The level of enjoyment that our daughter is experiencing from Extension English is incredible. She is eating and breathing different forms of literature appreciation and is opening her mind to all types of aspects that readers need to experience while reading a piece of text.

We are continually impressed with all of our daughter’s teachers but don’t take that step to thank the School, for we assume that you know how thrilled parents are with the level of dedication shown to our girls. However I felt that I needed to take the time to formally thank you for the work that the Year 12 Extension English teacher is doing.

Also as a Year 12 parent I can now see the product of the five years of preparation that the School does in gradually building habits of self discipline and intrinsic reward into habits of study and organisation.

**MS MADONNA CULLINAN** (Year 12 parent)

I have just received the most recent Grammar Gazette, and read your very interesting article about the different facets of literacy, and also the article about the artist Ella Fry. I always enjoy receiving the Grammar Gazette and keeping abreast of all the new developments that have taken place at the School!

**MS ANNABELLE VAUGHAN** (past student)

I would like to sincerely thank the teaching staff involved with my daughter’s school days. She loves coming to school, and the environment provided ensures it continually brings out the best in her in all areas of her persona. We as parents simply could not imagine putting our daughter in any better environment to develop as not only an individual but a beautiful woman as well. For this we thank you.

**MRS SHARON CARIUS** (Year 8 parent)

The 110 anniversary of OGA was a truly special evening. Thanks to Mrs Pauline Harvey-Short for creating the experience and for making the night so enjoyable. It was wonderful to be able to share the laughter with so many great women who all have their special memories and unique contributions.

**MRS LILLIAN DUNCOMBE** (past student)
A TIMELESS CHALLENGE – 135 YEARS AND BEYOND

Remember that thou stand’st midway between
The past and future, by the present linked
In one eternal chain...
...Read the past with reverent care, as it recorded is
In things material surrounding thee;¹

These lines were written in 1872 by Janet O’Connor in a book of verse dedicated to Edward VII and titled Ich Dien². A few years later in 1875, O’Connor was appointed the first Principal of Brisbane Girls Grammar School. In celebrating the School’s 135th Anniversary, it is salient to reflect on her prophetic words and, while our eyes are set firmly on educating our students for the future, there is much to be gained in reflecting on the past — on the vision of Sir Charles Lilley in imagining and establishing the first girls’ grammar school in Queensland; on the challenges faced by the new ‘Lady Principal’ designing the first curriculum for the students; and on the courage of the parents, choosing to educate their daughters in an era when this was not customary practice.

Janet O’Connor, was born in Cornwell, England in 1827 and her father, a doctor in the Royal Navy, probably organised her education at Bath Military College. She married Daniel O’Connor in 1852, and emigrated to Australia, settling in Victoria. By 1860 Janet had five children — two boys and three girls — and, in conjunction with being a mother, ran schools for children and girls in and around Ballarat for ten years.

On commencement at Brisbane Girls Grammar School, O’Connor quickly established the School’s reputation in terms of teaching excellence. Reportedly she was highly principled with a strong capacity for leadership and known for role modelling good character and standards. She wished her students to be imbued with a love of learning.

O’Connor was tenacious in providing the best for her students academically and in campus conditions. She valued a broad curriculum, and Girls Grammar was reportedly the first girls’ school in Australia to teach Science. O’Connor also knew the importance of music, art and exercise for girls and maintained high expectations of student behaviour. She did not compromise and was not afraid to use the power of the press as an open forum in a democratic environment and very much considered herself the equal of men.

Brisbane Girls Grammar School has significantly advanced the education of girls in myriad ways since 1875, but the core values of a liberal education, ethical behaviour, strong minds, high expectations, and physical and emotional well-being are still at the foundation of our School today.

References
1 O’Connor, J 1872 Ich Dien, p.7. George Robertson, Melbourne. Copy held in the Brisbane Girls Grammar School Archive, Box 4/2/2
2 Translated as I Serve and the motto of the Prince of Wales.
This year, we celebrate 135 years of Brisbane Girls Grammar School educating and preparing young women for life. Despite its humble beginnings as an offshoot of Brisbane Grammar School, the School has established itself as a leading educator of young women. Through our education, we will be equipped to face the inevitable challenges and difficulties of life after secondary school.

Inspired by Dr Bell’s themes for the School — Challenge and Imagination — the Student Council has established “Never miss a beat” as our motto for this year. The motto can be interpreted in a number of creative ways, but we see it as a positive challenge to Grammar girls to approach this year with the tenacity to do as much as possible as well as possible.

To build on this motto, we have developed three key goals: Commitment, Unity, and Pride, represented by the acronym CUP.

The first goal for the year is Commitment. Many of us tend to start something, only to let it slide, even though seeing it through is much more rewarding. So, this year, when there is a club or sport in the daily notices, we want girls to go and see what it is about, give it a try and, if you like it, commit to it. Committing to improving your skills or learning new ones reaps tangible rewards, and connecting with like-minded people adds to the experience. In line with the goal of Commitment, the Student Council has decided to continue supporting the Ecumenical Coffee Brigade in 2010 through fundraising and also by girls volunteering to prepare food for homeless and needy people in our community.

Our second goal, Unity, has been achieved at School events such as the Valentine’s Day celebration, Groundskeepers’ Extra Appreciation Day, and the Queensland Girls’ Secondary Schools Sports Association (QGSSSA) Swimming. At these events, the whole school united in support of charity, the groundskeepers, and our swimmers. We look forward to our School uniting for future events, such as the upcoming QGSSSA Cross Country, where we will be defending our title for the seventeenth year in a row. Beyond the School, a larger goal is Unity as global citizens contributing to society.

Our third goal for this year is Pride. We encourage all girls to take pride in our School, whether it be wearing the school uniform correctly or behaving with dignity and respect when representing the School. Either way, pride in our appearance goes hand in hand with humility and good manners. Our courtesy to others will stand us in good stead for our future.

Term I was exciting and eventful with the celebration of the School’s 135th Birthday and the official pool opening.

MICHELLE PHAM AND JULIA STEELE — HEAD GIRLS
From the outset, I was delighted to have the opportunity to be part of such a proactive learning community, one with a strong reputation for excellent academic performance and with a staff willing to ‘unlearn’ as well as to learn. However, I was also aware of the challenge of working with very capable teachers from a wide range of curriculum areas to help them take their leadership and pedagogy to the next level. How could I provide strategic support in the limited time I had to give?

We do not always know what we need to do to move our practice forward, so it is not a simple matter of asking staff and students how I can assist them. Henry Ford once noted that, if he had asked his clients what they needed before the advent of the car, they would have asked for a faster horse. In Henry Ford’s terms, a faster pedagogical horse would not be the best outcome. More innovative possibilities beckoned.

In naming my role as that of an education futurist, then, I was flagging that my ‘help’ might invite discomfort as well as curiosity. We do not always know what we need to do to move our practice forward, so it is not a simple matter of asking staff and students how I can assist them. Henry Ford once noted that, if he had asked his clients what they needed before the advent of the car, they would have asked for a faster horse. In Henry Ford’s terms, a faster pedagogical horse would not be the best outcome. More innovative possibilities beckoned.

Every innovation is an invading species. New technologies, new ideas, new processes in schools are no different, in that many will not be able to be seamlessly adopted into the prevailing environment. ‘Hybrid’ practices may be as unwelcome as they are important for long-term change. For example, while laptops can be invaluable to student-initiated learning, they can all too easily vie with a teacher for students’ attention in the traditional classroom, and can also be an obstacle to classroom dialogue rather than augmenting it.

In naming my role as that of an education futurist, then, I was flagging that my ‘help’ might invite discomfort as well as curiosity. I was aware of the message political adviser Lyndon Crosby gave to university senior managers some time ago – ‘I can please you or I can help you’, he said. My hope was that I could do the latter without foregoing the former, but learning is inevitably uncomfortable, risky and confusing, and my role at Brisbane Girls Grammar is first and foremost to assist in the continuous improvement of teaching and learning.

There are four key strategies I am using to enact this role.

The first strategy is a ‘bottom-up’ focus on student goal-setting, by assisting students to make a distinction between their own learning goals (pursuing new knowledge using new strategies) and their performance goals (meeting the standards set by others). If students think of learning as simply studying for exams, then they will be unprepared for a world in which creativity and agility will be as important as formal credentials. Owning their learning goals is the first step to speaking about their learning as something that transcends exam-readiness, and this is a necessary step to being self-directed, not just teacher-directed.

The second strategy can be seen as a ‘top down’ alignment strategy. It involves working with the teachers to ensure alignment between those student attributes they value as learning outcomes, and the ways they go about ensuring that there is a fit between these valued outcomes and their assessment and pedagogy. We know that not everything that we value can or should be assessed. However, we also know that new technologies and practices allow us to evaluate skills and dispositions that were, in times gone by, put in the ‘too hard’ basket. If we value the capacity to delay gratification in order to learn from the instructive complications of error-making, then there are ways we can and should assess this capability. We don’t have to assume that the purpose of assessment is simply to identify the students who have ‘the right answers’. Maybe the students with better questions are those who are more likely to thrive in the twenty-first century workforce, and therefore need more acknowledgment through innovative assessment.

Two further strategies are proving to be useful. One is my engagement with the school’s creative leadership programme. My background as an experienced educational researcher has been helpful in bringing an evidence-based framework to the self-investigative work currently being undertaken by this sub-group of teachers. The group is providing all of us as participants with a means to understand more deeply the changing nature of teachers’ daily work and how it differs across domains of activity within the school.

The final strategy worth noting here is that of connecting up Brisbane Girls Grammar School students more formally with university accreditation processes, by helping staff to forge a link between Technology Studies and the Creative Industries Faculty at QUT. Given the high quality of the work being done at the School in the design field, there are real opportunities for turning this quality into a value add for students seeking university credit. As a professor in the Creative Industries Faculty, I am well placed to assist.

I want to take this opportunity to thank the Principal, Dr Amanda Bell, and the Board for their invitation to me to be part of Brisbane Girls Grammar School, and moreover, to allow me the autonomy to let the role emerge. It is early days, and there is much to do, but after one term I can certainly attest that I have experienced the pleasure of the rigour of the work.
It is not a matter of a good teacher simply modifying their pedagogical approach to their discipline, but rather how teachers can use technological tools to assist in their teaching and learning process. Developmental psychologist Jean Piaget said:

The principle goal of education is to create people who are capable of doing new things, not simply of repeating what other generations have done - people who are creative, inventive and discoverers. (Pulaski 1971, p 200)

Designing a technology curriculum requires a balance between covering the fundamentals of computing science and focusing on the technology in context; that is, on its revolutionary impact in a digitally loaded world.

In order to enhance our students’ learning outcomes and future pathways, the Technology Studies Faculty has embraced multiple technological advances this year. These advances include; a more flexible course delivery through Moodle, the new learning management system; iPhone application development; and using open-source Web 2.0 tools.

Focusing student inquiry on common industry applications and complications, rather than starting a project with a blank page, is proving to be effective as it equips students with the best tools to explore within realistic design situations. To complement traditional lessons, students now use international forums to solve technical errors with open-source software developments.

Our Senior Technology curriculum encompasses multimedia development for the web; portable devices including 2D animation with video effects and games programming; website design and ePortfolios; graphic design and publishing; and business and project management.

Year 11 Information Technology Systems (ITS) students have established their own internet hosting accounts to design and develop an authentic client website. Using a mix of open-source software, such as Wordpress and FileZilla along with the Adobe Creative Suite, these students are now working with the same advanced technology tools used by website design companies.

This year, staff and students alike have benefited from several industry presentations highlighting technical updates, emerging technologies, and new trends in areas such as Google Analytics. To broaden their understanding of careers in creative industries, Year 11 students attended a lecture by young web-design entrepreneurs about the challenges of client-based web design.

Students require technological proficiency for their future careers. To flourish in the business world, they will need to quickly discern what technological tools are needed to complete duties efficiently and within financial parameters. The Technology Studies Faculty is committed to providing a curriculum framework relevant to our fast-moving digital society.

Reference:


ILIRIA MYRTEZA 11E. We are excited to be given the opportunity to work with software used by professional web designers. Each student will have the knowledge and skills that lead to a future in the web design industry, an industry that is changing our world.

SAMANTHA HII 12W As well as encouraging creative thinking and design processes, the Senior IT elective also stimulates problem solving capabilities and develops skills with modern technology.
In his paper “Do they really think differently?” Marc Prensky (2001) discusses the “plasticity” of the brain and theorises that the influence of computers and digital media has significantly changed the way that youth learn. Technological change has not only shaped our students’ learning styles, but all areas of campus life, particularly the Technology Studies Faculty.

While the Faculty’s core business is classroom teaching, our responsibilities encompass technology resourcing, staff support, the maintenance of tertiary and industry links, active participation in committee groups, co-curricular involvement, and cyber safety presentations. The co-directorship of the Faculty is just one strategy employed to effectively manage these diverse activities.

Within an educational context, the Technology Studies Faculty (or equivalent) is usually involved in technology resourcing and training for the wider school. As we are fortunate to have a dedicated Computer Support team at Brisbane Girls Grammar School, the academic staff of the Technology Studies Faculty act as intermediaries for other teachers, offering advice in relation to the pedagogical implementation of technology. Recently, the Faculty initiated the introduction of a dedicated learning management system and linked the School with Education Queensland’s “learning place” initiative. We also regularly identify online learning portals to supplement professional development and classroom programmes.

The creation of digital learning objects has had a significant influence on the Technology Studies curriculum. In this situation, students learn through teaching others. This is, of course, something that all teachers can relate to; however, it is also an important aspect of personal development. Imparting or sharing knowledge is one of the best ways that students can reinforce their own understanding.

Teaching technology can be rigorous. Not only does the technology change, but the context in which it is used frequently changes. This is reflected in our curriculum as we continuously introduce new units of work and assessment instruments that mirror these industry shifts. This, in turn, necessitates rolling assessment items down a year level and making decisions about redundancy of content while being mindful that our students have varying degrees of prior knowledge and ability in relation to technology. The Faculty is constantly alert to next practice and how best to implement it while taking into account that, due to continual technological advances, we need to be prepared to progress to new technologies when they arrive.

While technology has changed society in many positive ways, it has also had a negative impact with respect to the safety of our children. Our student care programme has a strong emphasis on internet safety, cyber bullying, and ensuring students are aware of their digital footprint. For the past five years, the Technology Studies Faculty has been presenting to parents, colleagues, and student groups in a structured annual programme. The curriculum from Year 8 to Year 12 encompasses the use and misuse of technology, cyber safety, and digital ethics and responsibility. It is imperative that our young women leave the School empowered by the knowledge of how to conduct themselves safely in these environments.

Technology is in a permanent state of flux. Technology Studies teachers and students are constantly adapting to, and welcoming, this change.

Reference:
Although Information and Communication Technology (ICT) has not been part of this new mandated change in curriculum, the Technology Studies Faculty at Brisbane Girls Grammar School has undergone a change.

In School’s 135th Anniversary year, the theme is Challenge and Imagination. This theme sets out to inspire creativity, test boundaries, and exceed expectations for all members of the School community. The Technology Studies Faculty has embraced these goals with a diverse, multimedia-based curriculum that challenges students to push the limits of their skills and imagine new ways of approaching tasks.

The new curriculum for the Junior Technology Studies subject, Multimedia and Interactive Technologies (MIT), explores a greater range of creative industries and multimedia-focused technologies. Students have access to advanced image manipulation and digital retouching techniques, game design, development theory, and interactive animation skills.

When first developed, this subject emphasised traditional programming, robotics, and information systems. The title, Computing and Information Processing (CIP), reflected this content as many of the topics covered involved “processing” information rather than developing interactive multimedia objects. Through an annual audit of assessment tasks, the Technology Studies Faculty ensures that students are exposed to rich, industry-relevant tasks that build their project management, organisational, creative, and application skills. In addition, students require more in-depth image composition and manipulation tools so that their existing skills can be expanded upon, and taken to a new level. As the curriculum changed to become more relevant to the technologies available today, so the title became outmoded.

MIT reflects the diverse nature of the new curriculum. Key Learning Areas focus on creating, identifying and operating ICTs. Valuable life skills such as judgement, collaboration, and communication are also encouraged.

MIT offers open-ended assessment projects combining a broad mix of technology tools — desktop publishing, designing an interactive children’s storybook, digital photography and illustration — promoting a dynamic, self-managed, student-orientated learning environment. Year 9 students study topics such as computer science, design and image manipulation, games programming, and LEGO NXT robotics. For Year 10 students, the programme focuses on an in-depth study of digital illustration and photography, interactive animation, and social and ethical issues such as copyright, creative commons and cyber-bullying. Year 10 MIT students also benefit from insights shared by industry guest speakers with a view to broadening their understanding of careers in creative industries.

The rapid and continual change in ICT means that there are unlimited possibilities available to current and future students. As teachers, our goal is to ensure we use technology effectively to challenge our students to set new goals and develop lifelong learning skills.

**DIGITALLY DIVERSE JUNIOR CURRICULUM**

**MISS KATIE BROWNE**

Change is the buzzword across Australia in education this year. The release of a national curriculum for subjects such as Maths, English and History will alter, quite radically in some cases, the content delivered by teachers in classrooms.

Although Information and Communication Technology (ICT) has not been part of this new mandated change in curriculum, the Technology Studies Faculty at Brisbane Girls Grammar School has undergone a change.

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The rapid and continual change in ICT means that there are unlimited possibilities available to current and future students. As teachers, our goal is to ensure we use technology effectively to challenge our students to set new goals and develop lifelong learning skills.

**INES OBERMAIR 10G** As well as testing our ability to come up with a creative idea, we’re encouraged to explore new digital design techniques and master powerful tool sets. The Junior IT elective is a lot of fun and provides us with skills which will be helpful later in our schooling and future careers.

**ZOE KANSKY 10B:** It is so rewarding to walk down the street, passing a billboard and think, ‘I could do that’.

**CHRISTIE MOLLOY 10H:** We have had photographers as guest speakers who have advised us on techniques and tips for our own photography.
According to the educational theories of Marc Prensky (2001): “Today’s students are Digital Natives. They are “native speakers” of the digital language of computers, video games and the Internet.” In contrast, the parents and educators of these students are referred to as “Digital Immigrants” who must learn to adapt to this technology. “Smart adult immigrants accept that they don’t know about their new world and take advantage of their kids to help them learn and integrate.”

To keep students engaged in the information technology curriculum, educators must adapt teaching and learning practice to effectively communicate and deliver the content. An effective teacher will incorporate knowledge and expertise in both curriculum development and IT skills.

At Brisbane Girls Grammar School, Technology Studies teachers participate regularly in structured professional development for curriculum delivery and digital technologies. Active engagement with students ensures full immersion into contemporary culture through incorporation of the latest tools such as web blogs, wikis, RSS feeds, podcasts and video streaming.

To effectively implement these tools in the classroom and bridge the gap between the “Digital Native” and the “Digital Immigrant”, we have become participant users of these tools for our own professional learning. As facilitators, we ensure there is an emphasis on social and ethical imperatives through the modelling of responsible, appropriate, and safe practices while working with current technologies.

The School culture actively encourages all staff to participate in both internal and external professional development activities. Technology Studies staff are currently engaged in a wide range of professional experiences, such as participation in online communities, as well as industry and post-graduate courses. In the pursuit of “keeping up with the times” and improving our methodology for the digital age, we use our combined professional learning to develop the Technology Studies curriculum content and its delivery.

The addition of Professor Erica McWilliam to our staff is providing the School with added perspective and depth in our broad subject area. Professor McWilliam’s involvement has created a new objective within our Faculty to construct “better educational questions”. These questions will enable us to bridge the digital generation gap by understanding what skills we as “Digital Immigrants” need to acquire to keep pace with the digital age.

Reference:
EMBRACING CHALLENGE: A SKILFUL BALANCING ACT

MRS JODY FORBES School Psychologist

“Successful teaching of girls is a very fine balance between letting her do those things that make her feel good, that boost her competence and making her do those things she may not want to do, that give her confidence.” JoAnn Deak (2007)

Challenge is good for us but, like eating our greens or going to the gym, we don't always like what is good for us. In fact challenge can provoke some of the most unpleasant feelings imaginable. In an interesting paradox, however, the euphoria we feel after successful completion of a challenge can be second to none. Whether it be delivering an oral presentation, trying out for the hockey team, meeting new friends, dealing with parental separation, entering a new school or simply navigating the journey of adolescence, it is inevitable that our Grammar girls will find themselves staring into the face of a challenge at some point in their lives.

In many respects our dominant cultural models for approaching challenge are masculine. Indeed even the language surrounding challenge is gendered and best summed up by the popular expression “man up”. However, recent research suggests that girls approach challenge in ways that are different to boys. One of the most robust findings is that girls tend, more than boys, to use their relationships with friends, family and teachers to cope in difficult times. Girls also appear to approach challenge in more tentative ways. With this in mind it would then appear that, when assisting a girl to approach a challenge, one must delicately weave between provoking the fear and then pulling back so as not to overwhelm her altogether — a cautious balancing act as illustrated in the opening quote. The key to this balancing act is the relationship parents and teachers have with her, as before embarking on this weaving approach you must first assess a girl's readiness. Challenges, which are not calculated and carefully managed, have the potential to backfire and create a sense of learned helplessness. Psychologists tell us that resilience and self esteem are not simply passed on from one to another, but instead they are more of a hands on DIY project. The capacity to embrace life’s challenges is only developed by exploring new situations, confronting our fears and overcoming them. There can exist a temptation for us as parents to lunge in and protect our daughters from hardship, not unlike competitors in the Winter Olympic sport of Curling, we can strategically and vigorously try to sweep all stressors and adversities out of their way so as to ensure a smooth journey. However, when I feel this temptation, I consider an idea once shared with me involving the notion that people are all like lumps of wood. If the wood is only ever stroked with satin then that is all it will ever become, for what the wood needs in order to 'emerge into greatness' is the harshness of sandpaper. So while the “man up” advice is not recommended, nor is shielding girls from discomfort. Reflecting on the research, it seems the best approach to enable girls to accept, embark and ultimately reap the benefits of a challenge, is one which is considered and intricate.

While there are multiple social and cultural variables which affect the ways girls respond to their world, there is also little doubt that the gender differences within the brains of males and females are enormously important.

While there are multiple social and cultural variables which affect the ways girls respond to their world, there is also little doubt that the gender differences within the brains of males and females are enormously important. The female brain is designed for emotion, empathy and connection and equips her with the necessary skills to secure relationships with others. Shortly after birth most girls show a greater interest for faces and people, making eye contact earlier and for greater lengths of time. The developing female brain make eye contact earlier and for greater lengths of time. The developing female brain shows a greater interest for faces and people, demonstrating empathy for others before the age of five. Girls appear to have advanced language skills, a larger vocabulary and engage in more talking and more listening than boys. During adolescence the female brain myelinates sooner, facilitating a speedier communication system within the brain. The limbic system, involving emotions and memories, seems to work faster and more efficiently for girls, allowing memories to be more enduring.

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limbic system allows her to remember these times of threat so that she can avoid finding herself in a similar situation in the future.

If the female brain is designed to serve such a primal evolutionary purpose, how then do our current generation of girls prevent this from inhibiting them to experience fear and reap the benefits of a challenge? A girl certainly should not be excused from challenging situations due to her neurological blueprint, for such an action would have disastrous effects on her self-confidence and competence. With this in mind, from the sporting fields to the classroom, our Grammar girls are expected to accept the challenges offered and develop their skills to negotiate these challenges. Academic challenges are presented daily on the Grammar campus. In the Mathematics Faculty teachers begin in Year 8 with disputing the mindset that success is about ‘getting everything right’. Research informs us that girls are just as competent as boys in their mathematical ability, however they feel significantly less confident. With this knowledge, our Mathematics teachers strive to cultivate a culture in their classrooms where mistakes are okay, expected and, in some cases, encouraged. For it is only when they are confident in the knowledge that they can make mistakes that our girls can truly embark upon their learning journey. Exam papers deliberately include a final section of very challenging and complex questions. Girls are encouraged to ‘have a go’. Some will succeed in getting to the end with the correct answer, most will not. However, just attempting one of these questions allows a girl to develop her confidence with problem solving via engaging in the ‘safe’ risk-taking prescribed by researchers.

With a smorgasbord of sporting pursuits available, girls are challenged physically via the Co-curricular, Health Studies and Outdoor Education programmes. It is at Marrapatta where perhaps some of the most challenging environments and situations are perceived and where the teachers carefully explain processes and expectations that will be placed upon the girls. Challenges at Marrapatta are approached via a partnership between staff and student, students are reassured that they will not be forced to do anything that they feel is beyond them, however there is an expectation that every girl will strive to “be your best” and tolerate being out of their comfort zone. When abseiling for example, those girls who don’t immediately warm to the challenge are expected to present themselves with a suitably-fitted harness, helmet and a focussed attitude, looking like an abseiler and then reassess how they are feeling. Often a girl will feel a little more in control and will engage in the activity. However for some girls, harnessing up and walking to cliff face is challenge enough for that day. Whether she throws herself over the cliff straight away, or cautiously approaches with trembling knees, her decision is respected by both staff and peers providing she has strived to be her best. These experiences offer an opportunity of rich self-reflection and girls are encouraged to transfer their cliff face reflections into everyday environments.

Developing a girl’s ability to tolerate unpleasant feelings, expressing empathy towards her plight, but resisting the urge to rescue her, is the challenge for us all as teachers and parents to meet.

Social challenges are offered in abundance during adolescence and amongst these, relationship conflict can present one of the major sources of stress to the female brain. For a girl, who neurologically and hormonally is driven to be liked and well connected, exile from a social group can be devastating. It is her relationships with others that a girl relies on for strength in the face of a challenge. These relationships not only buffer her against stress, but can in fact be stress reducing. When girls are engaged in what we as adults describe as incessant gossiping, certain hormones are released which can have a calming and pleasant effect, helping her to unwind after a difficult day. However, as adolescents explore and define their identity via their relationships within the group, it is to be expected that, at times, these relationships may falter. When this inevitably occurs a girl can feel like her whole world has collapsed and her ability to continue functioning at home and at school can be compromised. In these situations well meaning advice to move on and focus on school work can prove inadequate. It is during these times that girls require our time, patience and restrained guidance. What might seem overly indulgent to some, the verbatim retelling of the “she said, he said” is actually a vital first step towards restoring relationship equilibrium which is a fundamental need for a girl. Again it is here that parents and teachers need to resist jumping in and fixing the problem for her. Providing some perspective in these ‘catastrophic’ situations can be helpful, however more listening and less fixing is often the best remedy. Obviously there are times when parents will need to step in and implement solutions of their own, however allowing a girl to develop her own skills in navigating the trickiness of relationships will be an invaluable tool she can continue to use throughout her life.

A girl may not “jump in” straight away boots and all like her male counterparts but she will embrace the challenge nonetheless using the strengths and skills which are unique to her. At Brisbane Girls Grammar School we invite our girls to challenge themselves. We provide the secure platform from which to take measured risks and we encourage and facilitate the social connections which we know are so vital in times of distress. At all times we try to adopt an individual, thoughtful and patient approach to each girl’s plight. Our teachers endeavour to understand and engage with their students, secure in the knowledge that the relationship they build will be the main resource upon which they draw to assess a girl’s readiness for the challenge. Developing a girl’s ability to tolerate unpleasant feelings, expressing empathy towards her plight, but resisting the urge to rescue her, is the challenge for us all as teachers and parents to meet, for Girls Grammar strives to have our students not only tolerate and accept challenge, but to actually embrace and seek it.

Sources and further reading

One of the extraordinary things about travelling overseas is the serendipitous event of turning a corner in London or Paris or indeed in some more remote location and meeting a friend, colleague or neighbour from back home in Australia.

While these are random occurrences, the long association of our School with Lycée Saint Paul through our International Affiliate School Programme means that the chances of encountering any of the hundreds of students and families who have visited Brisbane Girls Grammar School or hosted our students over the past twenty-one years are quite high in the regional French town of Angoulême. More than a statistical phenomenon, this is a reflection of the deep and extensive friendships that have evolved across the years, for students, families and teachers of both Schools.

So many of our students after graduating from Brisbane Girls Grammar School are intent on visiting or revisiting the host families and students in Angoulême that they have come to know and at any given time but particularly in our summer holiday months of December-January, such encounters will occur as part of everyday Angoulême life. Furthermore, these Girls Grammar students are not all necessarily former students of French as this programme has long gone beyond French classes into a wider school population.

Last December through to February, we are aware of at least five former Brisbane Girls Grammar students who were in Angoulême visiting former host families, students they hosted, or French friends they have made from their involvement in the exchange programme. This tends to be an annual pattern within each new group of alumnae.

While Brisbane is a larger city and Australia still too far away for people from Angoulême to seriously undertake the journey or make the decision to visit long term, back home in their own town there is a palpable sense that the entire inner city community considers the Australian girls and their families who might subsequently visit as honorary citizens of this charming historical capital of the region of Charente.

**CLARA MARSH (Senior 2008):** “During the two years between my stays in France, I kept in close contact with my entire host-family via the phone, internet and mail. I think that the relationship that has developed between our two cities is, if not unique, nevertheless very special and valuable. I believe that the formation of intercultural bonds is a key part to ensuring that the inevitable global future is a successful one.”
However, the impact of a student visit to Brisbane from Lycée Saint Paul, the recognised personal connection that exists between the two Schools and the relationships developed across the wider Brisbane Girls Grammar families means that we are now beginning to see some of the same happening in Brisbane: familiar faces in a surprising context, unexpected meetings in the city mall with past students of Lycée Saint Paul now living and studying in Brisbane. But that’s another story for another day.

This year, we are pioneering a new peer education project with Othila’s, a local community based organisation working with young women who are homeless or at risk of homelessness. Currently, ten Brisbane Girls Grammar students from Years 11 and 12 are creating connections within the community by making a quilted artwork with four women from Othila’s. The intention of the project is to improve links between fundraising and active involvement in the community. It gives us practical hands-on experience and enables us to develop our confidence and motivation in regard to community service, encouraging us to discuss and develop our own initiatives with a futures perspective in mind. The project also aims to dispel any mis-information and stigma attached to homelessness as well as privilege. By working directly with homeless women and simply sharing our experiences as young women in contemporary society, we are focusing on commonalities rather than differences.

We have already had two workshops under the guidance of Othila’s manager, Ms Jill McKay, community artist, Ms Denise Bolland and Ms Hills. First, we met at Brisbane Girls Grammar and got to know a young woman affected by homelessness. At our second workshop, at the Othila’s office, we started planning our artwork with three more of the young homeless women. In our workshops we have been discovering the challenges we all face. Some of these challenges have been confronting and hard to imagine, and others are very familiar indeed. Regardless of the varying degrees of challenges we all face, we have come to realise through sharing our stories that we aren’t alone in our experience. Feeling overwhelmed, fearful, stressed or confronted we understand that challenge is relative, and necessary to personal growth and resilience. The opportunity to work with these young women and share experiences has been humbling and has reminded us of how lucky we are, but it has also shown us how important it is to be willing and able to face challenges, and to embrace them positively as a means of gaining knowledge and life experience. With one more workshop to go, and an exhibition planned to display our artwork in Term II, the challenge for me at the moment is to complete my square of the quilt on time!

We are grateful to the School for allowing us to take part in this truly enriching experience.

A COMMUNITY PROJECT

MADDISON BATES-WILLIS Year 12 Student

The Second Chance committee is a co-curricular community service activity run by senior students under the direction of Ms Hills. We aim to raise funds and awareness for the problem of young women’s homelessness, and any funds we raise are given to the Second Chance Programme Fundraising Group Inc which supports homeless women here in Brisbane.
in FOCU5

EAST WiNG
The first specifically designed science laboratory was opened in 1933 and in 1964 further laboratories for Chemistry, Physics and Biology were added. The building was completely refurbished in 2003 and now contains 10 state of the art science laboratories and withdrawal rooms for teaching of Science.

DR mcCRAE gRASSiE SPORTS CENTRE
Named after Dr McCrae Grassie AOM, Chair of Board 1987-1996. The Sports Centre was opened in 1995 providing a multi-purpose hard floor court area, a specialist gymnastics area, two classrooms, weights and change rooms and a three-grade climbing wall with a four metre overhang.

THE GEHRMANN THEATRE AND G BLOCK
Named after Dr A S Gehrmann, Chair of the Board 1976-1986. The theatre seats 200 and has a dual function as a lecture theatre and a multi-purpose performance space. G Block contains 16 general classrooms.

POOL
Officially opened on Foundation Day 2010 the much anticipated new swimming pool has cleverly maximised use of both campus space and existing facilities. The pool is suspended above the historic running track, effectively allowing the School to retain the use of this valuable space as a covered, all-weather multi-purpose area.

THE DEVELOPMENT OF THE BRISBANE CAMPUS
After opening in 1875 as a branch of Brisbane Grammar School by July 1882, the School was well established and the decision was made to separate from Brisbane Grammar School and to operate independently under the Grammar Schools Act. Plans were also made to move the School to its present site on Gregory Terrace and in 1884, the Main Building, designed by architect Richard Gailey, was opened to one hundred students.
The historic Main Building opened for classes on 1 February 1884. Originally it housed classrooms, a library and the boarders’ dormitories, a kitchen and dining room. It has been changed and refined over the years, with major restoration in 1990. It now accommodates administration offices as well as he Heads of House and Differentiated Studies Faculty.

Main Building

The historic Main Building opened for classes on 1 February 1884. Originally it housed classrooms, a library and the boarders’ dormitories, a kitchen and dining room. It has been changed and refined over the years, with major restoration in 1990. It now accommodates administration offices as well as the Heads of House and Differentiated Studies Faculty.

Western Wing

The original single storey building was completed in 1915 and a second storey was added in 1956.

Communications Centre

The building comprises two wings: the Kathleen Lilley Wing, built in 1998 and the Judith A Hancock Communication Centre completed in 1992 and incorporating the Beanland Memorial Library. The Centre commemorates three former principals of the School. Miss Sophia Beanland (1882-1888) who established the School’s first library; Miss Kathleen Lilley (1925-1952) and Dr Judith Hancock AM (1977-2001).

Bain Centre

Opened in 1975 by Emeritus Professor Zelman Cowen. The building was named after Dr Yvonne Bain AM, a former student who became the first female trustee on the Board. Originally built as the Humanities Centre it now houses staff and faculty areas.

Cherrell Hirst Creative Learning Centre

In 2007 the six-storey, multi-award winning centre opened and has significantly re-shaped the School’s built environment, placing the cultural and creative disciplines in a prominent location. With 8900 m² of floor space the centre added 45% more teaching space and 65% more overall space to the campus. The centre is named after a former student who became the first female Chair of the Board of Trustees.
Dr Kay Kimber joined the English Staff at Brisbane Girls Grammar School in 1983. Here she rapidly distinguished herself as a dedicated and innovative professional with an outstanding capacity to apply current academic research to the transformation of the classroom experience for students.

In the context of the early stages of the technological revolution in schools, Dr Kimber expanded her interests in film and media, to become a recognized leader in cutting edge classroom technology integration. Her 2002 Doctoral Thesis: Technoliteracy, Teacher Agency and Design: Shaping a digital learning culture, examined the online work created by students in English and Modern History through their integrated technology usage in computer-mediated classrooms.

In 2004, Dr Kimber became involved in the School’s nascent Centre for Professional Practice (CPP) and was appointed Director in 2007. The CPP project has subsequently become an all pervasive element of the School’s programme, promoting reflective teaching practice and research that is enhancing the quality of learning and teaching, improving the quality of practicum experience for tutors and pre-service teachers, building learning circles for teaching staff, university personnel, pre-service teachers and the wider educational community and opportunities for research and continuing professional development.

Such innovative contact with the tertiary sector led to Dr Kimber’s becoming involved in a number of collaborative projects most notably the unique school-university partnership secondment to Griffith University in 2007 and the growing of a centre similar to the CPP for tertiary purposes. Since 2006 she has combined her role at Grammar with a Research Fellowship at Griffith and in 2010 became the foundation Director of Griffith Education’s Centre for Continued Professional Learning.

Through her ground-breaking work at both Grammar and Griffith, demonstrating the practical integration of academic theory and student learning and also her extensive publications, Dr Kimber has become a well known and highly respected member of the academic community both in Australia and overseas.

Mrs Catherine Clémot may be a recent graduate, but in terms of her professional skills, one would never guess. Mrs Clémot has a deep understanding of the scientific concepts in which she was trained but, more importantly, she demonstrates the capacity to make sense of ideas that are new to her. This ability has shaped her classroom into one where the students are encouraged to develop their own understanding by continuously floating, and receiving feedback on, their emerging ideas. She is suffused with empathy that only enriches the educational experience of the students in her care. Feedback from her students indicates how much they appreciate the extra time and effort she puts into all of her classes.

Mrs Clémot exhibits pedagogical clarity well beyond her classroom experience. She has been very involved in all aspects of the development and implementation of curriculum and has made significant contributions to the development of our curriculum philosophy and policy. She has also been responsible for the management and review of many of the Junior Science units. Mrs Clémot came to this school with an interest in gifted students but has taken every professional development opportunity offered to her to extend this interest to the implementation of a differentiated curriculum, an approach that aims to optimise the learning experiences of the full spectrum of student abilities.

Mrs Clémot’s colleagues would describe her as intelligent, extremely generous with her time, and unfailingly enthusiastic. The Science Faculty has been greatly enhanced by her warm and gracious personality and her sense of humour. What a lucky school we are to have someone of Mrs Clémot’s expertise and dedication to create a learning-friendly environment for our students.
Carolyn Hann has been working in the role of much-loved “Sister Hann” at Brisbane Girls Grammar School for 15 years now. Last year, in City Hall at Speech Day, she was the recipient of School Staff Award for Outstanding Contribution to the School; the thunderous response by the girls, staff and parents demonstrated the appreciation and affection of those for whom she has so kindly cared. Sister Hann manages to combine a quiet calming presence with efficiency and wise advice. Her dispensation of support includes all manner of things that help girls as they navigate their way through secondary schooling and growing up, not the least of which is a consistently optimistic attitude and a genuine engagement in each individual.

Sister Hann is unafraid of challenge and adventure. She has combined her love of travel with her commitment to supporting young people to meet their own challenges and her skills have certainly been very much valued on the various expeditions she has been on; these include two Antipodeans journeys — one to Tanzania and the other to India. She also stepped in last year to accompany students to Space Camp and her presence certainly reassured parents given the Swine Flu panic which surrounded travel at that time. Sister Hann regularly accompanies Duke of Edinburgh expeditions and Music Camps where she relishes the opportunity to observe the students and staff in a different context to city campus life.

Never one to complain, Sister Hann is a wonderful role model, not only for our girls but for all of us. She lives a positive and engaged life and has never once been heard to complain or to speak negatively about anyone. Not only does she maintain her own physical health through such activities as belonging to a walking group where she regularly walks between six to eight kilometres early each Saturday morning, she also has a small cottage industry of knitted baby clothes. Her love of young people and commitment to providing them with every opportunity to live life well, has led to her hosting ten Rotary Exchange students from various countries.

Sister Hann is very much appreciated by the Brisbane Girls Grammar community. Her high level of professionalism, robust approach to life and the level of trust she elicits in those for whom she cares make her a one-in-a-million kind of person. Her contribution has certainly been an outstanding one.

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**CENTAUR MEMORIAL SERVICE**

For many years Brisbane Girls Grammar School has participated in the annual memorial service to honour the victims and survivors of the World War II hospital ship Centaur lost off the Queensland coast in 1943.

The Chamber Singers conducted by Mr Paul Holley performed at this year’s service which attracted over 1000 people including the Prime Minister, Queensland Premier and Governor General and followed the discovery of the Centaur’s wreck in December 2008.

Centaur survivor Martin Pash with Megan Applegarth, Harriette Pilbeam and Charlotte Harris

(Picture Nathan Richter courtesy of the Courier Mail)
ACTIVITY AND CHALLENGE

There are very few things that are as intrinsically linked as physical activity and challenge. When one engages in physical activity the challenges are myriad: the challenge to others, to the clock, and vitally, to oneself.

One of the ways that the Health Studies Faculty encourages students to challenge themselves is through the School’s lifesaving and aquatics programme. Historically, Girls Grammar students have been meeting the challenges associated with lifesaving since 1912. Mrs Pauline Harvey-Short, writing about the School in the 2005 Royal Life Saving Queensland 100 Year History Book, asserts ‘the first eight students passed [Royal Life Saving Society of Queensland] certificates along with their teacher, Miss Hunt, who gained her Instructor’s Certificate with three of the students.’ Subsequent Heads of Health and Physical Education have, with continuous support from the School and its principals, developed an ever-growing commitment to the practical value of lifesaving and to the idea that lifesaving can be an agent for real personal development.

Lifesaving takes a student out of her comfort zone. It allows her to adapt and get used to discomfort before challenging her again. This “progressive overload” approach to challenge is not unique to the aquatic environment, but it is perfectly suited to it.

When lifesaving is taught in a purpose-built pool, learning experiences are able to be tailored to suit the full range of abilities present in the School. Importantly, the experiences will indeed be challenging — inherently so — allowing Grammar girls to extend themselves in the safest possible environment.

MR STEPHEN FOGARTY
Director, Health Studies Faculty

COMMUNITY CONTRIBUTIONS

In 2008 the School received a substantial bequest from the estate of a past student, Judith Dalton Noblet who attended Brisbane Girls Grammar School from 1941 to 1942.

This gift contributed to the establishment of the new swimming pool and undercover activities area.

Although living in Sydney, Ms Dalton was clearly committed to the work of the School and through her bequest, has contributed to the enhancement of the educational environment for Grammar girls for years to come.

The P&F Association gifted $250,000 towards the installation of a lift in the new swimming pool project, as a way of easing the challenges of the School’s multi-level site. The first donation of $100,000 was made in June 2009. A further donation of $150,000 was presented in February 2010. Installation of this lift means that all levels of the School’s campus have equitable access.

The P&F Mothers Group also donated $9,000 for additional shade umbrellas on the campus.

Current and future Grammar girls are the beneficiaries of the School community’s generous contributions to the new swimming pool.
On 15 March 1875, Brisbane Girls Grammar School opened for lessons in a two-storey house in George Street with just 50 students. Since those early days, thousands of girls have passed through the gates.

Brisbane Girls Grammar was one of the first schools to offer girls the same educational opportunities as their brothers when Sir Charles Lilley championed a different approach to educating women. We are now extremely proud of the fact that the School has been led by women for its entire 135 year history.

“Instead of focusing on teaching young women the polite accomplishments Lilley believed that girls should have just the same education as boys,” Principal, Dr Amanda Bell said.

Among the School’s current students are descendents of Sir Charles Lilley and the founding students of 1875, along with fifth generation families.

Students today are continuing the tradition of achievement established by countless graduates – professors, Rhodes scholars, eminent doctors and lawyers, mothers and community workers — women like Dr Cherrell Hirst, the first female Chancellor of QUT and former Queenslander of the Year 1995, Justice Margaret McMurdo AC, the first woman to be appointed to the District Court bench in Queensland and Professor Margaret Bullock AM one of the first two people to receive a degree in physiotherapy in Australia and the first Australian to be awarded a PhD in physiotherapy.

Featured within the School’s history are many more examples of leadership. From the appointment of the first Lady Principal, Mrs Janet O’Connor, to its five year record as an EOWA Employer of Choice for Women, the history of Brisbane Girls Grammar reflects a commitment to providing an environment that cultivates positive female leaders and role models.

“We have an abiding commitment to the education of girls, and I believe it is the way we can change the future for the better,” Dr Bell said.

The School celebrated Foundation Day with a special morning tea of blue-iced cake followed by the official celebration of the completion of the School’s new swimming pool project.
WINNING THE SCIENCE AND ENGINEERING CHALLENGE  

MR MR RICHARD BOWMAN, Faculty of Mathematics and Competitions Co-ordinator

In March eight teams of Years 9 and 10 Grammar girls successfully contested the exciting and demanding Science and Engineering Challenge held at The University of Queensland. This exceptional result is even more remarkable considering the long-standing gender imbalance between males and females studying engineering.

While the relatively low proportion of female students entering the engineering professions continues, progress is being made with the numbers of girls studying engineering subjects in first year university slowly increasing.

The broadening of opportunities for students, is due, in part, to proactive programmes run by schools, and at Brisbane Girls Grammar School it is very much a product of the dynamic approach taken by our Director of Post Secondary Planning, Mr Jim Seaha.

A range of faculty-based programmes complements Mr Seaha’s initiatives and create first hand opportunities for the girls to engage with Science, Maths, Engineering and Technology. The School’s annual participation in the Science and Engineering Challenge, an outreach programme conducted nationally by the University of Newcastle, is one such opportunity.

This all-day event comprised eight activities, each requiring a high degree of resourcefulness, skill, creativity, teamwork, and persistence. As several of our current Year 10 girls participated in the Science and Engineering Challenge last year, their experience was invaluable in providing advice and mentoring for their younger counterparts in Year 9.

Competitors required intuitive ability, as well as mathematical, scientific, technological, engineering, and communication skills. Common sense also played an important role. The tasks included:

- designing a railway bridge, which was tested by loading it with increasing weights
- building a helicopter with three propeller controls and guiding it by remote control along a defined path
- analysing a city plan and designing an electricity supply for minimum cost
- planning and building an all-surface buggy to carry a load for a distance over increasingly rough terrain.

Our girls committed themselves to the tasks with enthusiasm and tenacity. When the scores for the various activities were tallied at the end of the day, Brisbane Girls Grammar School were the clear winners by a fifty-nine point margin. Our team will now compete in the State Finals, to be held at UQ in August.

2009 ACADEMIC RESULTS

Over 54 per cent of last year’s students achieved between an OP 1 and OP7. These results are consistent with the School’s previous achievements and are remarkable given Brisbane Girls Grammar is not an academically selective school and does not award academic scholarships. They reflect the students’ individual and collective talents and the dedication and commitment of our teachers.

OVERALL POSITION RESULTS 2009

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</tr>
<tr>
<td>1-17</td>
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The results of the 2009 Queensland Core Skills Test also indicate that Grammar girls performed exceptionally well in comparison to the overall state results with 75 per cent of the cohort achieving an A or B grade.

QUEENSLAND CORE SKILLS TEST RESULTS 2009

<table>
<thead>
<tr>
<th>GRADE</th>
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</tr>
<tr>
<td>B</td>
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<td>18.9%</td>
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<tr>
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The Year 9 NAPLAN results revealed a talent cohort and reflected the effectiveness of our whole school language policy. The School received the highest scores in the state for Reading, Writing and Grammar.

QTAC OFFERS 2009

<table>
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<tr>
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The Year 9 NAPLAN results revealed a talent cohort and reflected the effectiveness of our whole school language policy. The School received the highest scores in the state for Reading, Writing and Grammar.
MADELINE LEADS A NEW WAVE OF DOCTORS

By following her passion Madeline Spooner (2003) is helping to address the shortage of medical physicians in Australia and the negative impact this deficiency is having on the nation’s hospital system.

Dr Spooner whose mother was a General Practitioner spent a lot of time while growing up completing her homework among anatomy charts and stethoscopes. After enrolling in an Arts/Law degree, at The University of Queensland, Dr Spooner realised she wasn’t passionate about Arts and Law, it was medicine that had always been her one and only calling.

Sitting down to her first class in May 2005 Dr Spooner created history by being part of the foundation cohort for the first private medical school in Australia. Bond University’s Bachelor of Medicine Bachelor of Surgery (MBBS) is also Australia’s shortest medical program taking only four years and eight months to complete.

Reflecting on her training Dr Spooner said students were provided with a great deal of opportunities including being exposed to real medical environments from day one. A milestone for health training in Australia the MBBS program incorporates an intense teaching schedule with pre-clinical placements and extensive one-on-one time with consultants. Dr Spooner believes that the time spent with consultants was very beneficial and equipped students with effective communication and clinical reasoning skills by the time they commenced their clinical placements.

Valedictorian Dr Spooner graduated in December 2009, becoming at twenty-three years of age one of Australia’s youngest new doctors. Described by Bond University administration as ‘an inspirational role model’, Dr Spooner’s long history of achievement and overcoming challenges will be of great use in a profession facing considerable change and upheaval as it services a population that is ageing and is experiencing a dramatic rise in lifestyle related chronic disease.

Having started her internship Dr Spooner is currently working at the Royal Brisbane Hospital where she intends to impress in the medical fraternity.

KATHRYN AT THE CUTTING-EDGE OF PHYSICS

In March, less than two years after graduating, Kathryn Zealand (2008) was accepted into the prestigious Perimeter Institute’s Perimeter Scholars International Masters of Science Program in Canada.

The program and institute, established by internationally renowned Professors of Mathematics and Physics, such as Dr Stephen Hawking and Dr Neil Turok, bring together the best physicists from around the world and provide them with an opportunity to work collaboratively.

While the newly opened Perimeter Institute has yet to become a household name, it has developed into the international focal point of cutting-edge scientific research and education in theoretical physics on a par with Harvard, Cambridge or Oxford universities.

“I am delighted to be accepted into the Perimeter Institute. I am very excited to be given the opportunity to study with and learn from some of today’s brightest minds, as well as experience Canadian culture and meet some really interesting people.” Kathryn said.

This is not the first time Kathryn’s exceptional abilities and talents have been showcased on the world stage. While still at school, Kathryn travelled widely to countries such as the USA, Croatia, Korea, Slovakia and China representing Australia at various Mathematics and Physics competitions. Most notably, she was named Best Female Competitor at the 2007 Asian Physics Olympiad and captained the Australian team to become the first English-speaking world champions in the 2007 International Young Physicists’ Tournament (IYPT).

These achievements are even more exceptional, considering that during her final year at Girls Grammar, Kathryn also studied at The University of Queensland, doing up to four times the normal course load in order to obtain her Bachelor of Science at the age of seventeen.

Kathryn also maintains a broader interest in human rights and is currently taking a sabbatical from her PhD at The University of Queensland in order to work in Belgium and Uganda assisting the Secretary General of a major humanitarian Non Government Organisation involved in promoting democracy in the Middle East and Northern Africa, women’s rights and international criminal justice.

“Everything I have achieved, including acceptance into this world-class physics program, is due to the care and dedication of Girls Grammar’s Science and Maths teachers. I particularly want to thank Mr Alan Allison, Head of Physics, and Mr Gary Bromiley, whom we still all sorely miss, who gave their endless support, encouragement and time to help me develop skills and achieve my potential.” Kathryn said.

With her career excelling many might think it impractical for Kathryn to continue supporting the School community while achieving her career goals. However, since graduating, Kathryn, once again, demonstrated her ability to rise to the challenge, committing considerable time to coach teams and join the panel of jurors at the International Young Physicists’ Tournament as well as coaching a Year 12 debating team from Brisbane Girls Grammar.
ALUMNI EVENTS

1. OGA President Mrs Christine Purvis with past presidents Mrs Jean Vallis, Mrs Lyle Schwarten and Mrs Paula Aitton
2. 110th Anniversary cake
3. (L-R) Mrs Pauline Harvey Short, Mrs Lyle Schwarten, Mrs Sue Meeking, Mrs Christine Purvis, Mrs Sylvia Pegg and Mrs Ann Castons
4. Celebratory Dinner for OGA 110th Anniversary
5. Past students reconnect at the 60 Year Reunion in 2009
6. The class of 1969 enjoyed their 40 Year reunion in October 2009
2009 was a year of celebration for the Association marking the milestone of 110 years since its formation in 1899. “Old girls” from various eras of the School enjoyed the fellowship of others at the Annual Reunion and Recollections Afternoon Tea, shared the stories and experiences of past students in the newly introduced Sister Series and celebrated at the 110 Year Dinner. On these occasions, attendees were exposed to a visual history of the contributions to the School and work of the OGA. This presentation chronologically documented the OGA’s significant giving and commitment.

2010 will provide a range of traditional social events across the year which reflects the OGA’s involvement within the School and its celebration of the 135th Anniversary. However, the major challenge for the association will be the OGA Review. This review has incorporated all the stakeholders of the School and seeks constructive feedback. The Executive Committee has utilised the expertise of “old girl” Rebecca Roebuck (1993) with the intention of evaluating the Association’s future development and connectedness with the twenty-first century Grammar girl. Surveys are on the School website and this exciting undertaking will culminate in the Review Forum on Saturday 17 July. Grammar girls are renowned for their erudite opinions and civic involvement, so return a survey and join the discussion in July!

The OGA continues to assist the School Archivist in a range of ways. The presentation of a software program was a major contribution from the OGA in 2009 which is facilitating the reorganisation of the archives making them more accessible to the School, the students and research staff. The scanning of old photographs and identification of girls and staff in photographs has been a challenging undertaking and one where help is always appreciated.

A shared honour for the School and the OGA was the admission of the War Memorial Honour Board to the Queensland War Memorial Register. The honour board is located in the Annie Mackay Room (Old Assembly Hall) and was donated by the Old Girls Association in 1949. It is indeed appropriate that the School and OGA can honour women of Grammar as Australia’s Defence Force Personnel, and their contribution to the freedom we enjoy. As another form of assistance to the School Archivist, OGA are collecting information which will update this board and enhance our knowledge of our Australian Defence Force Grammar women. Once again your involvement is welcomed and encouraged.

MRS CHRISTINE PURVIS (STEINDL 1965) President

OGA EVENTS

National Council of Women and Brisbane Girls Grammar School OGA Meeting with guest speakers Ms Stephanie Carter, Service Captain 2007 and Ms Rebecca Phillips (2009). This is open to all who are interested in hearing of the activities of NCWO and Community Service within Grammar.

22 May at 2.00 pm, Brisbane Girls Grammar School.

The Recollections Afternoon Tea

Saturday 4 September from 2.00 pm. Barbara Fielding Room from 2.00 pm, Brisbane Girls Grammar School

Review Forum

Saturday 17 July at 2.00 pm, Brisbane Girls Grammar School.

REUNIONS

5 Year Reunion — Class of 2005
Date: Thursday 20 May
Time: 6.00 pm – 8.00 pm
Venue: Brisbane Girls Grammar School
Contact: Ms Yvonne Sylvia T: 07 3332 1448
E: reunions@bggs.qld.edu.au

10 Year Reunion — Class of 2000
Date: Saturday 11 September
Contact: Miss Ellie O’Gorman T: 0408 009680
E: ellieog@hotmail.com

20 Year Reunion — Class of 1990
Date: Friday 17 September
Time: 7.00 pm – 10.00 pm
Venue: Garden Marquee, Victoria Park Golf Course
Contact: Mrs Melanie Wing (nee Flaskas) T: 0418 499227
E: melwing@bigpond.net.au

40 Year Reunion — Class of 1970 (1966-1970)
Date: Friday 30 July
Time: 4.30 pm – 7.00 pm.
Venue: Brisbane Girls Grammar School Open Day
Date: Saturday 31 July
Time: 5.30 pm – 11.00 pm.
Venue: Holiday Inn Roma Street, Brisbane
Contact: Ms Janette Field T: 0404 243135
E: our40threunion@hotmail.com

50 Year Reunion — Class of 1960 (Form III 1957 to Form VI 1960)
Date: Saturday 28 August
Time: 10.30 am – 3.00 pm
Venue: Brisbane Girls Grammar School
Contact: Dr Ruth Blair T: 07 3843 1424
M: 0404 243135
E: r.blair@uq.edu.au
Ms June Fox T: 0438 783130
E: foxexf@gil.com.au

52 Year Reunion — Form III 1954 to Form VI 1958
Date: Monday 2 August
Time: 2.00 pm – 5.00 pm
Venue: Jo-Jo’s Restaurant Queen Street Mall Brisbane
Contact: Mrs Margaret Greer (nee Golliker) T: 07 3202 6244
M: 0418 743 671
E: margaret@thegreers.com.au

65 Year Reunion — Form III 1945 to Form VI 1948
Date: Saturday 12 June
Time: 2.00 pm – 5.00 pm
Venue: Brisbane Girls Grammar School
Contact: Mrs Jean Kitchen T: 07 3892 3351
E: rajkg@bigpond.com
Mrs Mary Elliott T: 07 3420 6139
E: meme31@bigpond.com
Mrs Claire Mainstone T: 07 3371 1332
Mrs Dawn Gibson T: 07 3832 0072

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Mrs Claire Mainstone T: 07 3371 1332
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EXPERIENCE BRISBANE GIRLS GRAMMAR SCHOOL

Open day showcases the diversity and vibrancy of the school community. It provides a wonderful opportunity to meet and talk with students and staff, enjoy performances, view academic and co-curricular displays and tour the School's facilities.

OPEN DAY FRIDAY 30 JULY 2010
4.00 PM – 8.00 PM

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For Grammar Gazette enquiries and comments
T 61 7 3332 1336
E marketing@bggs.qld.edu.au

For Philanthropic Programme enquiries
T 61 7 3332 1437
E donations@bggs.qld.edu.au

BRISBANE GIRLS GRAMMAR SCHOOL