base</i>	<i>Year 12</i>	<i>Apparent Retention Rate %</i>
<i>Number of Students</i>	162	168	103.70%

Year 12 student enrolment as a percentage of the Year 10 cohort is 99.36%

## YEAR 12 OUTCOMES:

<i>Outcomes for our Year 12 cohort 2017</i>	
Number of students awarded a Senior Education Profile	168
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	152
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	2
Number of students awarded one or more Vocational Education and Training (VET) qualifications	35
Number of students awarded a Queensland Certificate of Education at the end of Year 12	168
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1 to 15 or an IBD	93.42%
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	99.4%



17 Graham Street, South Brisbane Qld 4101, Australia  
PO Box 3357, South Brisbane Qld 4101, Australia  
P +61 7 3248 9267 | [enrolments@somerville.qld.edu.au](mailto:enrolments@somerville.qld.edu.au)  
[www.somerville.qld.edu.au](http://www.somerville.qld.edu.au)

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

CRICOS Provider Code: 00522G