



..... 2016

ANNUAL REPORT

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DESCRIPTIVE INFORMATION

SCHOOL SECTOR:

Independent

CO-EDUCATIONAL OR SINGLE SEX:

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

DISTINCTIVE CURRICULUM OFFERINGS:

The School endeavours to provide a well-balanced education that aims to stimulate and challenge each individual to achieve the best possible academic outcome.

SCHOOL'S ADDRESS:

17 Graham Street, South Brisbane

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 Southbank. The school is one of Australia's leading academic schools, with 1372 students from Pre-Prep to Year 12. Pre-Prep is coeducational. We have over 100 boarders drawn from various parts of Australia, Papua New Guinea, South Pacific countries and from many other countries throughout the world.

Academic staff embed the values articulated in the School's Curriculum Framework into all teaching and learning across the School: Engagement, Excellence, Empowerment and Diversity. These principles, with Christian Education at the core, are focal in day-to-day learning to allow students and teachers to meet standards of excellence.

TOTAL ENROLMENTS:

1416

Somerville House is structured into three schools, each with its own Head of School: Junior School (Pre-Prep to

YEAR LEVELS OFFERED:

Pre-Prep to Year 12

Year 6), Middle School (Years 7 to 9), Senior School (Years 10 to 12). The Early Learning Centre, offering a Pre-Prep Program, opened in 2014.

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 learner-centred program and environments.

Middle and Senior School teachers further develop students' thinking skills through an emphasis on the Australian Curriculum's General Capabilities and the QCAA Common Curriculum Elements.

In 2016, all teaching and learning programs across the School integrated, explicitly, a focus on key Learning Behaviours: intellectual dispositions crucial to successful learning and valued by the School. Teachers work with students to provide opportunities for students to develop their understanding of and expertise with these dispositions. Students' demonstration of Learning Behaviours are tracked, assessed and feedback provided in End of Semester Reporting.

Language courses on offer at Somerville House commence in the Early Years with German for Pre-Prep students, Chinese for Prep students, French for Years 1 and 2; and Chinese, Japanese, German and French. For students in Years 5 and 6 with all students continuing the study of one language in Years 7 to 9 as part of their core program, and in the Senior School, students can opt to study one or more of the four language electives to Year 12.

The Senior School curriculum uses the Criteria and Standards stipulated by the Queensland Curriculum and Assessment Authority (QCAA) in its Senior syllabuses. Year 10 is designed as the first stage of Senior studies,

with all courses designed to prepare students, rigorously, for Year 11 and 12 studies and provides students an opportunity to study subjects not normally offered until Year 11 (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; students enrolled in Enhanced Studies usually study a subject that links to one at school at which they excel. Participating institutions are The University of Queensland, Griffith University and QUT. A further enrichment opportunity for Senior Science students is offered through our links with the Mater Medical Research Institute. Students from Somerville House have the opportunity to work with leading scientists in current research programs. Other on-going enrichment programs in Science include preparation for various national Science competitions.

Year 12 students are able to undertake an on-campus, 12 month Diploma of Business, either in addition to or as part of their main 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 are challenged by a variety of enrichment activities and competitions, including the following:

- Da Vinci Decathlon
- ESTEAM Days of Excellence
- 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
- Year 8 Rio Tinto Mathematics Problem Solving Competition
- The QUT Engineering and Environment Mathematics Enrichment Day
- Physics Enhancement Studies Days (Dreamworld)
- The World of Mathematics Enrichment 'Fun Day' and Mathematics Enhancement Day (White Water World)
- 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). These programs are overseen and reviewed by the Dean of Students. Students requiring additional consolidation in Years 10-12 have an opportunity as part of the Extension and Enrichment course and a range of learning tutorials and opportunities outside timetabled lesson times.

CO-CURRICULAR ACTIVITIES:

The Somerville House Co-Curricular Program offers our 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.

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

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.

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 and the first Principal 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 much wider cultural education than just the learning of facts. The School motto chosen by Miss Fewings, 'Honour before Honours,' emphasises strength of character and integrity, implying that education, as well as developing the intellect, should also develop the character.

The School's Positive Wellbeing Pastoral Care and Spiritual Programs focus on the holistic development of each student – intellectually, emotionally, socially, culturally and spiritually. While each student will develop in these domains naturally, the Programs will 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, inclusive and insightful and students who act with integrity. The Positive Wellbeing Pastoral Care curriculum recognises the different needs of girls as they grow from childhood through adolescence into adulthood and aims to build on each student's character strengths and personal qualities of faith, courage, grit, compassion, resilience, and integrity. Importantly, the Positive Wellbeing Pastoral Care Program is not limited to one specific program and is based on the latest evidence-based research of positive education, which 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. Activities include monitor roles and the buddy system, the Choral Festival, Arts Festival, camps, sporting and cultural activities,

social action and Christian groups such as Somercircle and Community Engagement groups. The marking of special calendar events such as Anzac Day, Easter and Christmas, offers Somerville House students many opportunities to initiate, organise and design presentations and to take leading roles in the life of the School.

Pastoral care is implicit in the care taken to teach students the importance of reliability, punctuality, meeting deadlines, taking care with personal and work presentation, as well as recognition of achievement in academic, sporting, cultural and/or services to the community. Pastoral care is implicit in events that involve families, such as welcome evenings for parents, mother/daughter breakfasts, Family Chapel services, boarding family gatherings and parent information evenings.

Above all, pastoral care is the daily caring involvement of students' teachers in particular, and generally, all staff who work with students in either an educational, administrative, spiritual and/or supportive capacity, to nurture each girl's potential for a productive, honourable and satisfying life at Somerville House and after.

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

In the Middle School, pastoral care is arranged in a horizontal structure, with Heads of Year assisting at each year level. 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 tend to respond initially 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 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 youthful well-being.

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 e.g. 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' (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 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 Parents & Friends' Association (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 most recent Whole School Survey, 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.

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 Mrs FA Kearney

SCHOOL INCOME BROKEN DOWN BY FUNDING SOURCE

Please refer to the MySchool website for further information:

<http://www.myschool.edu.au>

STAFFING INFORMATION

STAFF COMPOSITION, INCLUDING INDIGENOUS STAFF:

Non teaching staff: 101

Teaching staff: 117

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	3
Masters	31
Bachelor Degree	138
Diploma	95
Certificate	25

EXPENDITURE ON AND TEACHER PARTICIPATION IN PROFESSIONAL DEVELOPMENT:

a) Teacher Participation in Professional Development

<i>Description of PD activity</i>	<i>Number of teachers participating in activity</i>
Academic Staff Workshop: Developing Quality Feedback	117
Academic Staff Workshop: ICT Skills and e-Pedagogies	127
Using Data to Plan for Differentiated Instruction	114
Workplace Health and Safety	144
Professional Learning Groups: Research into Quality Teaching and Learning Practices	107
Learning Area-Specific Professional Development, including Positive Wellbeing	92
Total number of teachers participating in at least one activity in the program year	144

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>
144	\$96,000	\$667
The total funds expended on teacher professional development in 2016		\$96,000
The proportion of the teaching staff involved in professional development activities during 2016		100%
The major professional development initiatives were as follows: Developing Quality Feedback for Learning, ICTs and e-pedagogies, Using Data for Differential Instruction, Professional Learning Communities: Research into Quality Classroom Practices, Workplace Health & Safety, Positive Wellbeing Education.		

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>
127	192	1269	95%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 95% in 2016			

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>
84	80	95%
From the end of 2015 95 % of staff were retained for the entire 2016 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>
269,039	1439	9,861.25	96.03%

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	14,279	55	611	13,668
Prep	8,012	51	112	7,900
Year 1	10,580	51	472.25	10,107.75
Year 2	10,460	52	455.5	10,004.5
Year 3	10,295	66	379.75	9,915.25
Year 4	13,846	63	451.25	13,394.75
Year 5	13,472	93	527.5	12,944.5
Year 6	21,681	98	848.75	20,832.25
Year 7	19,116	141	871.25	18,244.75
Year 8	29,387	162	1,155.75	28,231.25
Year 9	33,422	108	1512	31,910
Year 10	23,295	152	1,066.25	22,228.75

<i>Year levels</i>	<i>Average attendance rate for each year level as a percentage in 2016</i>
Pre-Prep	95.72%
Prep	98.60%
Year 1	95.53%
Year 2	95.64%
Year 3	96.31%
Year 4	96.74%
Year 5	96.08%
Year 6	96.08%
Year 7	95.44%
Year 8	96.06%
Year 9	95.47%
Year 10	95.42%
Year 11	95.36%
Year 12	95.94%

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. Please ensure you ring the School on each day of your daughter's absence. A medical certificate must be provided if assessment is missed or if the illness exceeds three days. For students in Years 10 to 12, medical certificates must be attached to the green Special Provisions Form and submitted to the Head of Department if there is a 'minor variation' to assessment arrangements, or to the Dean of Teaching, Learning and Innovation if there is a 'major variation'.

It is important for the student to submit leave requests to the relevant Head of School to attend Music or Speech examinations as soon as the examination date and time are known. Whenever possible, students are expected to make medical, dental and other appointments outside School hours.

Students leaving the School during school hours for pre-approved appointments or approved activities must collect a leave pass from the office of the Attendance Assistants or Sub-School offices and sign out in the appropriate book. 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 will be contacted and arrangements will be made between the parents and the Health Centre. All students who leave the School during the day because of illness must report to the Health Centre in Graham Street 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. Requests with fewer than two weeks' notice

may not be considered. 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. Request for leave outside the above guidelines will be considered by the Heads of School on an individual basis in accordance with School policy. Requests should be made in writing with due notice. A student may attend a funeral during school time if accompanied by at least one of her parents, or in the case of boarders, by a designated boarding supervisor, or another parent of the School, with the permission of the boarding student's parents. Parents should send a letter of request for absence to the relevant Head of School if their daughter is selected for State or National sporting honours. This letter should be received as soon as parents are aware of the selection. 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. Time and reason for 'leave' must be recorded in the Attendance Book.

In the Middle School, any student needing to leave the School during the day, must submit a note to the Middle School Reception and be collected by her parents.

In the Junior School, any student needing to leave the School during the day, must submit a note or email to their form teacher, and be signed out and collected from reception by a parent or designated carer. When parents are absent interstate or overseas, they are required to notify the School in advance in writing of all contact details of parents and adults responsible for the student until the parents return.

Boarding students whose travel arrangements do not conform with the normal end of the school term may leave the Boarding School from the evening of the day prior to the end of term. In most cases this is the Thursday evening prior to a Friday closure. However, it is different at Easter each year. In effect, students whose travel arrangements are such that this special consideration must be given will be eligible to leave from the end of school on the day previous to the end of term.

It is intended that this policy facilitates arrangements for students whose flights leave on Friday morning or who must catch buses prior to 3.10pm on the last day. It is expected that boarders remain in residence until the time necessary for departure. For example, if a bus leaves at 2.00pm on Friday, it is required that the student be at the School on the morning of the last day, departing at lunch time in order to catch the bus. If a flight leaves on Friday morning, the student will be in residence on Thursday evening, departing for the airport on Friday morning.

Non-enrolled students who wish to visit Somerville House or attend classes by invitation must request permission from the Principal in writing through the parents of the Somerville House student. Nominating parents must sign an authorisation and indemnity form. Permission is given only in exceptional circumstances.

NAPLAN RESULTS FOR YEARS 3, 5 AND 7 AND 9 IN 2016

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 (2016)	478	426	12.20%
Year 5 (2016)	548	502	9.16%
Year 7 (2016)	596	541	10.16%
Year 9 (2016)	640	581	10.15%

Writing

<i>Year</i>	<i>Average Score (School)</i>	<i>Average Score (National)</i>	<i>% at or above National minimum standard</i>
Year 3 (2016)	453	421	7.60%
Year 5 (2016)	518	476	8.82%
Year 7 (2016)	573	515	11.26%
Year 9 (2016)	617	549	12.38%

Spelling

<i>Year</i>	<i>Average Score (School)</i>	<i>Average Score (National)</i>	<i>% at or above National minimum standard</i>
Year 3 (2016)	480	420	14.28%
Year 5 (2016)	530	493	7.50%
Year 7 (2016)	593	543	9.20%
Year 9 (2016)	642	580	10.68%

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 (2016)	509	436	16.74%
Year 5 (2016)	565	505	11.88%
Year 7 (2016)	610	540	12.96%
Year 9 (2016)	636	569	11.77%

Numeracy

<i>Year</i>	<i>Average Score (School)</i>	<i>Average Score (National)</i>	<i>% at or above National minimum standard</i>
Year 3 (2016)	450	402	11.94%
Year 5 (2016)	548	493	11.15%
Year 7 (2016)	606	550	10.18%
Year 9 (2016)	641	589	8.82%



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>	157	156	99.36%

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 2016</i>	
Number of students awarded a Senior Education Profile	156
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	147
Number of students or 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	21
Number of students awarded a Queensland Certificate of Education at the end of Year 12	155
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	95.23%
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	99.4%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	98%



SOMERVILLE HOUSE
HONOUR BEFORE HONOURS

17 Graham Street, South Brisbane Qld 4101, Australia
PO Box 3357, South Brisbane Qld 4101, Australia
P +61 7 3248 9200 | F +61 7 3255 1430
admin@somerville.qld.edu.au | www.somerville.qld.edu.au

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