OUR INTENT—
proud of our Grammar tradition we are a SECONDARY SCHOOL that establishes the educational foundation for YOUNG women to contribute confidently to their world with WISDOM, IMAGINATION AND INTEGRITY

Brisbane Girls Grammar School aspires
CHAIR’S WELCOME
MS ELIZABETH JAMESON
CHAIR OF THE BOARD OF TRUSTEES

I am pleased to present the Brisbane Girls Grammar School 2014 Annual Review.

It has been a year marked by an enormous amount of effort and preparation for the next chapter of Girls Grammar’s history, as we welcome our first cohort of Year 7 students. The thoughtful planning that has gone into laying the foundations for this milestone has been a testament to the dedication of the School’s staff, who have ensured our youngest girls will enjoy the broad-based, liberal education Girls Grammar has offered as a leader in exceptional scholarship since 1875.

In 2015, we celebrate the School’s 140 year anniversary; a time to reflect on the progress and achievements that have been made since Brisbane Girls Grammar School first opened for lessons in a two-storey house on George St, with just fifty students. From these humble beginnings, we have developed into a leading girls’ school by all standards and measures — local and international. We are now a multi-campus organisation that provides extraordinary opportunities for approximately 1200 students each year. However, our commitment to providing an exceptional education for young girls has been unwavering. The opening of our new $17.4 million Research Learning Centre (RLC) will coincide with our 140th anniversary. The RLC’s blending of contemporary teaching and learning practices, with Girls Grammar’s long-standing reputation as a leader in excellence, is a clear representation of how the School seamlessly embraces new concepts while upholding traditions.

It is this approach of looking to the future while preserving the unique characteristics that define a ‘Grammar girl’ that the Board of Trustees adopts when planning for the School’s progress. I would like to take this opportunity to thank my fellow trustees for their dedication and commitment to the ongoing success of the School. In particular, the School gratefully acknowledges the significant commitment and contribution of outgoing Board members Mr David Vann and Ms Gillian Adams who did not seek reappointment at the 2014 board elections, and welcomes new Board members, Ms Ann Harrap (1984), Professor Adam Shoemaker and Mr Andrew King. The Board is committed to continuing the strong governance stewardship of the School during the coming four-year term, building on the significant work of the past. I thank our Principal, Ms Jacinda Euler, for her outstanding leadership in overseeing a period of significant development and growth in our School in 2014.

Finally, I would like to acknowledge the true heart of the School — our girls. The Board and I remain ever mindful of our duty as custodians of the School to ensure current, and future, generations of Grammar girls may experience the diverse range of academic and co-curricular opportunities, lifelong friendships and inimitable School spirit that Brisbane Girls Grammar School offers. The girls’ achievements, big and small, continue to make us proud and inspire in us a shared sense of spirit and motivation, best summed up by the School motto Nil sine labore — nothing without effort.

I trust you will enjoy reliving the highlights of 2014 and join me to celebrate 140 years of exceptional scholarship in 2015.
Principal's Introduction

Ms Jacinda Euler, Principal

In 2014 the staff and girls of Brisbane Girls Grammar School lived up to our aspiration — To be a leader in exceptional scholarship — across all spheres of life at the School.

In addition to the usual rigorous active engagement in learning in each and every class, each and every day, the attainment of excellent OP results and topping the state in Year 9 NAPLAN, our school continued to strengthen this year. We engaged a Design Thinker in Residence to explore the structures and principles of design thinking which has, at its core, empathy — finding creative ways of generating insights and applying rational thought to find solutions to complex problems. The Uralla Club was established to raise awareness about Indigenous challenges and to contribute in practical ways. We strengthened international friendships and cultural understanding through study tours to China, France and Germany, and through international competitions such as the International Young Physicists Tournament in the United Kingdom. A re-energised Grammar Women series opened debate, developed mentoring relationships and focussed our attention on the need to create a greater and fairer society for all, and the central role of girls and women in that undertaking.

The school motto in 2014 — Above and beyond with the Grammar bond — was embraced wholeheartedly by the girls, spurring them on to achieve great things, both individually and collectively. This enthusiasm has occurred against a background of excitement as we move into a new era with the introduction of Year 7 in 2015, a progression that has brought with it a chance to reflect on the School’s educational philosophy and explore how we develop the thinking skills and learning habits that provide the fundamentals for a Girls Grammar education. As society evolves, so too will our concept of a broad-based, liberal education but it will continue to be based on a foundation that enlivens curiosity, nurtures a love of learning and inspires girls to achieve their best.

The exceptional achievements of the girls are highlighted in the pages of this publication; it is testament to a well-rounded and balanced approach to education at Girls Grammar that these achievements span academia, music, the arts and sport, as well as a generous contribution to service, which seems to be ever-growing. Supported by professional and extraordinarily dedicated staff, girls are encouraged to think deeply, while maintaining an open-minded approach to life that will instill in them the aptitudes and attitudes to contribute to their world with wisdom, imagination and integrity.

In this year of diligent planning and preparation for the future, the wise stewardship of the Board of Trustees, the expertise and professionalism of our teaching and professional staff, and the generous support of the broader community find us poised on the cusp of another full and rewarding year in 2015, with an added sense of jubilation as we celebrate the School’s 140 year anniversary.
GENERAL REPORT
MR JARED DAWSON
CHIEF FINANCIAL OFFICER
AND SECRETARY TO THE BOARD

The School continues to closely observe the Queensland economy and the political landscape has been of interest to the School with education policy, revisions to the national curriculum and funding of private schools remaining under close review. The Board approved the lowest percentage school fee increase for many years in 2014.

The year-end financial results were favourable and were in line with the Board-approved annual budget. The graph below compares the School’s financial results over the past five years.

The improvement in surplus in 2014 is due to additional students and increased investment income including rental from the Bread House investment property, as well as budget savings on expenses as a result of an efficiency improvement strategy. Surpluses are used to fund payments on capital loans, capital expenses, savings for large future capital projects and savings for uncertain events. As in previous years, the School continues to be reliant on tuition fees which comprise 66 per cent of total revenue (71 per cent in 2013). State and Commonwealth Government Funding remained constant at 20 per cent. The School has been working diligently on keeping fee increases to a minimum.
GENERAL REPORT
MR JARED DAWSON
CHIEF FINANCIAL OFFICER
AND SECRETARY TO THE BOARD

The School year end results were achieved within the Board of Trustees approved budget for 2014 as can be seen in the graph below.

GOVERNMENT ASSISTANCE

The School acknowledges the contributions made by the State and Commonwealth Governments in the form of grant allocations. The grants received and approved in 2014 included:

- Recurrent State and Commonwealth Government Grants, including Indigenous assistance:
  - Commonwealth Grants — $4,103,872
  - State Government Grants — $2,264,128
- Literacy, numeracy and special education grants, including English as a second language, special education, Asian languages and students with disability grants received from Commonwealth Government — $1,459
- Funding from the Queensland Government for VET Coordination, special education and students with a disability — $8,393
- Queensland State Endowment grant provided to Grammar Schools in Queensland to assist with the additional cost of complying with State Government legislation for Statutory Bodies — $21,500
- Year 7 Transition to Secondary Flying Start State Government Capital Grant — $2,304,000

CAPITAL EXPENSES

The capital expense for 2014 was focussed around the new building on Gregory Terrace as well as the purchase of the Bread House building, located directly opposite the Spring Hill campus, and renovation of the sports fields at Fig Tree Pocket. The new Research Learning Centre incorporates a library as well as additional general and flexible classroom spaces that enable the School to accommodate additional students with the introduction of Year 7 in 2015. The works at Fig Tree Pocket involved renovation of the sports facilities including upgrading of irrigation as well as restoration of the clubhouse kitchen.
GENERAL REPORT
MRS MARISE McCONAGHY
DEPUTY PRINCIPAL (STAFF FELLOWSHIP 2014)

GRAMMAR WOMEN OF WISDOM, IMAGINATION AND INTEGRITY

For 139 years, Brisbane Girls Grammar School has produced many women who have made a significant contribution to positive change in regional, state, national and international settings. For the School Fellowship this year, my aim was to reach out to a number of these women to investigate how their high school education at Brisbane Girls Grammar School impacted and influenced their careers, goals and lives beyond the white picket fence. Through this research I uncovered remarkable stories of resilience, perseverance and creativity. While each woman’s story was unique, the diversity of their lives was underpinned by an important commonality — the shared experience of a Brisbane Girls Grammar School education. My research therefore sought to understand: What is it about Brisbane Girls Grammar School that nurtures, develops and encourages young women to pursue challenging careers, forge new leadership roles and strive for both workplace and community success, and how we, as a School, can strengthen this great tradition.

More than fifty of our alumni were interviewed following an extensive review of the literature concerning leadership, the development of female leaders, attributes of successful female leaders and the role of single sex schools in developing leadership qualities in young women. Moreover, my research also considered important issues driving twenty-first century change and the subsequent implications for leaders. In particular, the new social, technological and political challenges faced by new generations and the need for adaptive, flexible leadership in a transient and, at times, uncertain world. Ethical, responsible leadership was the focus of my research, as was the desire to avoid scrutiny of leadership merely in terms of power and control. My interest was predominantly in how women can become agents of positive change in all aspects of life — in the workplace, community, politics and daily life. I sought to examine the extent to which Grammar girls were being equipped in their secondary years to question and challenge the social order from a multi-disciplinary, empathetic and analytical basis. Two questions guiding my research were: Are our girls being well-prepared to have the vision and the skills to achieve change successfully? What inspired these women during their BGGS days and beyond; and more specifically, what factors helped to provide them with the courage, capacity and ethical framework to become such agents of change?

The women interviewed were educated at the School in varying decades ranging from the 1940s to those who graduated quite recently. I received an overwhelmingly positive response from alumni who were willing and enthusiastic to share their experiences and tell their stories. I mostly conducted face-to-face interviews in Brisbane, but given that a number live and work interstate, many were interviewed by means of written communication, Skype or telephone. I made one interstate trip to Sydney where I had the pleasure of interviewing three alumni. Many of the women invited me into their homes and our discussions included the logistics of managing family life, from the point of view of being both a mother and an employer of women.

For the purpose of this necessarily brief review, I will draw together just a few of the key themes. The memories of the School and its shaping of the lives of the women I interviewed varied greatly with the era of attendance, as was expected. However, the enduring influence of Girls Grammar over the seven past decades demonstrated itself to be, unsurprisingly, Nil Sine Labore - nothing without hard work. Indeed, most of my interviewees quoted it to me in the Latin. Moreover, regardless of the era of attendance, the idea that women could do anything to which they set their minds, has been an enduring value of Brisbane Girls Grammar School and has inspired these women to pursue their chosen career paths. However, it must also be stated at this point, that the idea that women can do anything — if they work hard — was seen by a number of women as not having been quite a true representation of the reality of what they encountered later in their lives.

In terms of the notion of leadership, there was unanimous agreement that it could be learned and that it looked, and felt, different at varying career stages and in different contexts. Most women spoke of their capacity to ‘bring people along’ in terms of being collaborative. They viewed leadership as...
a collective, collegiate enterprise and spoke at length about recognising and developing capacity in those around them, and genuinely respecting and valuing people and diversity. The importance of courtesy was clearly something that mattered to them. Obviously having vision, ideas, the technical skill and courage for execution was paramount. I found the discussions in regard to vision, strategy and the place of courage, personal vulnerability and ego in executing vision, to be particularly intriguing.

However, as stated earlier, the richest, most interesting discussion was initiated by the identification of a fact they learned at Girls Grammar — and often in their homes and lives — that ‘women can do anything’. Being afforded the opportunity to glimpse what this looks like in real life, through my discussions with such a wide and varied group of remarkable women, was quite fascinating. A strong theme which emerged was that many of these women had learned to avoid thinking in terms of (as one woman described it) ‘narrow, little paths — even if they are wonderful little narrow paths. But often that path disappears and you’re faced with the forest and have to make your own path’. These reflections usually occurred after discussion about subjects in which they excelled at School and the careers which they often consequently — and very successfully — followed, as well as responding to the challenges of family life and/or a workplace. It was common for these women to identify what they had learned, both while at School and after, across a range of academic disciplines and that a ‘renaissance’ approach to learning was enabling for them intellectually and practically, so they could choose the road not taken. Quite a number of women had navigated their careers into business as a response to the need for flexibility in managing families, the relocation of their partner’s jobs, or because it allowed them to be independent, creative and entrepreneurial. Thematically, these women identified that there is a need to resist being mentally trapped by boundaries, stereotypes or silos in order to navigate a life where women can do anything and innovative solutions to twenty-first century challenges are required. Resourceful, resilient, creative and agile responses need to be actively encouraged at all levels of society and answers to questions about how to live life well, and the response to the ‘wicked’ problems, often lie in areas not immediately visible or readily considered if one’s thinking is confined to a narrow, linear path.

Certainly, there were many fascinating — and often amusing — stories and insights into what Girls Grammar was like in decades past — most being fond memories. The implications of this research are that the School can build on what it has achieved already by very seriously challenging itself to think outside the boundaries, stereotypes and silos which exist and to lead an educational renaissance which takes women and education into another era.

The almost unanimous advice elicited by the question for advice to Grammar girls for the future?

Learn to be comfortable in your own skin.

Or, in a few cases as given to me in the French....

Être bien dans sa peau.

It was a privilege to interview these remarkable women on behalf of the School — and a wonderful way to end my twenty-five year tenure at 70 Gregory Terrace, Spring Hill.
CREATING A BLENDED CLASSROOM

Contemporary learning places at Brisbane Girls Grammar School are conceptualised to provide flexible and purposefully designed facilities that support learning across a variety of genres, specifically the notion of collaborative learning. During 2014 the conversation has pivoted from the concept of a learning ‘place’ to a learning ‘space’.

Three recent building projects at Brisbane Girls Grammar School have been designed with this in mind: the Cherrell Hirst Creative Learning Centre (CLC), the refurbishment of G Block and the newly-opened Research Learning Centre (RLC). The emerging concept of classroom ‘space’, in light of the all-pervasive digital landscape, is the focus of the Research Learning Centre.

A contemporary learning space incorporates both a physical learning space and a virtual learning space. A contemporary classroom should typically be a blending of the two — that is, a ‘blended’ classroom. Such a space has multiple technological entry and exit (input and output) points. The space must support best practice in technology integration given our Bring Your Own Device (BYOD) environment. The ‘blended’ classroom pivots between traditional classroom practice and collaborative-constructivist inquiry founded on digital access to information.

THE RESEARCH LEARNING CENTRE

The RLC has been designed to include the School library, however the RLC is not designed as a traditional library. The building’s design recognises the need for students to have access to information across all portals — books, periodicals, wireless and digital.

Throughout 2014, the New Building Consultative Committee orchestrated the development of teaching spaces in parallel with a staffing model that will enable innovative teaching and learning. The Committee honoured the long-established commitment to develop learning ‘spaces’ across the School to promote a synergistic concept of contemporary pedagogies while maintaining the integrity and dynamism of the well-established faculty model. Further, the academic leaders of the School remain committed to ensuring that innovative approaches to research and learning are fostered and nurtured. This has required a review of the operational strategies of the School, such as timetabling, as integral to teaching and learning.

Further commitments have been made to the development of engaging and rigorous virtual learning environments that encourage the use of digital and social media to deepen student learning. Additionally, these advancements will establish robust ‘e-spaces’ enabling the best use of the BYOD environment for software usage, device communication, data transfer and storage as well as printing and the delivery of support and training for teachers and other ICT staff.

FUTURE DIRECTIONS

• The development of the concept of classroom ‘space’ as a safe place for teaching and learning where the concept of teacher as ‘sage, guide and meddler’ [McWilliam, 2009] is seamless, creating genuine collaborative learning experiences

• Paul Fairweather, architect, creative designer and TEDxBrisbane curator, uses the phrase ‘fit for purpose, fit for space’, meaning well-equipped or well-suited for its designated role or purpose in a given space. ‘Fit for purpose, fit for space’ has become a key consideration of internal design for the new building. It is about flexible spaces for flexible purposes. Learning spaces need to be dynamic and relevant in order to create a space that is engaging and challenging. It is a space where students develop intellectually as well as learn skills. Such space must allow for linear as well as non-linear learning and inquiry

• The School will continue to build and strengthen our unique position and reputation as the leading exponent of exceptional scholarship for girls through its first-class facilities

• The RLC Consultative Committee has drawn together a corpus of ideas and perspectives highlighting the possibilities underlying the concept of classroom ‘space’ and that, when enabled by a vibrant BYOD environment, would create a truly blended classroom
A well-designed, contemporary learning space should be a well-used, flexible space enabling collaboration and allowing a constant flow of information in all its forms. This is what a future-focused school should look and feel like. A shift, but not a re-invention, in how the School brings people and resources together has become an operational goal. There must be a balance between programming, curriculum and space. An evolving concept of the Research Learning Centre’s purpose, beyond the building’s construction, is as much about the ‘spiritual’ as it is the operational. The brilliance of the design concept for the RLC building underpins the use of the Year 7 social area and lockers, the social space at the front of the building and the foyer.

Living in the space in 2015 and beyond, and maintaining a regard for, and conversations about, the success of the ‘flow’ generated in the building at curriculum and faculty meetings is important. This ‘flow’ will enable learners to feel that they are a part of a community through line of sight, but allow the teacher of each class or cohort to maintain the rigour and integrity of their space.

A classroom no longer needs to be a room but a space. Spaces at Brisbane Girls Grammar School are described as faculty-based learning domains, not year level-based organising principles. Collaboration at Brisbane Girls Grammar School is about blending skills, rigour and depth, pedagogical priorities but not subject-based content or decontextualised interruptions to the deepening of understanding.

REFERENCES

GENERAL REPORT
MRS JUDITH TUDBALL
DEPUTY PRINCIPAL (OPERATIONS)

CONNECTING THE DOTS ... THE POSITIVE SYNERGIES BETWEEN THE CO-CURRICULAR AND ACADEMIC PROGRAMMES

Participation in enrichment activities takes students beyond the narrow focus of exams and assignments and provides a multi-dimensional, fluid and nurturing learning environment allowing them to flourish. With an overt media focus on OP results, NAPLAN and league tables, it is timely to highlight the significant and wide-ranging benefits of engaging in co-curricular activities to support the holistic development of the students at Brisbane Girls Grammar School. The research is undeniable — students who participate in enrichment activities do well academically.

Erica McWilliam, in her article Personally Significant Learning, outlines that ‘schooling needs to provide students with low threat, high challenge experiences’. As educators, we need to maintain the high level of learning support we know is appropriate, but we also need to increase our expectations of students in terms of risk-taking and innovativeness. McWilliam believes students need a broad set of creative capabilities to heighten their ability to select, shuffle, re-combine, or synthesise existing facts, ideas, faculties and skills in original ways. We know that these attributes are aligned with twenty-first century skills, which the students of today will require in order to meet their potential. Skills such as collaboration, teamwork, tenacity, resilience and empathy have been proven to articulate to effective learning, and there is no better place to gain this experience than in the co-curricular programme.

The 2014 Gallup-Purdie Index, a study of more than 30 000 college graduates, reports that those students who were extremely active in deep experiential learning opportunities, such as co-curricular activities, doubled their odds of satisfaction and engagement at work. They were also more likely to be thriving in all areas of well-being than students who did not have these experiences (Busteed, 2014). In light of this knowledge, it is not surprising that a study referred to in The New York Times reports that ‘music lessons in childhood may lead to changes in the brain that persist years after the lessons stop’ (Klass, 2012). In particular, there are strong correlations between musical training in childhood and language-based learning. When learning to read, the development of a good working memory and the ability to disambiguate speech sounds appear to be strengthened by active engagement in learning a musical instrument.

The benefits of a music education are proudly promoted by our Instrumental Music Department. Their philosophy statement underpins the view that music education is an essential element in the cultural growth and self-esteem development of the individual and the promotion of higher order thinking skills, and that involvement in music can stimulate the brain and develop intelligence in other areas. Participation in the music programme encourages all students to develop their qualities of leadership, responsibility, discipline, commitment and teamwork, qualities which are strongly aligned with twenty-first century skill development. Each year, approximately 600 girls engage for a full year commitment in 830 places in music ensembles, with many students participating in two or more ensembles, and each year it is not surprising to note the correlation between academic prize winners at Speech Day and the large number of musicians who receive these awards.

In 2011, the Confederation of British Industry outlined seven skills that define employability: self-management, teamwork, business and customer awareness, problem solving, communication, numeracy, and IT skills. Dr Robert Adlington, Associate Professor at the University of Nottingham, espouses the view that music students develop all seven of these skills, thereby making them amongst the most employable of all graduates. In fact, the reality is that music graduates pursue a wide range of jobs across a variety of industries (Slater, 2013).
In particular, students can explore their leadership capacity through participation in activities such as service, sport, artistic and creative undertakings, and study tour opportunities. We remind our students each year that they do not have to hold a formal title to be a leader, and this has been proven time and time again through the outstanding contribution girls make to the co-curriculum. Director of Sport, Ms Sally Northcroft in her recent Grammar Gazette (2014) article espouses the view that the transition from participant to problem solver, decision maker and leader can sometimes be seen as an organic process for those who play sport, and the challenges on the sports field tend to provide a learning landscape where athletes can develop leadership and decision-making skills which are highly valued in future careers. Her Insights article When study gets tough, the tough play sport (Northcroft, 2014) states that academic progress and achievement underpin sport as a precursor to following any sporting dreams.

A recent study by Michigan State University shows that students who were members of the University’s recreational sports and fitness centres stayed in school longer and had higher GPAs (Friend, 2014). Closer to home, research at Griffith University also reports that athletes in the Griffith Sports College have an average GPA of 4.6 and an athlete on scholarship, 5.1. The average GPA at Griffith is 4.0. The key to this success is balance between a healthy social life with family and friends, sport activities and academic study (Free, 2014). Additionally, studies at the University of Illinois have found that students with higher levels of aerobic fitness have more compact white-matter tracts in their brains, which is associated with faster and more efficient nerve activity from one brain region to another. These findings support earlier evidence that aerobic exercise changes the brain in ways that improve cognitive function (Yates, 2014). With the provision of interhouse sporting competitions, eighteen competitive sports and a suite of lifestyle activities such as rock climbing and aqua aerobics, Girls Grammar is providing ample opportunities for our students to engage in physical activity.

While educational institutions field more and more pressure for students to remain inside the four walls of the formal classroom to ensure they complete all aspects of the programmed curriculum, Brisbane Girls Grammar School remains committed to the notion of life-wide learning. The School has reinstated the Dean of Co-curriculum position from January 2015 in order to explore and continue to provide outstanding experiential learning opportunities to ensure our students are well supported in their formal learning.

REFERENCES


GENERAL REPORT
DR BRUCE ADDISON
DEAN OF CURRICULUM AND SCHOLARSHIP

CURRICULUM DESIGN: ABSURDUS MAXIMUS OR LUDICATIO ESTO ROBUSTUS!

This year has seen much preparation for the arrival of our first Year 7 cohort. Curriculum development is always an evolving concept. Curriculum space is highly prized and coveted. Much philosophical debate has ensued, in the context of National Curriculum imperatives, as to the contemporary articulation of a broad-based liberal education encapsulating the idea of exceptional scholarship. Such an articulation must be dynamic, relevant and rigorous, acknowledging that curriculum design caters for the Captains Cook as much as it does for the Captains Kirk. We must be prepared to acknowledge that what is old can be new, relevant and transformative. This continues to be the basic philosophy underpinning our concept of curriculum development and change.

Our decision to foreground Latin in the Year 7 curriculum is testament to this. Those who agree with the proposition that a ‘dead’ language should remain just that would subscribe to 2014’s Courier Mail headline ‘Absurdus Maximus’. Perhaps our headline in response should have read ‘Ludicatio Esto Robustus’. Running counter-culturally to the digital demandingsness of our era is indeed courageous. Cherishing learning for learning’s sake makes a statement about what we consider foundational to our concept of education. Relevance is an interesting notion that should be contested. If our contemporary quest for relevance runs the risk of demeaning all that is not binary encoded, transitory and disposable we run the risk of limiting depth of thought and what Professor Anna Craft calls ‘possibility thinking’ (2011). If relevance is a means by which to lock in the present at the expense of the past then it is a very dangerous concept. Learning must be about discipline as much as it is about disciplines. It must be about content, memorisation and function as much as it is about discovery, experience and immediacy. Curriculum must be about balance, structure and difficulty as much as it is about inclusiveness, reward and risk. These are some of the contemporary challenges confronting curriculum design and innovation.

Fundamental to our Year 7 curriculum will be the ongoing development of our Philosophy of Learning course. Learning how to learn is an essential twenty-first century skill, as is learning how to fail. Learning is a mystery. We all learn but how we learn is not as readily understood. Focusing on learning hygiene and student self-esteem. Curriculum mapping is also informing our emerging approach to assessment. Given the scarcity of curriculum time in an ever-expanding and crowded curriculum space, it is essential that the amount of time devoted to assessment is coupled strategically with the concept of assessment for learning. This is particularly important for the Years 7-9 curriculum. Throughout the year, curriculum leaders have been challenged to pivot their practice from assessment of learning to assessment for learning. This will be an ongoing conversation. It will ensure that assessment and learning is coupled in such a way as to support the best possible use of the available curriculum time. It will also strengthen and support our approach to learning hygiene and student self-esteem.

The introduction of our first Year 7 cohort has provided the opportunity for all curriculum leaders to focus on the concept of curriculum space, learning and assessment through different lenses. Curriculum design must be both robust and sensitive and at the same time cognisant of the archeological layering underscoring the reality of both our schools and our concept of education. The foundations have been laid for a refreshed and creative approach to curriculum to emerge over the coming years. The phrase ‘Ludicatio Esto Robustus’ will no doubt continue to inform our approach into the future.

Mapping our scarce curriculum space has been a priority during the year. New software has enabled our curriculum leaders to map the Year 7 curriculum in accord with objectives and competencies of the National Curriculum. In addition, a great deal of planning time has been committed to designing our curriculum with reference to the Understanding by Design (UbD) learning framework. Such an approach will allow a curriculum concept to emerge, providing a renewed approach to both teaching and learning across the curriculum.

REFERENCES

¹ Courageous decision
GENERAL REPORT
MS NATALIE SMITH
DEAN OF STUDIES AND PLANNING

PREPARING FOR CHANGE

With the inclusion of Year 7 into the Queensland secondary school system from 2015, Brisbane Girls Grammar School will welcome its first cohort of Year 7 students. 2014 then has been a year of preparation, with the Office of Dean of Studies and Planning working closely with Faculty Directors and Heads of House over the past eighteen months to ensure that curriculum processes and procedures, timetabling, staffing and pastoral programmes are in place for the smooth introduction of another cohort into the School.

The commencement of the building of the new Research and Learning Centre in September 2013, and the extensive construction undertaken during 2014 placed considerable pressure on facilities and movement around the campus. Constant communication with the Academic Directors and the much appreciated flexibility of the teaching staff ensured the least amount of disruption to the teaching and learning programmes within the School.

In continuing to focus on improving the ways in which student learning is communicated to parents, the academic reporting process in 2014 was reviewed and streamlined. With the focus across the School on the advantages of effective and efficient electronic forms of communication, and the successful introduction of the ‘Bring Your Own Device’ (BYOD) programme with students, the first electronic delivery of student Academic Reports occurred. Subsequently, reports were made available to parents via Parent Portal earlier than in previous years. Other advantages included improved accuracy, less handling and obvious environmental and cost savings due to the reduction in paper usage. The reporting process will continue to be reviewed over the coming year.

2014 saw the School continue with its commitment to developing a complete learning profile for each individual student. Student performance data collected using the ACER measures of Skill Development (MSD) testing instruments, along with data collected through the Progressive Achievement Tests (PAT) in reading comprehension, spelling, vocabulary and maths, and the National Assessment Program Literacy and Numeracy (NAPLAN) have been instrumental in providing valuable information for curriculum teachers. This data has informed teaching practice and assisted teachers in continuing to provide differentiated learning experiences within their classrooms.

The publication in October of the Australian Council of Educational Research (ACER) report Redesigning the Secondary Tertiary Interface: Queensland Review of Senior Assessment and Tertiary Entrance heralded major changes to the way things have been done in Queensland schools over the past twenty years. When implemented, their recommendations, including the discontinuation of the current OP system, the Queensland Core Skills Test and the introduction of some form of common external assessment, will have considerable impact on the School’s curriculum programmes, assessment processes and procedures and pedagogical practices. Brisbane Girls Grammar School will continue to stay well informed of any shifts in policy to ensure our tradition of exceptional scholarship is maintained and strengthened.

The School warmly congratulates the 2014 Year 12 cohort and their teachers for their outstanding academic performance as evidenced in their results in the Queensland Core Skills Test and the QCAA Overall Positions (OPs). As Girls Grammar is an academically non-selective school, these results are testament to the hard work and dedication of the girls, their teachers and the learning environment at the School.
2014 QTAC Offers

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<td>Tertiary Places Offered</td>
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2014 Overall Position (OP) Results:

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* State OP 1–25 = 100%

2014 Queensland Core Skills (QCS) Test Results:

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Year 9 2014 students were Queensland’s best performers in the National Assessment Program for Literacy and Numeracy (NAPLAN) testing.

The girls achieved well above the state and national averages in all five areas of assessment.

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We believe a strong and caring school community plays a pivotal role in helping girls to feel connected, in turn providing an essential platform for supporting their intellectual, emotional and social growth. At Brisbane Girls Grammar School, we know girls — how they learn, think and feel. We see our role as developing teenage girls who will be confident, courageous, creative, ethical, empathetic and respectful of themselves. It is our aim to nurture their potential, celebrate their strengths while, at the same time, nourishing their minds and character so they will be able to engage in the best possible way with the world they will inherit. Throughout 2014, the School has continued to display an ongoing commitment to building and supporting a thriving student body through a proactive approach to wellbeing.

Adolescence is often described as the most significant period of human development; a period of intense physical and mental development, and also a time of rapid social change where girls enter a new field of social responsibilities. Parents can certainly attest to the fact that adolescence involves a phase of heightened emotionality that can sometimes be difficult for all parties to manage and negotiate. The development of familial, interpersonal and institutional relationships at this critical stage in life may have lasting influences throughout life. Adolescence is fundamentally characterised by the increasing importance of social contexts beyond the home, as the teenager gradually moves, step-by-step, towards independence. These changes include a shift in autonomy away from family-centred relationships and more focused towards school and peer group interactions. During this time, adolescents become more socially conscious, self-assertive and increasingly loyal towards their friendship group. At the same time, a teenager’s moral outlook also becomes progressively more abstract. Moral convictions become heightened and justice emerges as a dominant moral force. The previous focus on egocentricity now begins to shift to reveal an outward-seeking attitude towards the service of humankind.

While most girls traverse their adolescence successfully, some are vulnerable to potentially life-long psychological illnesses. Prevention, early intervention and early detection strategies are vital, and the school setting offers a rich and unique environment to respond (Forbes, 2014). Our strong team of school psychologists is able to not only support the students in times of need, but in consultation with Heads of House, provide a proactive, psychoeducative role for students across all year levels. From resilience education to risk taking, our students are provided with a positive, thought-provoking Ethics programme that is specifically tailored to meet the needs of the teenage girl.

There is no denying that contemporary society is one of incredible busyness. Society impresses upon us the need to do more and be more. From a young age, our students, in a quest for self-betterment, can struggle at times with overcommitment. Life is transformed into a frantic dash from one scheduled event to the next, with parents juggling the roles of worker, carer, chauffeur and cheerleader. This ‘executive childhood’ results in our youth replacing time for stillness and reflection with a demanding schedule of co-curricular activities. Technology has contributed to this frenetic pace with the pressure to be hyperconnected — all day, every day. Attention often becomes splintered between the real and virtual world and such distraction can result in a lack of focus and shortened attention spans. Add to this parental expectations and girls’ increasing perfectionistic tendencies, and the result is a pressurised atmosphere for our teenage girls that can, at times, become overwhelming. We are at a point where it has become essential to teach our students to balance human doing with human being (Bloom cited in Levs, 2013).

A promising approach to enhancing the well-being of adolescents in schools is to provide training in mindfulness. While the practice of mindfulness can boast a very long history of some thousands of years, originating from Buddhist philosophy, modern day mindfulness is non-sectarian. Far from a religion, mindfulness today is seen as a form of mental training and has support from a wide variety of spheres. Mindfulness has been shown to reduce stress and anxiety levels, increase focus and concentration as well as improve mental performance.

Mindfulness is a natural and cultivable cognitive skill, associated with psychological well-being. It is characterised by awareness and acceptance of present moment thoughts, emotions and physical sensations and it can be deliberately developed using secular techniques derived from Buddhist meditation practices (Hennelly, 2011). Mindfulness is often described as ‘falling awake’ as we become closely attuned to the present moment. Often, we pay little attention to our experiences in the moment and can become distracted by...
thoughts, feelings, by external events, by our interactions with others or memories about the past and hopes and fears for the future. In contrast, it is possible to realign ourselves to stay consciously aware of our experiences, allowing us to experience things as they really are and have choice over how we respond. Ultimately, mindfulness means “to remember” — to remember our core values, our motivations, our key aspirations — in order to approach situations in a more aware, constructive and healthy way. It brings us out of automatic pilot and sets us up to approach life in a spirit of inquiry, equanimity and compassion (Fort-Catanese, 2014).

The realisation that mindfulness has the potential to promote adolescents’ social and emotional functioning and as a consequence, improve their academic outcomes (Hennelly, 2011) has recently led to the development of programmes to teach mindfulness in schools. The .b Mindfulness in Schools Programme is considered the gold standard in mindfulness practice. Designed in collaboration with Oxford, Cambridge and Exeter Universities, it is supported with strong empirical research, linking the programme with significant positive effects on adolescent resilience, relationships and emotional well-being. Studies of the .b programme (Burnett, 2012) demonstrate its association with immediate improvements in adolescents’ functioning and well-being, and ongoing positive outcomes, which suggests that further gains can be made as students integrate mindful attitudes and practices into their daily lives.

The flagship nine-week course offers students a way of understanding and appreciating mindfulness that they find accessible, gratifying and, most importantly, of genuine use in their lives. Today, the course is taught in twelve countries and has been expanded to include course offerings for staff and parents. Designed by teachers, the .b programme boasts a rigorous certification schedule to ensure that the standards of the programme are upheld and that the course materials are presented in line with the core pedagogy.

It is with much anticipation that Brisbane Girls Grammar School embarks on embedding the .b Mindfulness in Schools Programme into its Ethics framework. 2015 will see the commencement of staff training, including certification, a staff mindfulness training course and continued awareness raising, in order for teachers to be fully equipped to commence training with the students in the following year.

‘Diligently practiced, mindfulness very quietly and slowly revolutionizes lives in multiple ways — sometimes small, sometimes big. When you start noticing that process of change — both in yourself and in others — it is quite simply astonishing’ (Bunting, 2014).

REFERENCES


GENERAL REPORT
MRS PAULINE HARVEY-SHORT
ASSOCIATE DEAN AND YEAR 12 COORDINATOR

AUTHENTIC LEADERSHIP

How do you become an authentic leader? It takes many years of personal development, experience, and just plain hard work. Although we may be born with leadership potential, all of us have to develop ourselves to become good leaders. The medium for developing into an authentic leader is not the destination but the journey itself — a journey to find your true self and the purpose of your life’s work (George and Simms, 2007).

The Girls Grammar leadership journey is a rich and complex one, commencing in Year 8 — or in Year 7 from 2015 — gradually intensifying, and culminating in Year 12. As suggested by Bill George, author and Harvard Business School professor, it takes time and conscious effort to develop ‘authentic leadership’ (2007) and the Year 12s have been provided with a solid foundation for this development in the future. George hypothesises that there are five key dimensions to ‘authentic leadership’: Purpose = Passion; Values = Behaviour; Heart = Compassion; Relationships = Connectedness; Self-Discipline = Consistency.

The 2014 Student Council, led by Head Girls, Claudia Gulbransen-Diaz and Sarvashree Singh, began the year by uncovering their purpose. After an intense two day conference with guest appearances from 1984 Head Girl and previous High Commissioner to South Africa, Ann Harrap, and past Head Girls, Phoebe Tronc (2012), Elizabeth Redmond (2013) and Sophie Weir (2013), the Council crafted the motto for the year: Above and beyond with the Grammar bond. Their goals were: promotion of individual talent, School Spirit days, co-curricular events, recycling, motivation to generate respect for the School, involvement and for each student to be the best she could be, and integration of year levels, and interhouse, intrahouse and intergrade activities.

Once the Council arrived at their purpose, it was then their role to deliver it with passion and belief to the School. This passion was evident in the Council’s collaborative efforts, the creative ideas blossoming from their weekly meetings and the willingness to see these ideas through to fruition. According to the Council’s feedback in November, the initiative of which they were most proud was the SAS event. This innovation of the Service captains, Arts captains, and Sports captains, hence SAS, consolidated a number of their goals, bonding the year level, increasing spirit within the cohort, and sharing the respective passions of the organisers. This model lent itself to intergrade involvement where an SAS event was organised for Year 10 by these captains and the Year 10 prefects.

The Passion Series introduced into the Year 12 assembly programme also met a number of objectives, illustrating to the students the diversity within the cohort, the importance of knowing each other and sharing that knowledge, the power of developing a passion and the part it plays in an individual’s growth, awareness of self and others. The structure of this series asked Year 12s to volunteer to share their passions with the cohort in five-minute deliveries. The topics were fascinating, ranging from photography to geocaching to personal performances in music and dance to human rights to scuba diving. The girls who shared their passion were fine examples of leaders — eloquent, committed and clear in their purpose. Their deliveries bonded the cohort through a growing mutual respect and reinforced the place passion has in leadership.

George’s second dimension of authentic leadership is the practicing of solid values which presents as consistent behaviour. In their reflections across the year and on exit, the cohort valued and aspired to hard work, academic success, friendships, perseverance, independence and resilience. In their exit surveys, the students strongly believed in making the most of every opportunity presented to them while displaying kindness, responsibility and patience. These solid values helped guide them across the year when they produced videos modelling recycling; demonstrated exemplary behaviour both on the campus and in public; conducted special day celebrations with style; organised an elegant formal for the whole cohort; created a unique video for Year 12 and respectfully exited the School amidst the cheers of the remaining year levels.

A leader’s ability to lead with heart and compassion is paramount to her success, to be empathetic, serve and still have the courage to make the tough calls. The organisation and success of Pink Day best illustrates this component of leadership for the Year 12s, generally, and the Student Council, specifically. The elegant display of pink helium balloons with personalised messages adorning the Creative Learning Centre was an inspirational sight with the concept
conceived from within the Council and embraced by the whole School. The Year 12s saw it as their most enjoyable day because it was personal, touched many, carried an important message and looked spectacular.

Service is in our DNA, an event co-organised by the Old Girls Association (OGA) and National Council of Women Qld also provides our student leaders with the opportunity to relate, empathise and link with the old girl network. This annual event encapsulates service to the community, scaffolded so well within this School, and is integral to leadership. The 2014 event brought together four generations of service captains which provided a tangible example of their ongoing commitment to service and acted as an outstanding example to the current students.

Two of the major objectives of the Year 12 students of 2014, and indeed of those in most preceding years, are relationships and connectedness. A good leader must nurture strong and enduring relationships. For this cohort, relationships were paramount in their reflections and goals whether interpersonal, intergrade, interhouse, within co-curricular groups, or external organisations. Whether it was interaction with the OGA for Everything old is new again, the event reconnecting old girls who have returned to the School as mothers, your buddy in Year 8, involvement as a House prefect, Grammar Goes Green at Fig Tree Pocket, the Year 12 tables or the Ecumenical Coffee Brigade, the young leaders of the School acknowledged and embraced the importance of connecting and forging relationships. Harry Potter Day was an explicit example of the connections across the School with all year levels involved, ably led and energised by the Year 12s.

The fifth dimension of George’s authentic leadership is self-discipline and consistency. The Year 12 students worked hard to deliver both traditional and innovative elements across the year. From the first formal assembly where every Year 12 girl received her Year 12 badge from the president of the Parents and Friends Association, Dr Fiona Harden, to their final week of Marrapatta, Valedictory Dinner and the flash mob, Fig Tree Pocket farewell and Speech Day, the Year 12s strove to be the role models they were expected to be. The delivery of events, the reliability of assembly presentations, the commitment to teams, groups, charities and the classroom all reflected each student’s acknowledgement of her purpose, place and worth.

When asked to reflect on leaving Girls Grammar, the responses were varied and heartfelt. Lessons learnt included ‘...I have learnt the lesson of standing up for what I believe in, supporting others and having my own valued opinion’; ‘perseverance and courage’; ‘set goals and strive to achieve them’; ‘the most important life lesson is to be kind and humble’; ‘the School has taught me to follow what is right... and to follow my passion’. There are strong examples of authentic leadership characteristics evident within the life lessons articulated by the Year 12s. This is just the beginning of their leadership journey, where each girl has been encouraged to be mindful, reflective and discerning.

REFERENCES


We know that great things are achieved when like-minded people join together for an important cause such as our $1m+ Building a Tree of Learning Capital Campaign which was launched in October 2013 and continued throughout 2014. Gifts and pledges totalling $1,367,982 from 193 donors were received by year end.

We sincerely appreciate the contribution of each and every person as there is a story behind each one. The people listed below have shown leadership in helping to develop our culture of philanthropy over the year. In the spirit of Margaret Mead:

‘Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.’ [n.d.]

This year a new building was built and others renovated, additional library resources and sports equipment secured and our bursary fund is growing quickly thanks to increased support. Most importantly, because of the contribution of each and every one of these people, more people this year have experienced the reward of philanthropy. Thank you.

The tradition of philanthropy at Brisbane Girls Grammar School continued during 2014, as evidenced by each and every name listed below. In total, the School was grateful to receive $611,865 in gifts. Thank you to the 236 donors — 199 of them are listed below and 37 chose to remain anonymous. It is wonderful to see the names of both current and former students, parents, staff and Trustees on this list. Whether gifts were directed towards the building, library or bursary fund, every gift will make a difference in the lives of Grammar girls either now, or in the future.

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HIGHLIGHTS

SCHOOL ACHIEVEMENTS

- Brisbane Girls Grammar School’s reputation of academic excellence continued with the Year 9 cohort topping the state in NAPLAN and outstanding OP and QCS results
- The Chosen, a play developed in collaboration with acclaimed playwright Lachlan Philpott and staged in 2013, was nominated for an AWGIE (Australian Writers’ Guild) Award in the Community and Youth Theatre category
- The first touch and hockey fixtures and the first Girls Grammar Cross Country Invitational Meet were held at our new Fig Tree Pocket Sports Campus

STUDENT ACCOMPLISHMENTS

ACADEMIC

- Athena Ye (12L) received a High Distinction in the 2014 Australian Business Studies Competition
- Millie Ng (9L) was named a finalist in the senior section of the Young Australian Art Awards in November 2014 and received gold medals for her drawing and painting entries
- Emma Cockburn (11M), Brianna Black (11L), Sophia Bruggemann (11B), Katherine Bartlett (11E) and Elizabeth Trusler (11E) won the Brisbane Central Regional Ecoman final
- Several students received prizes in the 2014 Literary Competition jointly sponsored by the Independent Education Union of Australia: Queensland & Northern Territory Branch (IEUA-QNT), The English Teachers Association of Queensland, and James Cook University and Random House, Sydney in October 2014. Meg Charlton (9R) received second place in Section B: Short Story (Years 8 and 9) and Ashley McGregor (12L) received second place in Section A: Short Story (Senior). Isabella Brainsbury (12G) and Annelise Moller (12R) were highly commended in Section A: Poetry (Senior) and Grace Mitchell (9R) was highly commended in Section B: Short Story (Years 8 and 9)
- Ashley McGregor (12L) received first place in the Queensland Young ICT Explorers competition in August for her Girls for Girls web app
- The Year 9 Girls Grammar team of Anastasia Georgiou (9O), Isabella Mathiou (9G), Helena Payne (9H), Isabel Peters (9M) and Jennifer Zhang (9M) was awarded second place in the Secondary Dance category of the RoboCup Junior Queensland Championships at the UQ Centre, The University of Queensland in August
- The Year 8 Girls Grammar team of Alison Beckey (8R), Rebecca Haley (8M), Jessica Hanh (8M), Alicia Harasty (8M) and Caitlin McGrath (8R) came first in the Science Engineering division of the Brisbane West Opti-MINDS Competition and competed in the Opti-MINDS Queensland State Final
- Ailsa Traves (11G), Anna Raftery (12O), Brianna Kerr (11H), Elisabeth Kong (11E), Jessica Clare (11G), Josephine Duff (11L), Juliette Seipel (11L), Kia Davis (10R), Megan Stafford (11B), Natalia Gulbransen-Diaz (11W), Sophia Andreatidis (11M), Mietta Dunglison (11G), Fiona Huq (11E), Emily Pickard (10M) and Annabelle Moore (10M) were involved in the 2014 Australian Space Design Competition. Students worked from April to October on the Request for Tender for the Australian Regional Qualifying Competition. Girls Grammar placed in the top eight nationally and qualified for the Australian Space Design Competition National Finals held at St Leo’s College, The University of Queensland in January 2015. Based on their work, the students were invited to apply to be part of the Australian team at the International Space Design Competition
- Claire Ulrich (12L) attended the 2014 National Mathematics Summer School held at the Australian National University, Canberra in January. Claire was also accepted into the Australian Defence Force Academy (ADFA)
- Gemma Coyne (11M), Serena Edwards (12E), Hannah Hassum (12E), Swagowri Somasundaram (12M), Claire Ulrich (12L), and Shan (Shelley) Xing (12B) represented Girls Grammar at the International Young Physicists Tournament (IYPT) Australia Challenge in March
- Hillary Bui (9E), Adeline Chan (9L) and Abirami Somasundaram (9M) were awarded credits in the Australian Intermediate Mathematics Olympiad in September
- Jiayi (Catherine) Li (8E) was awarded a prize in the Australian Mathematics Competition
- Hillary Bui (9E) received the Prudence Award (for the second consecutive year) in the Australian Mathematics Competition
- Rebecca Haley (8M) was highly commended in the QAMT/UQ Problem Solving Competition
- Shiye Su (11R) was selected as one of eighty science students nationally to attend the Australian Science Olympiad Summer School, having achieved an outstanding performance in the qualifying exam held in August in which almost 4000 students took part
- Elena Dias-Jayasingha (10G), Emma van Baarle (10M) and Maye Zheng (10M) won the Regional Preliminary Final of The Quest 2014, an academic competition run by BRAINways Education. The team came second in The Quest Australia 2014 and were runners-up again in The Quest International 2014
GLOBAL ACHIEVEMENTS

• Ranita Atcheson (10R), Tully Briggs (10B), Lauren Fidler (10R), Elizabeth Perrin (10H), Anna Ruddell (10O) and Yun (Cherie) Shih (10R) represented Australia at the International Junior Science Olympiad (IJSO) in Mendoza, Argentina in December. Elizabeth Perrin received a bronze medal.

• Isabella Busby (10M), Linnea Cain (10W), Rosie Cavadarsi (10W), Michaela George (10E), Phoebe Gibson-Dougall (10R), Chanelle Ren (10O), Emma van Baarle (10M) and Stephanie van der Jagt (10B) participated in the International Young Leaders Forum in Suzhou, China.

• Sivagowri Somasundaram (12M) and Claire Ulrich (12L) represented Australia at the International Young Physicists’ Tournament (IYPT) in Shrewsbury, United Kingdom in July.

• Josephine Theile (12G) was recruited by Harvard University for rowing and has accepted a place to commence in September 2015.

• Sophie Rose (12M) was accepted into Stanford University and will commence in 2015.

LEADERSHIP

• Emily Powell (10E) was accepted into the QUT Future Leaders Program for 2015.

• Phoebe Gibson-Dougall (10R) and Freya McGrath (12L) received the ADF Long Tan Youth Leadership and Teamwork Award.

• Lily Cilento (11E), Josefine Ganko (11R), Lucy Hinchliff (10G) and Georgina Rankin (10H) represented Girls Grammar at the Duke of Edinburgh Australia Awards in November, attended by His Royal Highness, Prince Edward, Earl of Wessex.

• Anna Ruddell (10O), Josefine Ganko (11R) and Laura Fell (10B) were selected as three of the seventy winners of the 2015 Premier’s ANZAC Prize. These girls will be travelling to Gallipoli and the Western Front in April 2015.

SERVICE

• Anna McArthur-Dowty (11R) was awarded a Secondary Schools Citizenship Award 2014 from The Order of Australia Association, Queensland Branch.

CO-CURRICULAR

• Sadie MacDonald (12W) was named as one of the four debaters on the State Debating Team representing Queensland at the National Championships.

• Madison Kennedy-Tucker (12O), Ashley McGregor (12L) and Tait McGregor (12L) were selected as three of thirty students who will create a production of Romeo and Juliet at the Powerhouse Theatre in January 2015. The girls were selected following their performance in the state finals of the Queensland Youth Shakespeare Festival, SHAKE FEST.

• Twenty-two students performed in the Harvest Rain production of Andrew Lloyd Webber’s Cats alongside Marina Prior in July 2014 at the Brisbane Convention and Exhibition Centre.

• Several Girls Grammar students achieved impressive results in the Song Writing section of the Australian Society for Music Education (ASME) Young Composers’ Competition. Sabrina Conwell (12L) was very highly commended and received the Prepared Sounds Publishing Prize; Merinda Dias-Jayasinha (12G), was highly commended and received first place; Vincci Ng (12B) was awarded third place and Claudia Cameron (12B), Biling Chen (10R), Chloe MacDonald (12R) and Jennifer Poon (10L) were highly commended.

• Merinda Dias-Jayasinha (12G) was accepted into The Queensland Conservatorium of Music for Jazz Voice and Yi-Chen [Jacqueline] Wang (12H) for Violin.

• Alexandra Crilly (12E) received an AMEB AMusA Diploma for Violin; Young Min Kim (9G) received an AMEB AMusA Diploma for Cello (with distinction); Fiona Qiu (9R) received an AMEB AMusA Diploma for Piano and Shyie Su (11R) received an AMEB AMusA Diploma for Piano.

• Fiona Qiu (9G) was accepted into the Australian Youth Orchestra’s Young Symphonists programme and the Queensland Youth Symphony Orchestra for 2015. Yi-Chen [Jacqueline] Wang (12H) was also accepted into the Queensland Youth Symphony Orchestra for 2015.

• Anne Simmons (11M) was awarded Australian Runner-Up Champion Rider (15 to 17 years) at the Australian National Show Horse and Rider Championships in Sydney.

• Kaitlin Whitaker (12G) and Chelsea Windsor (10O) were selected to represent QSSSSA Netball to compete against three other girls’ sporting associations in Sydney.

• Bridget Leeson-Smith (12O) represented Australia in the Australian Schoolgirls Water Polo team.

• Gabriella Palm (11L) was selected to represent Australia in the Born ’98 Youth Girl’s Water Polo squad.

• Girls Grammar Softball recorded the highest number of premierships (five) in the history of the School: Open, Senior A, 10A, 9A, 9B.

• Girls Grammar won the Queensland 16 and Under Water Polo State Championships with five students selected to train in a special talent ID squad with coaches from Water Polo Australia.

• Girls Grammar were the Tennis Open Premiers for the first time in five years.
TEACHING EXCELLENCE

APPOINTMENTS

• Mrs Marise McConaghy, Deputy Principal, was invited to join the Queensland College of Teachers’ Committee 2014 for Accreditation and Professional Standards

• Mr Shane Skillen and Mr Brendon Thomas, Co-Directors of the Technology Studies Faculty, were elected as General Board Members of QSITE (QLD Society for IT in Education)

• Mrs Sally Callie, Coordinator and Head Coach of Rowing, interviewed all candidates (coaches and selectors) for the Rowing Queensland State Team and made recommendations to the Rowing Queensland Board in September 2014

• Mr Paul Holley, Coordinator of Choral Programme and Voice Teacher, directed concerts in the Czech Republic, Italy and Switzerland with Brisbane Birralee Voices. Mr Holley was also Principal Conductor for Gondwana Chorale at Gondwana National Choral School in Sydney and participated in the thirteenth Concorso Corale Internazionale in Riva del Garda, Italy

• Mr James McIntosh, Director of Outdoor Education, was appointed as a member of the Queensland State Award Committee of The Duke of Edinburgh’s Award

• Mrs Nicole Robbins, Health Studies Faculty Teacher, was selected as a judge and jury member for the Gymnastics Commonwealth Games Selection Trials and Australian Titles being held in Melbourne

AWARDS AND SCHOLARSHIPS

• Mrs Lyn Chakravorty, Head of Beanland House and Year 11 Co-ordinator, was awarded an Outstanding Teacher Fellowship for the Oxbridge Teacher Seminars after being nominated by one of her students

• Mr Gideon Huppert, Head of Chinese, was awarded the prize for Overall Excellence in Chinese Teaching by the Confucius Institute, Queensland University of Technology

• Ms Naomi McCarthy, Coordinator and Head Coach of Water Polo, was inducted into the Water Polo Australia Hall of Fame 2014

• Ms Sally Northcroft, Director of Sport, was honoured for her achievements in field hockey at Ball State University from 1996 - 99 and was inducted into the Mid-American Conference Hall of Fame in Cleveland, Ohio in May 2014

CONFERENCES AND SYMPOSIA

• Brisbane Girls Grammar School hosted the Queensland Society for Information Technology in Education’s (QSITE) Annual State Conference. Girls Grammar Technology Studies staff were strongly represented with presentations from Mr Shane Skillen, Mr Brendon Thomas, Mr Ben Paparoulas and Ms Natasha Littler

• Dr Bruce Addison, Dean of Curriculum and Scholarship, presented his paper A Philosophy of Learning: Mindset,Disposition and Immersion at the ACEL Conference: Passion & Purpose: Setting the Learning Agenda, in Melbourne in October

• Ms Rachael Christopherson, English Faculty Teacher, presented a workshop, Will Power, focusing on strategies for teaching Shakespeare’s plays at Beginning Teachers’ Day, a professional development seminar for Queensland teachers in their first five years of their teaching at The English Teachers Association of QLD (ETAQ) in May. Ms Christopherson also attended the Oxbridge Academic Teachers’ Seminar Program at Cambridge University in July

• Ms Laurinda Davidson, Band Director and Clarinet and Saxophone Teacher, presented her interactive iBook, Apps for the Instrumental Music Teacher Volume 2, at the national Music Technology in Education Conference (MTEC) at Caulfield Grammar School, Melbourne, in October. Ms Davidson also presented e-learning and the Australian Curriculum at The South Australian Education Department Music Teachers conference

• Mrs Stephanie Eaton, Curriculum Music Teacher, Choral Director and Voice Teacher presented two workshops on music, memory and the brain at the Kodály Music Education Institute Conference, held in Sydney in September

• Ms Jacinda Euler, Principal, presented at the Aspiring Women Leaders Conference at St Aidan’s Anglican Girls’ School in March

• Mr Gideon Huppert, Head of Chinese, presented a paper at the Chinese Language Teachers Federation of Australia (CLFTA) held in July in Melbourne

• Mr Paul Kucharski, Coordinator of Band Programme and Brass Teacher, was a delegate at the Australia National Band and Orchestra Clinic (ANBOC) held in September in Melbourne

• Mrs Anne MacAskill Auld, Flute, Bassoon and Oboe Teacher, was a delegate at the Australian Double Reed Society National Conference held in Melbourne in September

• Ms Joanne Martin, Head of Drama Department, presented a paper, Commissioning An Artist, at IGNITE 2014, the Drama Victoria State Conference held in November in Melbourne

• Mrs Marise McConaghy, Deputy Principal, was invited to chair the Peer Group Sessions scheduled throughout the Association of Heads of Independent Schools of Australia Conference: Leading, Learning and Caring, held on the Gold Coast in August 2014

• Mr James McIntosh, Director of Outdoor Education, was invited to sit on a panel at the National Outdoor Education Conference: It’s in Our Nature 2014 in Adelaide in April

• Mr Mark Sullivan, Director of Instrumental Music, was a delegate at the sixty-seventh Midwest Clinic: An International Band and Orchestra Conference in Chicago
AWARDS AND SCHOLARSHIPS

•  Professor Adele Green AC (Westerman 1970) was named a 2014 Queensland Great at an official ceremony celebrating Queensland Week.
•  Professor Cheryl Praeger (1965) was awarded The Australian Mathematical Society’s George Szekeres Medal — the first woman to do so.
•  Luisa Ryan (1997) was awarded a UQ Distinguished Young Alumni Award for her humanitarian and development work. She is currently working for the UN peacekeeping mission in the Democratic Republic of Congo.

PUBLICATIONS AND MEDIA

•  Ms Karen Belbin, School Counsellor, wrote an article, In Praise of Kindness, published in Volume 53 of In Alliance, The Alliance of Girls Schools Association magazine.
•  Mrs Stephanie Eaton, Curriculum Music Teacher, Choral Director and Voice Teacher was the ‘face’ of the Independent Schools Queensland (ISQ) campaign, We’re ready for Year 7. Mr Matthew Hade, former staff member, several current Girls Grammar students and future Grammar girl, Michaela Eaton, also feature in the videos.
•  Ms Maggi Gunn, Director of Mathematics, wrote an article, Modelling 3D Trigonometry, which was published in Volume 39, Issue 1 of Teaching Mathematics, the Journal of the Queensland Association of Mathematics Teachers.
•  Dr Kay Kimber, Director of Centre for Professional Practice, had a chapter, Designing Next Generation Assessment: Priorities and Enablers, published in (2014), C. Wyatt-Smith, V. Klenowski, & P. Colbert (Eds.), Designing Assessment for Quality Learning. Dordrecht, Netherlands: Springer Science & Business Media.
•  Dr Kimber also had a chapter, Reframing Literacy for a Screen-Based Age: A Case for Digital Mindsets, published in (2014), C. Addison Stone, E. R. Silliman, B. J. Ehren, & G. P. Wallach (Eds.), Handbook of Language and Literacy Development and Disorders. (2nd ed.). New York, USA: The Guilford Press.
•  Mr Brendon Thomas, Co-Director of the Technology Studies Faculty, had an article, Training tomorrow’s technologist published in QUICK, the journal of the Queensland Society for IT in Education (QSITE), Edition 1 2014, Issue 126. The Girls Grammar Design Digital Showcase Women Warriors of Folklore is also featured in this journal.
•  Mrs Judith Tudball, Deputy Principal [Operations], had an article, Building Creative Partnerships, published in Vol. 52, May 2014 of In Alliance, the official magazine of the Alliance of Girls Schools Australasia (AGSA).
•  Ms Stephanie Eaton, Curriculum Music Teacher, Choral Director and Voice Teacher was the ‘face’ of the Independent Schools Queensland (ISQ) campaign, We’re ready for Year 7. Mr Matthew Hade, former staff member, several current Girls Grammar students and future Grammar girl, Michaela Eaton, also feature in the videos.
•  Dr Kay Kimber, Director of Centre for Professional Practice, had a chapter, Designing Next Generation Assessment: Priorities and Enablers, published in (2014), C. Wyatt-Smith, V. Klenowski, & P. Colbert (Eds.), Designing Assessment for Quality Learning. Dordrecht, Netherlands: Springer Science & Business Media.
•  Olivia Bardhan, (2014) was awarded the UQ Excellence Scholarship. Olivia Bardhan, (2014) was awarded the UQ Excellence Scholarship.

ALUMNI ACCOMPLISHMENTS

AWARDS AND SCHOLARSHIPS

•  Professor Adele Green AC (Westerman 1970) was named a 2014 Queensland Great at an official ceremony celebrating Queensland Week.
•  Professor Cheryl Praeger (1965) was awarded The Australian Mathematical Society’s George Szekeres Medal — the first woman to do so.
•  Luisa Ryan (1997) was awarded a UQ Distinguished Young Alumni Award for her humanitarian and development work. She is currently working for the UN peacekeeping mission in the Democratic Republic of Congo.

•  Amanda Johnston (1992) received the Conspicuous Service Cross in the 2014 Australia Day honours list for her outstanding achievements as a staff officer within the Modernisation and Strategic Plans Division of Army Headquarters.

•  Eleven Brisbane Girls Grammar School students received the 2013 Australian Student Prize, the most awarded to any girls’ school in Queensland this year. The awards are administered by the Australian Government Department of Education and give national recognition to academic excellence and achievement in secondary education, particularly those in senior secondary years. The recipients were Theopoulou Angelos, Britney Cochrane, Annabelle Ganko, Heather Hunt, Isabella Lin, Diem Nguyen, Sonja Panjkov, Ellen Visscher, Sophie Weir, Rachel Wong and Chloe Yap.

•  Britney Cochrane (2013) and Chloe Yap (2013) were awarded the UQ Vice Chancellor’s Scholarship. Anna Meehan (2013), Isabella Lin (2013) and Sophie Weir (2013) were awarded the UQ Excellence Scholarship. Elisabeth Storor (2013) was awarded the UQ Merit Scholarship.

COMPETITIONS

•  Fiona Albert (2007) represented Australia in rowing.
•  Lucy Stirling (2010) was the 2014 Australian Open Women’s Champion in Sport Climbing.
•  Three past fencers from the School were selected to represent Australia at the Commonwealth Fencing Championships, held in Scotland in November. Anna Crawford (2010) and Kitty Simpson (2012) competed in the Women’s Sabre Team and Annie Devereaux (2012) competed in the Women’s Epee Individual.

THE ARTS AND MEDIA

•  Naomi Just (1993) produced The Life Series on ABC1, focusing on eight Australian children who have been filmed since their first year of life as part of a unique scientific and social experiment.
•  Judy Hainsworth (1999) created and performed in her cabaret show #FirstWorldWhiteGirls at the Judith Wright Centre of Contemporary Arts.
•  Angie Milliken (1981) and Anna McGahan (2005) performed in The Effect, presented by the Queensland Theatre Company and Sydney Theatre Company. Anna also appeared on ABC’s ANZAC Girls.

HIGHLIGHTS
FLOURISH

Your Excellency, the Honourable Paul de Jersey AC, Governor of Queensland, Ms Jacinda Euler, Principal, Dr Fiona Harden, President of the P&F, Mrs Lea Fielding representing the Old Girls’ Association, Dr Cherrell Hirst, past Chair, trustees, staff, parents, families, friends, special guests, prizewinners, graduating Year 12s and students.

I pay my respects to the traditional custodians, past and present, of this new and different place where we gather as I welcome you to Speech Day and Distribution of Prizes in the 139th year of the School.

So, what brings us here to this new and different place — the Pat Rafter Arena — for Speech Day? The G20 of course — the gathering of impressive international leaders that has, according to the bright orange flag flapping cheerfully out of cab windows last week, made Brisbane 'Australia’s new international city'. Big call!

It does make me think about another seminal year in the life of Brisbane — my own terribly exciting senior year at BGGS — 1982. The year the Commonwealth Games came to town and we were ‘wowed’ by Matilda the thirteen metre high, slightly disturbing looking fibreglass kangaroo who winked suggestively and purged a couple of dozen trampolining school children 'joey's' from her pouch as she circled QEII stadium for the opening ceremony. It seemed so sophisticated at the time! Indeed Matilda became the symbol in our minds for a long time after of a seminal year in Brisbane’s life when, as the expression 'seminal' suggests, she blossomed like a fresh new seedling, followed quickly by her veritable flourishing during Expo 88, when the fascinating, the intriguing, the colourful from all over the world came to Brisbane.

Of course AirForce One dispatching the President of the United States and then positively winking overhead as she carried him away again wasn’t quite as fabulous as Matilda winking and dispatching her joey load, but whether G20 will prove to be another seminal moment in the life of our city, time will tell.

In all communities there are seminal moments. Often they come with something new, or with the loss of something old, familiar, traditional that leaves a sometimes gaping hole that suggests of a seminal time in the history of our community. This was clearly the case with the passing of one of Australia’s most notable Prime Ministers, Gough Whitlam, who still sparks heated debate about his status as the ‘most loved’ or the ‘most loathed’ of Prime Ministers — or both. Whichever side of that debate you occupy, his death reminded us of a seminal time in Australian history in the 1970s when importantly, our community was strongly engaged in political debate and really cared about the question of what it meant to be a late twentieth century democracy.

Closer to home and in time, closer to today, we also this month mourned as a Queensland community the passing of Wayne Goss, Queensland Premier from 1989 to 1995 who led us through a similarly seminal time in the history of our flourishing Queensland community. I cannot help but note on an occasion like today that he was also a BGGS parent and to his wider family who are still in the BGGS family today, we extend our sympathies.

And then there is our microcosm here at BGGS. Last year I spoke of BGGS as a family, a community, a culture, a way of life. In our BGGS community, at the close of 2014 and as we stand on the cusp of 2015, our 140th year, this feels to me like a seminal moment in the life of the School, brimming with much promise but also bringing a sense of nervous anticipation.

Why so? Perhaps because we’ve been building, growing, spreading, changing and regrowing at BGGS. Not much else.

Building: First, we are on the brink of completing our beautiful new five storey Research Learning Centre. I would like to pay tribute to the School’s architect, Mr Michael Banney of mSarchitects, who was responsible seven years ago for the striking, brash, extroverted (as Ms Euler calls it) Cherrell Hirst Creative Learning Centre with its industrial look concrete walls, its bold and imposing horizontal, vertical and diagonal lines gazing gregariously out across the busy ICB and yes even winking at the passing traffic! Now Mr Banney has created for us the warm, 'introverted' Research Learning Centre peeping out sheepishly from behind the trademark fig tree that has shaded the front western end of the Gregory Terrace campus for countless decades, luring you to look in through the smoky glass under the curvaceous golden blades that mimic the silhouette of the fig tree. Our thanks too to our builders Watpac who have taken very seriously the Board’s insistence of ‘on time and on budget’ completion.

Growing: Albeit significant, this addition to the School’s street front profile all started with a view to preparing us for the most significant change in the School’s student profile since 1964 — fifty years ago — when Year 8 [then known as Second Form] was added to the School. Next year, on the first day of first term, we will welcome not only a whole new Year 8 group but a whole new Year 7 group at the same time. In the space
of one day almost one-third of the School’s total population will be walking through our gates for the first time. This year the Board, the Principal and a great many of our staff have put a significant amount of time, planning and resourcing into making sure that in our 140th year we continue to live up to the promise of the high educational standards that we have made to every girl for the past 139 years as they join the School family.

Spreading: We have also been working carefully and quietly behind the scenes on yet another major breakthrough for our School. The Board is pleased to announce that in the latter months of this year we acquired the freehold title to the property opposite the School, known as Bread House. We have done this closely in conjunction with our brother school Brisbane Grammar School given their ownership of several properties adjacent to Bread House. Whilst both BGGS and BGS hold fast and true to our firm belief in the value of single sex secondary education, we have acquired the property with a view, in the longer term, to developing the sites together for common educational use by the two separate schools, ultimately for a more integrated Grammar Precinct for the better of our BGGS girls and of the BGS boys.

Changing: 2014 has also proved to be a year of change within the School’s leadership. 2014 has of course seen Ms Euler well and truly settled at the helm, in her second year as principal of BGGS. But this year also brings several significant farewells. First I would like to acknowledge the efforts of three trustees of the School who have not sought re-election or reappointment to the Board when its current term expires later this year. They are:

- Mrs Margaret Huth who was elected as a trustee in 2014 bringing to the role her love of the School both as an old girl, a past parent and an educator but unfortunately had to stand down for family reasons in January this year
- Ms Gillian Adams who was appointed as a trustee in 2014 and has served the Board most capably as an ‘independent’ Board member bringing the fresh perspectives of one who was not previously associated with the School, as well as her highly valued skills as an engineer particularly to our deliberations around the new building and a range of building and planning issues affecting our now three campuses
- Mr David Vann, who was first appointed to the Board in 2002 and then reappointed in 2006 and 2010. David is a past parent of the School and has always brought to the role her love of the School both as an old girl, a past parent and an educator but unfortunately had to stand down for family reasons in January this year

The Board is currently awaiting the approval of the appointments of trustees by the Minister for Education and I am therefore unable to confirm the seven members of the Board that will serve from expiry of the current term. We will advise the School just as soon as the decision of Governor-in-Council is received and in the meantime the current Board (Mr Vann and Ms Adams along with myself, Deputy Chair, Emeritus Professor Dr Mary Mahoney, Mr Tony Young and Ms Diana Lohrisch), continues to govern and guide the School with as much vigilance as ever.

There are also two more farewells to be said, amongst our senior staff. First, our longstanding Deputy Principal Mrs Marise McConaghy. Words are scarcely enough to express our thoughts on the loss of Mrs McConaghy but I will return separately to the topic of Mrs McConaghy a little later in the ceremony. Second, is Deputy Principal, Mrs Judith Tudball. Ms Euler will speak to Mrs Tudball’s exciting new opportunity in her remarks but I do wish expressly to add my personal gratitude and that of the Board for all you have done for BGGS over the past six years as we bid you farewell Mrs Tudball.

Regrowing: In the meantime, demonstrating the old truism that ‘as one door closes another opens’, this year with great sadness the Board bade farewell to Ms Colette Pretorius but welcomed in her place Mr Jared Dawson as Board Secretary and Chief Financial Officer. I am delighted to report that already the commitment to strong financial discipline that was such a trademark of Pretorius’s six years with the School is equally evident today as Mr Dawson has quickly and effectively settled in to the role.

So the times they are a-changing. Great promise of a new flourishing is ahead of us. That is what makes for a ‘seminal year’ in the life of a community. That is what inspires us to ‘lean in’, to do justice to the legacy of those who have gone before, to be courageous enough to step into the breach created by their leaving and dream afresh of the next period of flourishing growth in the life of the School.

Year 12, this is no less true for you. As 2014, your senior year, draws to a close, the next group of Year 12s wait patiently with a sense of promise and anticipation to lean in and fill the void you will leave. The Year 8s await (perhaps not so patiently) the arrival of not just one but two new year groups holding the great promise that they will flourish, no longer as the most junior members of the School community. The Principal and her Deputy Principal Mrs Anna Owen await with a sense of promise and anticipation the new-look School with six year groups from Years 7-12. I hope when you look back on 2014, you will recall not only this year’s equivalent of Matilda/ AirForce One winking at us as she departed our shores — but instead that you will be able to reflect fondly on your senior year as a seminal year in your life. A year of your own personal flourishing.
I wish to acknowledge the traditional owners of the land upon which we meet today for this very special occasion.

Speech Day this year has brought certain challenges, however, if we have to be on ‘centre court’, I’m pleased it is in a suburb named for the great British poet Alfred, Lord Tennyson. Standing before you in my warm woollen gown, representing the great tradition of scholarship at our School, in this wonderful sports stadium with our talented musicians — we are certainly embracing life-wide learning and a well-rounded approach to education today.

Brisbane has been an exciting place — the centre of the world in fact — over the last week or so. While it is easy to be cynical — and there were the inevitable questions about the value of the G20 — the very presence, the gathering of people from different parts of the world on the same soil and the creation of relationship — hopefully the strengthening, or perhaps the repairing, of relationships — was important. This goodwill, generated through human connection and presence, is important — just as our presence, our attendance here, says with a nod to Ms Ann Harrap, that it was important. We meet today for this very special occasion.

We are deeply honoured to have the Governor of Queensland here with us.

Renowned anthropologist and primatologist Jane Goodall, could have been a Grammar girl. She is curious, adventurous and has lived a life defined by wisdom, imagination and integrity.

In 1960, as a young woman in her twenties, Jane Goodall travelled from England to what is today Tanzania. She bravely embarked upon an exploration of the world of wild chimpanzees with just a notebook and binoculars, winning their trust; the world was captivated by what she taught us.

In childhood, her imagination was ignited by The Story of Dr. Dolittle — he could talk to animals and travelled to Africa — and Tarzan of the Apes — though she thought, quite rightly, that Tarzan’s Jane was a rather insipid, uninspiring character, certainly NOT a Grammar girl. Although an unusual goal for a girl at the time, Jane’s dream was to live in Africa, to watch and write about animals and her mother encouraged her, telling her she could make her dreams reality if she worked hard and believed in herself (The Jane Goodall Institute, 2013).

When she was twenty-three, a friend invited Jane to visit her farm in Kenya. She met Dr Louis S. B. Leakey, a famous anthropologist and paleontologist who had been looking for someone to go to Tanzania to study the wild chimpanzees. She has remained in Africa ever since. Perhaps no one has done so much as Jane Goodall to change attitudes of the past that animals were merely ‘objects to be observed to fellow beings to be understood’ (Popova, 2014).

Now eighty years old, Jane Goodall ‘has spent the past half-century fusing together the scientific rigour of a pioneering primatologist with the spiritual wisdom of a philosopher and peace advocate’ (Popova, 2014). Initially criticised for not being objective, and for empathising with her chimpanzee subjects by trying to imagine how they might think and feel, she understood that emotions are a kind of perception and considered empathy a ‘perfectly respectable tool’ to generate questions that could be tested and explained.

For, as Jane Goodall has said: ‘Only when our clever brain and our human heart work together in harmony can we achieve our full potential’ (2014).

Of course the importance of this for education has been known for a very long time for, as Greek philosopher Aristotle said: ‘Educating the mind without educating the heart is no education at all.’

The girls’ years at Girls Grammar are transformative — they begin as young girls in Year 8 and leave us as the young women we farewell today in Year 12. Educated in the fullest sense, much more than an OP score is at stake here. This year, in particular, there has been much debate about the value of private schools with the publication of the book Free Schools. It raised some important issues for discussion. We are, for example, a ‘low equity’ education system in Australia when compared with other societies — the gap between the top and the bottom is vast — and that’s not just. But to use the author’s frequently touted airline ticket analogy (you can buy a first class ticket to LA or a seat in economy but either way you get to LA) suggests that the focus of education is just about graduating and that destination’ OP score. Even those who think they know us by our statistics — 14.35 per cent attaining an OP1 at the end of last year, topping the entire state in Year 9 NAPLAN this year — often do not really know us, or the secret of our success and the true value of the education Girls Grammar provides.
Your school is a profoundly important place. In that space between home and family, and the wider world beyond, it fulfils a cognitive purpose — girls acquire specific knowledge and learn how to think — but also a moral purpose, for as William Deresiewicz wrote in The New Republic recently (as cited in Brooks, 2014) ‘Everyone is born with a mind, but it is only through introspection, observation, connecting the head and the heart, making meaning of experience and finding an organizing purpose that you build a unique individual self’. Girls Grammar provides the learning environment for girls to do this.

So what did we do this year to support this engagement of minds and hearts, in addition to the usual, rigorous, active engagement in learning in each and every class, each and every day? We engaged a Design Thinker in Residence to explore the structures and principles of design thinking which has, at its core, empathy — finding creative ways of generating insights and applying rational thought to find solutions to complex problems; the Uralla Club was established to raise awareness about Indigenous challenges and to contribute in practical ways; we strengthened international friendships and cultural understanding through study tours to China, France and Germany, and international competitions such as the International Young Physicists Tournament in the UK. I am looking forward to travelling to China on Saturday with Year 10 students to attend the International Young Leaders Forum, connect with principals from other schools and to visit our sister school — The No 3 Middle School in Shanghai — the oldest girls’ school in China with high academic ideals similar to our own.

We launched the Grammar Women series, where we turned our minds to data and statistics and the need to create a greater and fairer society for all, and the central role of girls and women in that. Last week, Gail Kelly announced her resignation as CEO of Westpac, thereby reducing the number of the top female CEOs by a third. There are a few, plain simple truths on this topic. There are not enough women in positions of the top, the harder it is for others to join them. We are not aware of the great wealth of educated women, whose hearts and minds we need to engage. President Obama said it here in Brisbane on Saturday. We all believe it.

One woman who rose to the top — one of our own — however, was Margaret Mittelheuser. The first female stockbroker in Australia, the first woman to establish and lead a stockbroking office, she had an inquisitive mind, participated wholeheartedly in life with her interest in music, art and travel and so many have benefited from her discreet, thoughtful and incredibly generous philanthropy. Today, we award a prize for philanthropy in her honour, endowed by her equally impressive and giving sister Cathryn, an eminent plant physiologist who has been published in Nature and possibly has the largest private collection of rare books about Antarctica in the world. What is common to them all — Margaret, Cathryn, Jane and Gail — is that while they each excelled in their own way, never ever was it about personal gain, fame or celebrity. It was about contribution. Intelligent, impressive women, they quietly, and with grace and dignity, followed their own path. They brought their heart, care and empathy to their scientific and intellectual endeavours. They brought their talents to shape the world.

Jane Goodall had a natural curiosity — and she followed it to be her authentic self. Her curiosity led her; she didn’t strive for a niche or seek the unusual, she simply followed her curiosity and as she followed it, love developed. Her heart and her intellectual curiosity came together. She has lived a long, rich life of intellectual engagement and personal fulfilment and at eighty, shows no sign of retirement because there is no distinction between her work and life. While National Geographic frequently profiled this beautiful, quintessential English rose with the chimps in Africa, she was entirely unselfconscious. She wore the same clothes — khakis in her youth and the same cardigan as she travelled the world in later years. She was unselfconscious — something unusual in this image-obsessed, self-conscious age — because she focused on something outside of herself.

The Trustees, led by the Chair of the Board, Ms Elizabeth Jameson and Deputy Chair, Dr Mary Mahoney, are our stewards. They devote so much time to our School in carrying this great responsibility and their wisdom and integrity in this year of transition, enormous progress and development, has required their sensible heads and their very generous hearts more than ever.

The Old Girls Association helps us to honour traditions, keep alive the spirit of old girls who have gone before and reminds us that the soul of the school is as it ever was. The P&F, the Mothers and Fathers Groups, and support groups, bring a heart and commitment that sustains us.

I thank, most sincerely, all of our staff. In this year of planning and preparation for the double intake with the introduction of Year 7, your unfailingly professional, thorough and diligent approach has ensured that we will have the rigorous and sensitively planned curriculum, the logistical support, the BYOD infrastructure, the fifteen additional staff and, of course, a beautiful new building to usher in the 140th Year of Girls Grammar.

Today, we farewell two of our deputies who are about to become principals of their own schools.

In her twenty-five years at Brisbane Girls Grammar School, Mrs Marise McConaghy has lived and breathed, thought about,
and dedicated her heart to this school, its staff and girls. We thank you and wish you every happiness at your new school, Strathcona Baptist Girls Grammar School in Melbourne.

Mrs Judith Tudball as Deputy Principal, formerly Dean of Co-curriculum, has over the past six years led us through an important period where we have defined the notion of exceptional scholarship in sport and service and expanded our concept of life-wide learning. She is a great advocate for the centrality of the co-curriculum in a well-balanced education and has brought an extraordinary work ethic, generous and dedicated support for her staff and a relentless insistence that there be integrity in all that we do. Mrs Tudball has shown tireless support through endless hours of attendance at every creative, sporting and co-curriculum activity you might imagine. She has strengthened our study tours programme and guided us through overseas challenges, embraced new initiatives and ensured that our policies and procedures — the less exciting aspect of her job — are perfectly right and keep us safe. Supported by her husband Rod, she returns to Hobart with her children, James and Emma, to become the Principal of St Michael’s Collegiate School for Girls. To thank you and farewell you, the Head Girls will present flowers on our behalf.

This week, the world came to us and, increasingly, our young women will go to the world. Clearly there is a much wider world beyond Brisbane and while it may always be home, our girls know that their stage is much bigger when we encourage them to see it. With the leaders of the twenty most powerful economies in the world on our doorstep, it is important to remember that the goal of G20 was to look for ways, collectively, to turn our leaders’ minds, hopefully informed by their hearts, to improve society, make it a better world, and more just, for all.

I am often asked, ‘Do all Grammar girls have to become astrophysicists, CEOs and neurosurgeons?’ No, they don’t, although of course many of them will. Our Intent speaks of contributing to their world — whatever world it is that they choose, on the international stage, in a particular field or at home within their families and communities — but we will give them the ideals, the role models, the confidence, the resilience and an exceptional education to ensure that they follow not just their minds but their hearts in the world beyond School.

Girls, you continue to astonish us with your achievements — academic, sporting, musical, creative — and inspire us with your generosity and contribution to service.

I hope that Girls Grammar continues to challenge girls to be adventurous in their thinking, critical and creative thinkers and that they will use this education and their intellect, engage it with their heart and shape the world to fulfil their potential and to improve society in whatever sphere they find themselves.

For, to return to the words of Jane Goodall, ‘Only when our clever brain and our human heart work together in harmony can we achieve our full potential’.

REFERENCES

Goodall, J. (2014). Being with Jane Goodall. [Video file]. https://www.youtube.com/watch?v=oQu7Wn1mRYA


We would firstly like to thank His Excellency for his address this afternoon. We feel extremely privileged to have had such an exceptional and accomplished guest speaker on this very significant day. Your message has deeply resonated with us and inspired us to achieve great things and to strive for excellence and we are very appreciative of your timeless words of encouragement.

It is with great sadness that we farewell Mrs McConaghy and Mrs Tudball as they too leave Grammar behind. They have both been a vital part of BGGS and have helped to shape the tenor of such a vibrant school by contributing their unwavering commitment and support for the girls and exhibiting their great devotion to the School. We thank you both very much for motivating us with your great energy and leadership and ensuring that all girls were able to balance their academic and co-curricular commitments seamlessly. To Mrs McConaghy especially, we thank you for providing us with so many happy memories and we wish you every success at your new school.

At the beginning of this year, we set several goals for the School — promotion, integration and motivation — to work in conjunction with the 2014 motto: Above and beyond with the Grammar bond. We sought to encourage every girl to challenge herself and approach all facets of school life with dedication and enthusiasm, and strove to instil the confidence to go beyond in all girls. This objective was supported by the unique Grammar bond, which holds particular significance for us as it epitomises the strong sense of unity within the School, and it is this connectedness that sets BGGS apart in our eyes. Looking back over the past five years, this Grammar bond has proved to be so important to the fabric of the School, with all mottos making reference to the sisterhood, unity and linking the blue. In our final year of BGGS, we feel that we did achieve these aims, through the introduction of new initiatives such as SAS events and noticeboard good luck cards, as well as by maintaining the standard of longstanding traditions, such as the QCS war cry and the classic Grammar themed days. The excitement and enthusiasm with which each girl approached new fundraisers and concepts is a testament to our strong Grammar bond and the fact that we were able to play a part in uniting the School is one of the greatest things we will take away from our time here.

At the closure of our final year of school, we feel a great sense of achievement and satisfaction, as we reflect on all of the wonderful and unique experiences we have watched come to fruition. With Valentine’s Day, Blue Days, Pink Day, Pyjama Day, Harry Potter Day, Bi-grammar events, Grammar Goes Green, QG Cross Country, Swimming, Rowing, Athletics and Rhythmic Gymnastics, SAS events and music concerts, there has never been a dull moment this year. With the whole-hearted support of the School and Year 12s in particular, we were able to successfully organise and experience Grammar traditions in a way that was unique to our cohort. For example, Pink Day which is a fundraising occasion devoted to the Australian Breast Cancer Foundation, was one of the most thoughtful and memorable of days this year, as we each raised a pink balloon to raise awareness of the prevalent illness.

Our decades-themed Blue Day was another such occasion where girls were able to experience a Grammar tradition in a distinctive way, each dressing to their favourite decade and dancing to the century’s top hits. We hope that each of you can remember this year as one that has both upheld Grammar’s traditions as well as one that had its own unique flavour.

We would also like to thank the School for providing the Year 12 cohort with such an exceptional final week of school. Earlier this week, we were treated to a whole grade sleeper at Marrapatta, where we had the chance not only to visit the Aqua Fun Water Park and watch the Lizzie McGuire movie, but also to say our final goodbyes to the Outdoor Education Centre which has played such an integral part in our lives. Although we have learnt so much in the classroom environment, what we have learnt at Marrapatta over the years has helped us to form new friendships, delve deeper into our inner reserves and strive to attain our goals in such a nurturing environment. The times that we have spent whilst canoeing, bike riding up Killer Hill and Muffin Mountain, doing yoga on top of a mountain, pushing ourselves and each other to attempt the high ropes course and simply having the best time in our dorms, have become memories that we will treasure in the many years to come.

Finally, we would like to thank the 231 girls who we have experienced the highs and lows of high school life together with. Our journey from lost Year 8s trying to find our way through the school grounds, to capable young women ready to conquer the world has been incredible. From trying to map out the directions to C Block, to now, where we are ready to map out the future course of our lives and make a difference to the world, is something that we have achieved together. This year has been a defining finale to a chapter in our lives. Our leadership responsibilities as seniors coupled with our co-curricular involvements and the associated heightened demands of Year 12, have unearthed our resilience, potential and love for one another. As Ms Euler commented at the Valedictory Dinner, we have been the most cohesive, inclusive and supportive Year 12 cohort and Claudia and I feel vindicated that we were able to honour our aspirations from the start of this year. Although at this stage we feel trepidation about leaving what was a familiar and protected environment, and hanging our uniforms away for the last time, we are more than ready to take on the challenges associated with being adults. No matter what career paths we take and the personal choices that we make along the way, we are confident that we all have the power and capability to make a positive difference to our community and world and that wherever we are, we will keep the flames of the BGGS sisterhood alive.

For our final message to the School and Year 12s: Above and beyond with the Grammar bond.
SPEECH DAY 20 NOVEMBER 2014
THE OCCASIONAL ADDRESS
HIS EXCELLENCY THE HONOURABLE PAUL DE JERSEY AC
GOVERNOR OF QUEENSLAND

Thank you Mrs Owen, and thank you all for your exceptionally warm welcome to this important annual ceremony in the life of one of our State’s great schools.

To the Turrbal and Jagera peoples, the original custodians of the lands around Brisbane, I at once extend respectful greetings.

I acknowledge Board Chair Ms Jameson and Trustees, with thanks for their voluntary leadership, and our Principal Ms Euler, School staff, students, families and friends.

I am privileged to join you today in two capacities: as Governor of the State, and as Official Visitor to the School. The former is well-known; the latter rather less so. Perhaps I should use the occasion to allay some possible concerns.

The title ‘Official Visitor’ may sound a little old-fashioned in the context of a modern, forward-looking school. But it is an important role with strong contemporary relevance.

Now I should at once reassure Ms Euler and Ms Jameson that this role has absolutely no comparability with that of the original ‘official visitors’ in nineteenth century Britain whose task it was to inspect standards at Oxford and Cambridge! My visitorial responsibility has nothing to do with quality assurance. On the other hand, it has a lot to do with advocacy – encouraging and supporting the work of the School, and promoting the value and importance of education, particularly the education of young women. I can assure you there is no burden in my undertaking such a role for BGGS.

That is because of two strikingly evident features of what I am experiencing today: first, the high level of personal achievement which this fine school continues to foster and distil; and, second, your vibrant corporate spirit.

Each of those features is critical to the maintenance and progressiveness of our contemporary society. As has been said, good schools make good communities.

Although the rule of law is, in this country, so secure that we Australians take it for granted, the reality is we all live in an unpredictable world, where daily routines may be fractured by terror and punctuated by dismay.

In so many parts of the world, that unpredictability inordinately affects the education of girls and young women. Two-thirds of the world’s illiterate are female, many of them trapped in a cycle of crippling poverty with few opportunities to escape.

Now conditions facing women and girls in Australia are very different from those in the developing world. However, even here, inequalities and discrimination still exist, some of it related to the scourge of violence which is increasingly the focus of vocal community denunciation.

I am very much aware that advocates are required on both sides of the gender divide. You can be assured I will continue the commitment of my predecessors — Governors Wensley and Bryce — to do all I can as Governor to seek to advance the status of women and girls in our State.

In this modern world, that we develop optimally as individual human beings, and that we work together to protect and advance our communities (and thence our lifestyles), are crucial stipulations.

Through its focus on high personal achievement, and a real commitment to service, this fine school recognises and fulfils those stipulations. And they are linked: always doing one’s best informs our capacity to support our fellow citizens.

In my own life, I have striven to make the most of the capacities I have had, and I have been blessed with many opportunities for public service. I have also, incidentally, been the beneficiary of a large measure of good fortune.

I sincerely hope, students, that in four to five decades’ time, you too may be reflecting on lives of personal achievement and public commitment.

But let us still revel in the present: supportive families and friends, inspiring teachers and school leaders, all superbly equipping you to rise to life’s wonderful challenges.

Students of Girls’ Grammar: look forward as best you can to the future, but don’t cease to enjoy, to the utmost, the present.

I warmly congratulate you all. I congratulate you as high-achieving young citizens of this wonderful State. And I commend you for your corporate manifestation, as an historically significant school of the highest contemporary relevance and distinction. Thank you.
VALEDICTORY 18 NOVEMBER 2014
MS ANGELA HIRST (1993)

Good evening girls, parents, teachers, leaders of Girls Grammar; thank you so much for having me here on your very special day of valor.

When Pauline Harvey-Short asked me to speak at your Valedictory Dinner over six months ago, I have to admit I was a little taken aback. Why? Because I’ve always felt I was a ‘bad’ Girls Grammar old girl.

I’ve hardly thought about my school days these last twenty years away from them. I don’t reminisce; I don’t have many of the same close friends that I had back then. I missed my ten year reunion.

But then I sat down with your charming Principal and I realised that she wasn’t looking to see if I tied back my hair, whether I wore my hat outside the school gates and kept my blazer on. I didn’t have to wear a uniform any more, and perhaps, that fact makes me a reasonably good lesson in shedding uniforms. Perhaps, it’s because I’ve left so much of my uniform behind that I’ve been able to create a multi-formed life.

What is a uniform? It’s clothing worn by members of a group while participating in that group’s activities. It unites a group in a collective purpose and vision, and sings out this vision for everyone else to hear: ‘Nil sine labore!’

It also makes it really easy to get dressed in the morning! I loved wearing a uniform to school. I liked that I didn’t have to think about how I was going to present myself more than did my skirt look long enough to be cool? And, would the Windsor knot my dad tied for me last the whole semester?

At school, I felt I could carve out the world with my intentions, reign in any forces that weren’t to my liking and do exactly what I set my mind to. My uniform reflected this intention to the rest of the world. I was at a school that was telling the outside world I could do anything — and I was caught up in a focused inside world of study, sport, friends, romance and summer holidays. So I didn’t think much about what other people thought of my uniform.

How was my uniform experienced by someone who couldn’t afford to send their girls to private school? The thought never crossed my mind. It’s funny, when I was writing this speech, I was sent a survey designed for previous students of Girls Grammar about whether or not they would send their girls to the School, and one of the questions was: If you chose not to send your daughter to Girls Grammar, what was the reason? There were many possible reasons listed, but I couldn’t find the box that suggested (even obliquely) the possibility that I might not have enough money to send my girls to Girls Grammar (not to mention that I have a son …).

I still don’t know exactly what to make of this omission. I’m pretty sure that it was completely unintentional, which doesn’t mean that it isn’t interesting!

When I left school, I left with a large amount of attitude towards the rest of the world. Just as my uniform portended, I was extremely capable and well-educated, but I was also naive and under-educated about the realities the rest of the world faces — its struggles and difference, and the courage of people growing up with so much less privilege than I’d had.

At high school, carving through the outside world with the sharpness of a uniform, my identity had been shaped and clarified for me. At university, without a uniform, it is possible to feel invisible. Huge classes, no one to notice if you don’t turn up to one, no one caring much if you get a good or bad mark. No school counsellor to report to if you’re sinking. Surrounded by the possibility of such anonymity, I did what most people do when they first arrive at university — I tried to repeat the same cloistering I had at school. I’d sit at the refectory at lunch with my old Grammar friends, cloaking ourselves in a symbolic uniform of sameness and familiarity.

Relying on this familiarity is one of the reasons the most common question you’ll hear when you leave Girls Grammar is: Where’d you go to school?

I want to take a few moments to talk about what that question means, and why it is excluding.

Why does it matter where I went to school? Why try to understand me from the outside, rather than from where and who I am right now, and what I’m passionate about?

The question puts each one of us straight back in our uniforms, and after a while, that question made me bristle with discomfort. To avoid the question, I started hanging out with people who didn’t ask it. Who are such people? Typically people excluded by the question, not united by it. People from other places, or people that didn’t go to a private school, or people who did, but who felt as uncomfortable with the asking as I did.

Avoiding the question, shedding all attempts to be returned to my uniform, gave me back that invisibility, which, instead of feeling like terrifying anonymity now felt like freedom.

Now I could choose what I wanted to wear next.

So what was I going to wear?!
At Grammar, I was surrounded by an intelligent, ambitious group of friends, who were all choosing careers to head into — law, engineering, medicine and science.

But I felt uneasy in this world of career and direction. Perhaps if I could only have related to what was defining their decisions, but we never talked about the 'why' of it all in our life choices.

Clearly, there was and still is, an unspoken expectation surrounding us all, that if you got good grades, they would be wasted on anything less than a clearly trackable career. Good grades equalled status and money and a direct line towards the future.

My family is jam-packed with doctors. They have challenging careers, earn good money, but, as with many in the professional world of medicine, they can be strangely switched off, desensitised, aloof from the plight of others. Although they were at the front line of suffering every day, to get by, they had to teach themselves to feel very little of it.

I didn't know what I wanted to do, exactly, except I wanted a life where feeling would not be suppressed.

What did I find? Well I suppose after this story of my school days we are getting closer to finding the reason your Principal invited me to talk here tonight.

I started to carve out my life through what I didn't want. I chose to study architecture, not because I wanted to do it, but mainly because it wasn't medicine and I wasn't brave enough to go to art school. (I'm sure some of you in the audience can relate to this rebellious teenager ...)

I launched myself into a discipline I knew virtually nothing about because it seemed like the most bohemian and unscientific institutional choice available to me at the time.

And it was! Back then, university was almost free, classes were small, architecture was full of determined egomaniacs obsessed with creating monuments to their own creativity. No one was concerned about being job ready or when they could acquire their first BMW (if at all, this tends to come with middle-aged architects). We were making installations, pulling all-nighters, writing zines, stenciling walls, organising parties, building sharehouse utopias and surviving crits.

It was still an immensely privileged place, but it was also loose enough to allow me room to see further — not into my future but into my heart. I started finding my passion there, in food and the whole complicated world of ethics that surrounds something so simple and so fundamental to our daily lives.

I love food! I come from a family of cooks, but now, I'd cook for any stomach I could find. I'd invite strangers off the street, give preserves to my neighbours. I started a vegie garden on the footpath, and rejoiced in it being harvested by strangers and the conversations that grew. Conversations with people that were different from me, that I didn't know, but wanted to understand — again, not looking outward and upward, but inward and at the things right in front of my hand and often, my mouth!

Architecture faded into the background and was replaced by food with all its possibilities. Gardening planted me firmly in productivity, generosity and giving. Gardens are great, because all they require, creatively, is a beginning. Plant them, nurture them, and they grow full of unplanned surprises. Gardens create their own beauty.

Drifting onwards, I followed my heart and my stomach, caught up in a passion that found itself fuelled by cookbooks, philosophy, kitchens and feeding strangers. Through my 20s and into my 30s, I had no clear plan evolving. Nothing ambitious informing my direction beyond my commitment to a life led by food and ethical encounters with people and the world.

To a casual onlooker, it might have looked like I was floundering — not settling on a career, but jumping from one thing to another and back again. But inside I didn't feel lost. I felt nourished and invigorated. I was finding myself amidst the vegetable peels and finishing a PhD in food ethics that started in architecture and ended in continental philosophy.

Like all good PhD graduates, I started working straight away — in a kitchen. Not for necessity, but for love. Vietnam, London and Paris, working for a pittance for crazy but brilliant food people. It took me on a very poor but fairy tale journey, which led me to start a business I had never even imagined the shape of until a few years ago.

There might have been a straighter line to where I am today, but I doubt it. Circuity is part of the joy and the dimensions of my character now. The danger of a straighter route is a more uniformed life, getting caught up in a path determined by other people's expectations rather than your heart. Before you know it, you may have missed your chance to reassess, you may have forgotten how to be passionate and poor, just when you want it the most.

At my business, Wandering Cooks, I meet people from everywhere, with all kinds of stories, and none of them involve what uniform they used to wear, if I can help it. Wandering Cooks is an incubator for food entrepreneurs. In our world, an incubator is just another word for a garden – a garden that grows passion, and, when it works, it spreads that passion to you, via your stomachs!
Since I started my business one year ago, I’ve worked with over 200 small operators and others in the food world. They’re a very diverse bunch — no uniform could encapsulate the variety of backgrounds, ambitions and talent they share. Some are young and have that singular driving ambition — most recently, Anna Phillips from Fiori Bakehouse, a Girls Grammar alumna, was in our kitchens just yesterday making the 700 cupcakes coming your way in just a little while. Others have had corporate careers but now trade their portfolios for punnets of locally farmed raspberries and grinding juicers. Still others arrived to this country on overcrowded, leaking boats, spent years on Christmas Island waiting for their asylum claims to be granted, and with nothing but their hands and hearts, have managed to start their own food stalls. And I couldn’t be prouder of all of them.

I don’t care where they went to school, I care about what they’ve been through to get to this point in their lives. I care about whether they’re going to do passionate work. So if you want my advice for a multiform life, here it is:

Open your eyes to the future by shedding your uniforms. You’ve outgrown them. Your past is full of immense privilege. Feel that privilege, feel every millimetre of it, and move on. You’ve been given the incredibly fortunate opportunity to be able to care about people and the world. So don’t look back. Follow your heart and bump into the world all over the place. Remember, there’s plenty you don’t know — vast terrains of untapped knowledge and wisdom and one of those fields is YOU. Look for lessons everywhere, especially in people that are different from you. Encounter it all with your heart open wide, and one by one, build your passions into a life you can be proud of.
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Miss Jane Martel  
BAppSc(HMSEd)

Mr Paul Martineau  
BA, BEd

Mrs Lee Mazzaglia  
BEd, DipT

Mrs Kate McCarthy#  
BHMS, BAppSc[Ed]

Ms Yonnie McDonnell (Term II-  )  
GradDipEd

Mr Elliot McGarry [Term IV-]  
BEd[Sec]

Mr Michael McGrath (Term III-  )  
BMus(Hons)/BEd[Sec], BMus
Miss Emily Walsh  
BSc, GradDipEd  
Mrs Christine Woodford  
BSc, DipEd  
Mr Peter Woods  
BA, MScTeach  
Ms Kimberley Wood  
BAppsSc(HMS), GrDipEd (Sec)  
Mrs Jane Zealand*  
BScHon, PostGradCertEd  

PROFESSIONAL STAFF  
Administration Assistant – Property & Facilities  
Mrs Dianna Fitzgerald  
Administrative Assistant  
Mrs Jennifer Stafford  
Administrative Assistant  
Ms Gillian McHarg  
Administrative Assistant – Data Entry  
Mrs Wendy Bradley  
Administrative Assistant – ICT  
Ms Jodie Oldfield  
Administrative Assistant – Music  
Mrs Liz Worth*  
Administrative Assistant – Sport  
Mrs Cherie Beaumont  
BBusMan  
Administrative Assistant – Student Care  
Mrs Tracey Bilton*  
Administrative Assistant – Student Care  
Ms Leigh Fitzsimmons*  
Audio Visual & Media Technician [Senior]  
Mr Frank Casablanca [Terms I-II]  
DipMultimedia  
Audio Visual & Media Technician  
Mr Andy Copeland [Term III-]  
BA,BAnim  
Audio Visual & Media Technician  
Mr Matthew Rouse  
BMusTech  
Carpenter  
Mr Robert Vogler  
Communications Manager  
Mrs Sara Swan [Term II-]*  
BJ  
Communications Manager  
Mrs Teva Smith#  
Communications Officer [Digital/Social Media]  
Mr Matthew Hade [Terms I-III]  
GDJourn, BMus (Hons), BArts  
Communications/Officer [Digital/Social Media]  
Ms Katie Trappett [Term III-]  
BBus, BInfoTech  

INSTRUMENTAL MUSIC STAFF  
Director, Coordinator of Strings, Violin and Viola teacher  
Mr Mark Sullivan  
BMus, GradDipFet(Tertiary), DipArts(Inst)  
Band Director, Clarinet and Saxophone teacher  
Ms Laurinda Davidson  
BMus, GDipMusSt  
Band Director, Percussion Teacher  
Mr Jacob Cavanough*  
BMus  
Choral Accompanist  
Ms Anne-Maree Eyles*  
MEd (School Leadership), GradCertEdMgmt, GradDipEd, BMus, AMusA  
Choral Accompanist  
Ms Sherelle Eyles  
MMus(RCM), ARCM (GradDipl), BMus, LMusA, AMusA  
Choral Accompanist  
Ms Kathryn Sander*  
DipMus [Creative Arts], BMus [Perf – Accompaniment and Chamber Music], AMusA  
Choral Director, Voice Teacher  
Mrs Stephanie Eaton  
BMus[Perfl], BMus [Cond], GradDipEd[Sec], AdvDipMus[Accomp], LMusA  
Clarinet/Saxophone Teacher  
Mrs Cathy Simmers*  
BMus, GradDipEd  
Coordinator of Band Programme & Brass Teacher  
Mr Paul Kucharski  
BA, MMus, GradDipL&T  
Voice Teacher  
Mr Gary Holley*  
BMusEd, MMus[MusEd], MMusSt(VocalPed), A.Mus.A  
Coordinator of Choral Programme, Voice Teacher  
Mr Paul Holley*  
BMus, GradDipEd  
Double Bass Teacher  
Mrs Connie-Garrett Benson*  
BMus, GradDipEd  
Flute/Bassoon/Oboe Teacher  
Mrs Anne MacAskill Auld*  
BMus(MusEd)  
Guitar Ensemble Director, Guitar Teacher  
Mr Ian Weston*  
BJS(Dist), MMusSt  
String Orchestra Director, Coordinator of Chamber Music, Cello Teacher  
Mrs Helen Sharp*  
BMus, GradDipMus  
String Orchestra Director, Violin/Viola Teacher  
Mrs Andrea Messenger*  
BMus, GradDipMus  
String Orchestra Director, Violin/Viola Teacher  
Mr Michael Patterson  
BMus[Hons], MPhil, GradDipLearning&Teach[Sec], LMusA, AMusA  
NATIVE SPEAKERS  
French  
Ms Florence Depraz*  
MA [Translation English/French, Russian/French], MEng, DAIELF [Teacher of French as a foreign language]  
Chinese  
Mrs Yang Ma*  
MA, BBusEnglish, GradDipEd[Sec]  
Japanese  
Ms Aya Topp*  
BAEd  
German  
Ms Bärbel von Frankenber*  
BA, TESOL, Dip in Banking & Finance
Database Manager  
Mrs Wendy Carter*

Enrolments Manager  
Ms Debbie Cameron (Terms I-II)

Enrolments Manager  
Mrs Suzanne Hancock (Term IV-)

B Tech(FET), MLitt

Development Assistant  
Ms Kerry McAllister

BBus, ADR

Enrolments Officer  
Mrs Melinda Winton

Enrolments Officer  
Ms Jan Richardson*

BA

Events Manager  
Ms Xenia Sidiropoulos

BBA, MBus

Executive Assistant to the Principal  
Mrs Lara Parker

Facilities Officer  
Mr Graeme Lakey

Finance Officer  
Mrs Linda Krey

Financial Accountant  
Mrs Anita Morgan

BComm(Dist.)

Horticulturist  
Mr Ben McCann

Groundperson  
Mr John Summers

Housekeeper  
Mrs Leonie Doran

Human Resources Manager  
Ms Danielle Guinea (Term I)

Miss Krista Bonavia (Term II)

Mrs Brigitte Bickham (Term II-)

ICT Support Officer  
Mr Craig Hohrmann

Mr James Pinnell (Terms I-III)

DipEcom, MCTS

IT Services Manager  
Mr Breck Felsman

BInfoTech, MCSE

Laboratory Technician  
Dr Carla Atkinson

BSc (Joint Honours), MSc, PhD

Laboratory Technician  
Ms Samantha Bolton

BBiomedSc

Laboratory Technician  
Mr Anthony Lumsden

BSc(Hons)

Laboratory Technician  
Ms Alison McKirdy#

BEnvSc(Hons)

Leading Hand/Groundsperson  
Mr Ray Goodrich

Librarian – Special Collections  
Mrs Jenny Davis

BA(Hons), GradDipArts

Library Technician  
Mrs Janet Tripp

DipLibInfoStudies

Library Assistant  
Ms Tilly Askey

LMS & Intranet Coordinator  
Mrs Rebecca Adamson

BAMM, DipMM, MCSA,

Old Girls/Alumni Officer  
Mrs Claire Tynan

BComm

Payroll Officer  
Mrs Sharon Rose (Term II-)

Personal Assistant to Deputy Principal (Operations) & Chief Financial Officer  
Ms Kirsti Moyle

Personal Assistant to Deputy Principal (Academic) & Dean of Curriculum & Scholarship  
Ms Sally Condon

Property & Facilities Manager  
Mr Aaron Bowden

Publications Officer  
Ms Michelle James (Term I)*

BA, GCArts

Receptionist  
Ms Jan Nathdurft*

Receptionist  
Mrs Lorraine Skillen*

Reference Librarian  
Ms Helen Demack

BA, GradDipLibSc

Reference Librarian  
Mrs Jill Rogers (Term I)*

GradDipLibSc, MApplSc

Repairs and Maintenance Officer  
Mr Robert Hetherington

Risk & Compliance Officer  
Mrs Tina Hinspeter*

BCA(Hons), DipProgMgt

Secretary to Dean of Studies (Full-time)  
Mrs Sandra Philips

DipBusAdmin

Secretary to Dean of Studies (Part-time)  
Mrs Sue Martin*

DipHSc(Couns)

Secretary to Dean of Students & Heads of House  
Ms Jennifer Smith

Security Officer  
Mr Terry Brown

Sports Manager & Workplace Health & Safety Officer  
Mr Barry Greatorex

BSportStudies(Admin), GradDipOutEd, MALeisureMgt, MSSA

Senior Desktop Support Technician  
Mr Dane Culley

CertIV IT (Networking), BBiotech

Stores Officer  
Mr Phillip Hopkins

Cleaner  
Mrs Karen Roselt (Terms I-II)*

Ms Kerry Clutterbuck (Marrapatta) (Term III-)*

Maintenance Officer  
Mr Peter Ward (Marrapatta)*

* Part-time

# On approved leave