It has been my great honour to serve at Somerville House once again over the past twelve months. During this time, the School Motto Honour Before Honours and the words of the apostle Paul have guided me in the way we have made our way forward together.

As I reflect on the year, I am mindful of my connection with the School. I have always felt embraced by a community whose purpose and goals I share. To the ‘girls in green’; no matter where you live, across the road or on the other side of the world, you bring with you your energy, ideas, strengths, enthusiasm and vitality. Our community is enriched by what you bring each day.

I extend my thanks to the members of the Executive team who fulfil their duties loyally and with a great passion for the School. I thank our teaching staff who bring academic excellence, compassionate pastoral care and high moral standards to their task. Without the efforts of our teachers, our students would not achieve as well, and as fully, as they do. I also thank all of our corporate staff. No matter in which section of the School our support staff work, we all share the one goal – to educate our students.

Our School thrives not only because of the calibre of our staff but also because of the work of our many volunteers who give their time and energy for the love of the School. I thank all our volunteers, our Parents and Friends’ Association and our Support Groups, our Foundation, our Old Girls’ Association and many other friends of the School who give us so much. Our volunteers give countless hours to the operation of the School, and they give generously of their expertise and skills.

The stories in this publication are testimony of all that is good in the Somerville House community and how blessed we are to share in the community life. There is a strong sense of connection within the community between the generations of students and their families. I am inspired by the stories of our students, Old Girls, parents and staff. I admire their commitment and dedication to being part of something valuable and of something bigger than ourselves. Together, we have a common purpose and we share common goals, a higher purpose. To be a member of a School community is to trust in the future.

I share with you my reflection from this year’s Speech Night. I concluded this address as I will conclude this, one of my last editorials as Principal, “that the future is uncertain. However, we are moving confidently into the future with our new Principal, Mrs Kim Kiepe. I extend to her a warm welcome and know that she will be blessed by the warmth, loyalty and strength of the Somerville House community. May God bless you all.”

So too, do the words, ...whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable - if anything is excellent or praiseworthy - think about such things. (Philippians 4:8)

REFLECTIONS FROM THE PRINCIPAL’S ADDRESS AT THIS YEAR’S SPEECH NIGHT:

It is a great joy and privilege to work with and for our students. After all, their education is our raison d’être. No teacher can resist a questioning mind, and like all teachers, I am enthused when students challenge me with their questions and perceptions. I have enjoyed many conversations with students this year, some in informal settings, others as part of scheduled meetings.

I recall one scheduled meeting where the students kindly gave me their questions in advance. (It’s a little nerve-wracking being interviewed by a student as it’s like being interviewed by a journalist – you want to be sure of your facts when you know you have a discerning audience, and you certainly don’t want to be misquoted!) I considered their prepared questions, and I could frame a response to all of their questions except one, and this one question gave me pause for considerable thought. They had asked a very simple, but a very searching question: What two pieces of advice would I give to the students of Somerville House?

As I turned it over in my mind, I reflected on the world we live in and the future our students may have. When I consider the enormous changes that have occurred in my lifetime, I cannot begin to guess the nature of our society in thirty, forty or fifty years, so how could I advise these students about their future? However, by looking back over my lifetime, I was able to gather some thoughts that might be helpful in framing an answer.

As a beginning teacher in the early 1970’s, I was among the first group of women to be granted equal pay with my male colleagues. Of course, it is astonishing now to think that there could ever have been a debate about the justice of equal pay. Such is the nature of social normalising that it can make wrong appear right and the unequal look fair. So when I urge our students, as I have done on many occasions on Assemblies over the year, to engage in what is happening in the world; to read the news and to discuss what is happening in Australia, I do so with this in mind:

...to bring our critical faculties to understand our world, to challenge injustice and to effect change for the good.

When I was at school, it was axiomatic that men were paid more than women for doing the same work. It took concerted action over the years to challenge this social norm, but eventually, women were granted equal pay for equal work. However, there were still enormous barriers to women in professional life, in business and personal life. In the State Education system, for example, women were not eligible to be Principals of schools, except in Infants’ Schools, as they were then called. They could help men to lead, but they could not themselves be leaders. Women could not take out a loan at a bank unless they had a male guarantor. It did not matter how well paid a woman was or how secure her job, banks did not lend money to women without the say-so of a man. In other words, women were not treated as independent and fully functioning beings. Remember, this is all in my lifetime.

So when I compare my life as a young woman with the opportunities that are now available, I can say with confidence that we have come a long way. A woman can be a Governor General or a Prime Minister or a Premier. She can own a multi-national business or be a Judge or be the Vice Chancellor of a university. None of these opportunities were possible when I left school. In fact, they were unimaginable, unthinkable. So much has changed for the better in the lives of women, enabling us to live independent and fulfilling lives.

And yet, all is not equal. There is still a gender pay gap, mainly when salaries are negotiated and not set out in Awards. Many women face financial hardship in later life as they have not been able to build up a corpus of funds in superannuation. So often, women have an interned career, to have children or to care for family members. This caring work usually means that their long term financial security is diminished. Domestic violence continues to speak of the difficulties, so many women experience in their personal lives. Although men and women experience domestic violence, it is overwhelmingly women who suffer so dreadfully. In Australia, a woman dies every week as a result of domestic violence. Yes, we have come a long way since the time I left school, but in 2018, in many women still face social challenges and injustices.

Just as I could not have imagined in my early professional life how much change there would be in my lifetime, I am unable to forecast what lies ahead for our students. Some demographers and analysts use algorithms and data to point to directions for the future. But the future is uncertain, as it always has been.
How then, to answer that simple question from two students: what two pieces of advice would I give to the students of Somerville House? The answer I gave these students was this:

...have courage and have confidence, for you will need them both.

From the many conversations I have had with our students, I know that they want to lead productive lives, to contribute to our world, and be a positive influence in life. So let me address our students directly: girls, it takes courage and confidence to take on a cause and see it through. It takes courage and confidence to remain true to your values when others around you see themselves and the world through a different lens; it takes courage and confidence to overcome the obstacles that will inevitably lie ahead.

I do not doubt that there will be enormous changes in your lifetime, and indeed, you may be the agents of those changes. I also have no doubt that with the benefit of your education at Somerville House, you will have developed the courage and confidence you will need, and that our world will need, to respond to and create a more just and compassionate society.

Finally, as I have reminded you often, Shakespeare has some wisdom about this, as he has about most things. In King John, he writes, ‘Courage mounteth with occasion’. That is, when a challenging issue presents itself in life, we can find the courage within ourselves to deal with it. There will be occasions when you are called to be courageous, and you may well find that you draw on your wellsprings of confidence, sure in the knowledge that you can rise to the challenges ahead, and be fulfilled in so doing.

You probably won’t know that you have this courage and confidence until you are called onto to use them. Use these qualities. The world will be a better place when you do.

Throughout her time at Somerville House, Victoria studied singing, piano, cello, and composition at the Queensland Conservatorium Music School. She performed her first operatic role at the age of fifteen as Dido in the Somerville House production of Dido and Aeneas.

Upon graduating from Somerville House, Victoria undertook tertiary studies at the Royal Northern College of Music (UK), where she completed a Bachelor of Music Performance with Honours, a Postgraduate Diploma in Opera, and a Master of Music Performance. Victoria accepted her award at Speech Night 2018 and in her acceptance address, thanked Principal, Dr Ness Goodwin for selecting a Musician and acknowledging the value of music as a profession.

“You can also benefit from music by being a member of the audience.”

“Go to the opera, go to piano recitals, jazz concerts. And engage with the other art forms as well.”

“Doing these things will make you into a more intelligent, thoughtful and interesting person.” She said.

Victoria’s acceptance address culminated in an outstanding recreation of her Speech Night 1998 performance of The Holy City by Stephen Adams accompanied by the Somerville Strings and conducted by Ms Loreta Fin.
READY FOR THE FUTURE

With the new Queensland Certificate of Education (QCE) system taking effect in 2019, at Somerville House it’s all systems go with implementation plans in place.

Staff, students and the Somerville House community have been hard at work preparing for the new Queensland Certificate of Education (QCE) system in the Senior School which will come into play for Year 11 students in 2019, and Year 12 from 2020.

Newly-revised academic programs at Year 10 level are already implemented to equip students with the skills required to transition into the new syllabuses and assessment processes, while still ensuring current requirements for the Australian Curriculum are met.

Set in place by the Queensland Curriculum and Assessment Authority (QCAA), the review and refinement of the Senior syllabuses have been a collaborative effort involving teachers and stakeholders across the state, including Somerville House Academic staff.

“One of the many strengths of our School is that we have very highly experienced teachers,” Dean of Teaching, Learning and Innovation Ms Laura Duffield said.

“Somerville House teachers have always worked very closely with the QCAA. Our teaching teams are not only very familiar with the current syllabuses and requirements but have also been actively engaged with QCAA preparing for the new processes: providing feedback, serving on panels and advisory committees. They are equipped to support our students in the new system successfully, with excellent insight into what’s required.”

The incoming system focusses on revised syllabuses and new processes to strengthen the comparability of skills taught and assessment requirements. Changes will include the implementation of one external assessment in combination with school-based assessment, numerical grades instead of A to E standards for individual assessment, and the introduction of an Australian Tertiary Admission Rank (ATAR). This ranking, a 2000-point numerical scale from 99.95 (highest) down to 0, in increments of 0.05, will be used for tertiary entrance in place of the Overall Position (OP).

“There will be less assessment overall, which means teachers will be able to focus more class and planning time on the content and skills students need to learn.” Ms Duffield said that while some aspects will change in the way that Senior students and teachers will work, there will be many that remain the same.

“Yes, assessment requirements and processes will be different, the mechanism for applying to university will be different, but what will stay the same at Somerville House is the high quality of teaching in Senior classrooms, Ms Duffield said.

“Our teachers will remain committed to working very closely with QCAA and strongly committed to their students, as they always have done.”
Year 12 student Georgina Kinne is the recent recipient of a very prestigious award.

Georgina has received the Queen’s Scout Award, the highest youth award achievable in the Commonwealth Scouting movement.

Georgina was recognised for her achievements in front of State and Federal Members of Parliament as well as friends, family and the scouting community in August, with the official certificate signed by the Queen, presented by His Excellency The Honourable Paul de Jersey AC QC in October.

Georgina was required to set objectives and complete challenges across four areas over four years – outdoor activities, leadership development, personal growth and community involvement. Half of the challenges were achieved through Scouts and the remainder through Somerville House Co-Curricular activities.

Georgina said that of all the tasks, there was one that stood out as providing the biggest challenge.

“My most challenging task was to chart, organise and perform a hiking expedition for six people over unknown territory,” she said.

“I had to reorganise the expedition four times due to extreme weather conditions—including heat waves, a bushfire threat and Cyclone Debbie which all closed the national park!”

Having worked towards the program for four years, Georgina was ecstatic to reach the culmination of her efforts.

“\"I felt a deep sense of accomplishment as years of hard work had been validated,\" she said.

“Looking back I realised the award experiences developed my self-confidence, determination and organisational skills in approaching new and interesting challenges.\"”

Dean of Students, Mrs Julie Brunckhorst attended the ceremony and congratulated Georgina on her achievement.

“And, it’s an achievement that has set her on a career pathway.\n
“I value the importance of reaching out to contribute to our community and respond to emerging challenges. As a result, I have set my sights on a health career—to help people maintain and improve their quality of life and empower them to reach their potential,\" she said.
TEACHER AWARDED FOR EXCELLENCE

In August, Head of English Ms Joanna Gardiner was presented with the prestigious Peter Botsman Award for Excellence in English Teaching.

When Head of Somerville House English Department, Ms Joanna Gardiner started her career nearly twenty-five years ago, it was spending her day talking about books and reading that had her excited about working as an English teacher.

Now, however, it’s her students that fuel her passion for the classroom.

“It’s still about the books, the words and the ideas. But it’s also about the young people I teach... for those unexpected moments of ferocious exhilaration when a student writes a personal best essay or asks her first timid question,”

“We teach so that young people can have, as Salman Rushdie wrote, ‘power over the story that dominates their lives’ – ‘the power to retell it, rethink it, deconstruct, joke about it, and change it as times change.’

Ms Gardiner was awarded the prestigious Peter Botsman Award for her dedication to her students, and her passionate involvement in promoting excellence in English education across the wider community.

As a Somerville House curriculum leader, she inspires both her students and her teaching colleagues to engage in a rich and rigorous English curriculum, to foster a genuine love of literature and to strive for standards of excellence in teaching and learning continuously.

She has served on Queensland Curriculum and Assessment Authority (QCAA) English and English Extension panels for many years, and has actively contributed to the development of QCAA syllabuses and, more recently, trial processes for the new Senior assessment system in Queensland.

Ms Gardiner has been a contributing author for numerous English texts and other publications, including the English Is: English for the Australian Curriculum series, published by Wiley. A frequent presenter at national and state conferences, Joanna was invited to present a workshop at the 2017 Brisbane Writers’ Festival on plays, playfulness and pedagogy in the Senior English classroom.

Accepting her Award at the English Teachers Association of Queensland’s State Conference, Ms Gardiner was honoured to be recognised for her work.

“The list of previous Peter Botsman Award recipients is a ‘who’s-who’ of Queensland English teaching. I am humbled and very surprised to be included in their ranks,” she said.

Ms Gardiner credits her team and the support of Somerville House for the accolade.

“I also see this Award as an acknowledgement of the brilliant Somerville House English Department,” she said.

“I owe a lot of thanks to my Principal, Dr Ness Goodwin, to the members of the Somerville House Senior Executive, and in particular to our Dean of Teaching, Learning and Innovation, Laura Duffield. I am fortunate to work in a school which values and champions its teachers. It’s my favourite community of practice. And I teach alongside men and women who inspire me every day.”

Gifted and talented students from across the School have enjoyed the opportunity to be involved in some Academic Conferences throughout the year.

Assistant Dean, Literacy and Learning Development Mrs Michelle Taylor said these days have challenged students’ thinking and allowed them to connect with like-minded students and mentors.

“These stellar academic opportunities presented the girls with the chance to demonstrate their intellectual creativity, make connections across multiple concepts and manipulate abstract ideas,” Mrs Taylor said.

OXFORD ACADEMY CONFERENCES

Exceptional students from the Middle and Senior Schools had an opportunity to hone their thinking skills when they participated in workshops presented by the Academy Conferences program from the United Kingdom.

Students in the senior program engaged with big ideas in contemporary science through guitar physicist Dr Mark Lewney’s “Where Physics and Guitars Collide”, and again with King’s College’s Julie Arliss who shared her scientific and philosophical examination of dreams and the afterlife.

JUNIOR STRETCH AND CHALLENGE DAY

In July, six Year 8 and Year 9 students attended the Junior Stretch and Challenge Day at Genesis Christian College. Speakers from Oxford University explored a variety of topics and involved the students in some topical and ethical debates, including issues such as Justice, Truth, Beauty and Mathematics and an ethical discussion where students broke into small groups to debate Do Animals Feel Pain and Have a Right Not to be Eaten?.

QMEA ACADEMY CONFERENCES

Somerville House is excited to have recently affiliated with the Queensland Minerals and Energy Academy (QMEA) to offer a stand-alone enrichment opportunity for Middle School students. The first of a series of events, QMEA Energy For Future Earth, was held at the Queensland University of Technology (QUT). Nine Somerville House Middle School students were involved in the day exploring and developing twenty-first century skills, such as collaboration and innovation, applied in real-world contexts.

“This is where the Somerville House team excelled on the day,” said Mrs Michelle Taylor.

“The solution put forward by the team with regards to the management of China’s current and future energy needs was forward-thinking and bold,” she said.
Somerville House STEM students are learning that the future of technology is only as good as their imaginations.

Big Day In has become a popular event and workshop series among both Senior and Junior students and staff alike. A day of innovative, creative STEM workshops and presentations from industry professionals, the aim is to stimulate curiosity and inspire students to explore career paths in Science, Technology, Engineering and Mathematics.

Most recently, the Junior students took part in their Big Day In.

A group of twenty-three Years 5, 6 and 8 students travelled to Grand Avenue State School in Forest Lake to participate in a series of three workshops. These workshops explored physical and chemical sciences through the making of bouncy balls, solar power, constructing solar-powered lights, and lastly, exploring their creativity as the driver for technological advances.

In this last workshop, the girls were required to ‘unplug’, and take inspiration from The Wonderful World of Willy Wonka to come up with a way to modify a product that could be created on a 3D chocolate printer.

The girls weren’t just participants – ten students in Year 6 and seven students in Year 8 helped to conduct workshops alongside Ms Brenda Gahan and Mr Paul Herring. As the only school presenters on the day, alongside leading IT and STEM companies, the students demonstrated to other schools how to use Spheros or EV3 robots.

In June, the Senior students attended the Big Day In at the University of Queensland, with guest speakers including entrepreneur and Shark Tank’s Steve Baxter, as well as Old Girl and WiseTech Global representative Annie Liu, who shared what it takes to be a game changer in the ‘tech world’.

The Senior students were shown the dynamic nature of the industry, and the many and often unexpected applications of class-taught material in real-world scenarios.

Information Processing and Technology and Mathematics teacher, Dr Daniel Tuazon said it was an excellent way for students to explore their skills, and hear first-hand about the potential career progression pathways.

“Many of the presenters during the day reinforced the now commonly accepted fact that digital technologies skills will continue to trend as an imperative component of the future workforce,” Dr Tuazon said.

“Along with these skills are problem solving, creative thinking, long-term thinking and entrepreneurialism. It’s fantastic for students to hear from a wide range of industries in a work-like function. It is more convincing to hear from passionate professionals and their story rather than us reporting case studies at school - or even relying on mass media.”

Two Year 12 students, Genevieve Johnson and Yejee Kim have had their robotics research published in a science journal – an incredible feat for school students.

The article, published in the August issue of Science Robotics magazine, was the culmination of Genevieve’s and Yejee’s internship at the Centre For Children’s Health Research, Lady Cilento, which started in Year 10 in 2016 and ended in 2017 at the completion of their Year 11 schooling year.

Their research involved working with PhD student and mentor Nicole Robinson on her research project, which focussed on using NAO robots to communicate with ill children, using Somerville House students as research subjects.

“At the start of the internship, we were introduced to several research topics that we could choose from. This particular research project had an emphasis on psychology and people’s reactions to robots being implemented in hospitals, which I thought would be fascinating,” Yejee said.

Genevieve and Yejee contributed to the experimentation component, programming the robot and running the sessions at school with Year 11 and 12 students, followed by collating and reporting on the data.

Both girls said it was a challenging yet rewarding experience that will hopefully open doors for them as they explore career pathways for the future.

“It feels amazing to have something published, but it was definitely the experience that made it more so,” Yejee said.

Genevieve agrees.

“Considering my limited experience in the field of robotics, it was certainly a challenge learning something so new in such a short period, and at times it proved tedious and time consuming, but it was definitely a rewarding experience,” Genevieve said.

“Seeing my name on the published paper, alongside such accomplished people in their field was mind-blowing, and I was so glad to have had the opportunity before heading to university,” she said.

“Having this achievement in the field of research and robotics, I believe it will open many doors in the future, and I am excited to see where it can take me.”
A STROKE OF LUCK

Year 12 student Laura Chancellor was part of the medal-winning team at the World Rowing Junior Championships in the Czech Republic. However, her journey to the finish line was not all smooth sailing.

Imagine competing at international level with a team you'd had just days training with? It was a reality for Laura Chancellor, who three days before her race at the World Rowing Junior Championships found herself training for a different event with a team she'd never rowed with.

After strong results at the National Competition in March, Laura was invited to trial for the World Rowing Junior Championships. She was selected for the very first time to compete at the international level as a member of the Australian Junior Women’s Double Sculls pair.

Her training increased to twenty hours a week, training with the Queensland Academy of Sport (QAS) in lieu of her rowing partner.

“Everyone was from all across Australia,” Laura said. “The first time we came together was for a pre-departure camp in June. We then went down to Penrith for the week and did some racing down there, and we raced alongside the Under 21s in their Trans-Tasman Regatta.”

The teams then flew to Italy to prepare for two weeks – eating pizza and pasta every day – before heading to the race in Racice, just outside Prague in the Czech Republic.

In the lead up, however, Laura’s doubles partner sustained an injury which was likely to rule them out of the event. Then, just three days prior to the competition, a member of the Australian Junior Women’s Coxed Four team fractured her rib and Laura was asked to step in.

Incredibly, despite the last minute change, her team claimed silver.

“With a new crew, I didn’t know what to expect at all,” Laura said. “Winning silver was pretty special.”

As Laura’s first international experience, it was one she was unlikely to forget.

“It was just incredible - I hadn’t done anything like it. The atmosphere was amazing, and just so different from Australia. Getting to meet people from across Australia and experiencing how they train was great. We got to know each other really well – travelling around and sightseeing, and eating all our meals together.”

And with just a few valuable life lessons along the way.

“It taught me to be pretty resilient and adaptable; to just get ready for anything because you never know what’s going to happen!”
When sporting records are broken, it’s quite often by a small margin, but one Somerville House student has managed an incredible feat, shaving twenty-seven seconds off a record set more than ten years ago.

Year 9 student Jacqueline Davison-McGovern participated in the Brisbane Short Course Swimming Championships this semester, taking out the gold medal, Brisbane Champion Title and breaking the record for the girls 14 years’ age group 1500 metre freestyle set in 2006.

“I was thrilled when I broke the 1500 metre record,” Jacqueline said.

“It wasn’t what I was training for specifically leading up to the competition, but it was certainly a bonus.”

She also claimed the silver medal in 800 metre freestyle, and bronze medals in the 200 metre freestyle, and 200 metre butterfly. She recorded a personal best across all events, and even managed to break her own record set at the Brisbane Short Course Championships just two weeks ago in the 1500 metre freestyle by sixteen seconds.

Jacqueline says she has enjoyed swimming since she was a child, and hopes to keep competing throughout her school years. As for after school?

“I haven’t thought that far yet, but I would like to see where it takes me,” Jacqueline said.

Ms Rae Kelly, the Arts Festival Co-ordinator, said all teams should be commended on their incredible efforts.

“This year I was particularly impressed with the way the girls delivered polished House performances with a range of thought-provoking messages,” she said.

“They were both entertaining and inspirational.”

Head of Middle School Ms Megan Ball said while there is only one overall winner on the night, the real reward is the experience – for all students.

“The process is the most important part for our girls,” Ms Ball said.

“It’s a huge learning experience for them. It’s that growth the students have through the process – learning a lot about working together, about managing teams of people, the camaraderie to come up with the ideas, and the girls all coming together as a team for the culmination performance. They really look forward to it, each and every year.”
On Friday 12 October, Somerville House welcomed nearly one hundred Old Girls to the Commemoration Day service, announcing their gift to the School for 2018.

Led by the President of the Old Girls’ Association (OGA), Ms Alison Kolb (2004), the gift will be a new bell tower to house the historic School bell.

The bell was gifted by the Old Girls’ Association in 1951 to commemorate the Golden Jubilee of the OGA. It was purchased by the OGA from the dockyards at South Brisbane, through the collection of ‘no more than five shillings’ donated to the Jubilee Gift Appeal.

Hung initially on the East Wall of A Block, “the bell is a ship’s bell of brass, suitably inscribed, suspended from a bracket and rung from inside the School building – its clear tones can be heard everywhere within the School grounds” (Somerville House Magazine 1952, p45).

However, when the library was built on top of the Music School in the 1970’s, the bell was wedged between the two buildings, with few people knowing of its existence. On 7 September 2007, the bell - which was covered in paint and dirt – was, with much difficulty, removed and polished.

In 2008, the restored bell was kept in Archives and hung outside the kitchen each time it was rung, with the new protocol for bell ringing implemented: on the first and last day of each Term as the students come out of Assembly; on Commemoration Day as the Old Girls come out of Assembly and on Valedictory as the Year 12 students depart their final Assembly. The new bell tower will be constructed in the Mall and will reference the Clock in The Chambers building in design.

Ms Melinda Zerner (1986) was the Guest Speaker at Commemoration Day, a barrister who had started her career as a nurse.

In her inspirational address, she reminded students not to define themselves by their academic results, and that anything is possible with determination, application, and through the building and nurturing of relationships with those around us.
The Somerville House community is blessed with many people who give of their time, their wisdom and their money. The Somerville House Foundation was established in 1984 by visionary members of the community to make the School as financially independent as possible to protect it from the vagaries of government funding. It continues today to be stewarded and supported by committed individuals including Old Girls, parents and staff, past and present.

Our staff and students enjoy a campus that is a proud reminder of the hard work of the Foundation members who have come before us, dedicated to the mission of the Foundation to provide exceptional learning opportunities for Somerville House students to be the best they can be.

Donors and supporters of the Foundation have built a legacy for their daughters, granddaughters and future generations of Somerville House girls by investing in campaigns that have delivered facilities around the campus including:

- The Murray Evans Sports and Aquatic Centre
- The Valmai Pidgeon Performing Arts Complex
- The purchase and refurbishment of The Chambers
- The Seymour Library Refurbishment

The Foundation continues to work with the School Council and other stakeholder groups to deliver the on-going Master Plan for the School.

CUMBOOQUEPA STAINED GLASS WINDOW RESTORATION

The fame and beauty of the Shakespearean panels in the foyer of Cumbooquepa are well known and well loved by the Somerville House community. The Viola, Beatrice, Portia and Rosalind panels have been described by experts in the field as compositionally superb; a combination of architectural detail, texts from Shakespeare, mouth blown and hand spun roundels, they are highly skilled and beautifully crafted. Although the windows are not signed, there is substantial evidence in the aesthetic and style to suggest they were made by William Montgomery (1850 – 1927) of Melbourne who is regarded as Australia’s finest stained glass designer and painter. The Cumbooquepa windows rank among his best work.

What is less known is that the windows in the Cumbooquepa Room (formally the Boarders’ Dining Room), are considered to be better examples of Neo-Renaissance stained glass than the highly esteemed window in Switzerland’s stained glass museum, Vitromusée. Technically dazzling, the enamel work is sumptuous in colour, the glass cutting daring and precise. The fame and value of the windows are expected to increase further with age.

CONSERVATION ISSUES

Whilst the fine leads used in the windows are aesthetically beautiful; they are structurally weak. Over time, a number of the windows have buckled which threatens the overall integrity of the stained glass, and there are wear and tear issues in a number of panels. The School has been advised that all the Shakespeare and Cumbooquepa Room panels need to be removed, repaired and, in some cases, repainted if they are to be preserved and protected.

The School is fortunate to have leading Australian stained glass artists and restoration experts Gerri Cummins and Jill Stehn advising us on the conservation of the windows. With their personal connection to Somerville House through the design and creation of many of the Chapel windows, we are confident that under their stewardship, the Cumbooquepa windows will be preserved for future generations of Somerville students, their families, staff and the wider community to enjoy.

To find out more about the restoration of the windows, visit www.somerville.qld.edu.au/foundation
It seems having fun at school isn’t just a bonus; developing positivity and wellbeing can cause students and communities to flourish - and there’s research to prove it.

Dean of Students, Mrs Julie Brunckhorst leads the School’s Positive Education Days in Terms 1 to 3, and the Positive Education Week that runs in Term 4.

“Positive Education Days are based on highlighting our Positive Wellbeing Framework, which is based on positive psychology’s emphasis on building strengths, rather than focusing on what our weaknesses are,” Mrs Brunckhorst said.

The psychology, developed by Dr Martin Seligman at Pennsylvania University, includes research on the theory that positive approaches across a number of areas lead to thriving.

“It’s about building positive relationships, about positive emotions, growth mindset – everybody has the ability to learn, and everybody has the ability to learn more,” Mrs Brunckhorst said.

Each of the days has their own themes. So far, these have included Thumbs Up Thursday, which was about encouraging positive interactions, Attitude of Gratitude, based on the research that supports the notion that being grateful is beneficial for both the recipient and the benefactor, and most recently, Dare To Be Different, Dare To Be You.

“With Dare To Be Different, Dare To Be You, the concept was not about simply doing something different from somebody else, but to identify that there are differences in the world; recognising differences in others, and accepting differences in others. Equally, if you are different, then you should stand up and be proud of who you are,” Mrs Brunckhorst said.

Students represented this visually, wearing hair accessories, a tutu, or different socks, and partaking in lunchtime games and activities across all Year levels that challenged their physical abilities, including sack races, one-armed frisbee flying and one-armed noodle hockey.

“It’s about building positive relationships, about positive emotions, growth mindset – everybody has the ability to learn, and everybody has the ability to learn more,” Mrs Brunckhorst said.

“With Dare To Be Different, Dare To Be You, the concept was not about simply doing something different from somebody else, but to identify that there are differences in the world; recognising differences in others, and accepting differences in others. Equally, if you are different, then you should stand up and be proud of who you are,” Mrs Brunckhorst said.
There's nothing better than homemade tomato pasta sauce. Recently our Prep students played a big part in creating this delicious dish.

The students have been growing the basil for many weeks outside their classroom, and the time had come to harvest the fruits of their labour.

Head of Junior School, Mrs Arna Bennett said that the students have been learning about how things grow, and identifying the different parts of plants. With the healthy basil plants yielding plenty of leaves, the students were excited to be involved in the extra step of understanding where food comes from and how it is used.

"After being harvested, some of the students delivered this fresh produce to Somerfare tuckshop, where it was inspected, tasted, smelt and gratefully received by our staff members," Mrs Bennett said.

Under the students watch, the basil was then added to a pot of tomato sauce and cooked, before being dished up with pasta and served to Somerfare customers; no transportation, no refrigeration and no packaging required.

Mrs Bennett says the Environmental Monitors in Year 6 who have planted their own garden, were instrumental in ensuring the basil was able to thrive.

"Our Environmental Monitors have been liaising with our School grounds crew in caring for the plants – and protecting them from possums!" she said.

“This activity resulted in a tasty addition to the tuckshop, and a wonderful learning experience for all students in the paddock-to-plate journey.”
Dr Ness Goodwin formerly served as Principal of Somerville House from 2004 to 2010 and was appointed interim Principal for 2018. Dr Goodwin’s steady guidance saw her bring a sense of stability to the School, enriching the Somerville House community with her direction and leadership.

Dr Goodwin’s unwavering commitment to women’s education and academic excellence ensured students remained the priority of Somerville House.

Throughout her years at Somerville House, Dr Goodwin led many projects, but most notably the construction of the new Junior School and Boarding House. Two houses on the School property (originally the Mavis and Craig Boarding Houses) were removed to accommodate what is nowadays referred to as the Goodwin Building. The construction of the new Queensland Children’s Hospital across from Somerville House meant the School only had a short time-frame of twelve months to complete the building. The development of the building also involved the removal of the original Junior School (located where the Foundation Building stands today).

As we welcome the Principal Elect, Mrs Kim Kiepe, we would like to thank Dr Goodwin, once again, and reflect on her interim year as Principal in 2018.
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