Philanthropy: A Heritage of Giving

Music helps alleviate poverty and improve lives

Generous gift floats our boat at Marrapatta

Alumni News: Classes of 1930 to 1942 – 70+ Reunion
Was it a drop bear or simply born to be wild?

No one was sure who was more shocked, the koala or the girls when the iconic marsupial suddenly dropped from a tree during the Year 10 Yabba Balance trip to Marrapatta in July.

It was an early Thursday morning, the birds were singing as students started to wake up. Everyone was packing up their hammocks and having jaffles for breakfast. We were looking forward to the high ropes course planned for the day.

While the others were eating, Kirsty Campbell and I walked towards the amenities. I heard rustling in the bushes nearby, then I saw a koala drop from the tree onto the long grass below.

I was shocked, I had never seen a koala in its natural habitat, only at zoos. The koala was also quite发挥了 道全子 飞出 半气 也 即想 起来 to see and keep it safe and also quite scared. I called out to everyone to come and see it.

The rest of the group came down and Mr McIntosh came along with his camera, eager to take some photos. ‘This is the first time I have ever seen a koala at Marrapatta’, he said.

When we were looking at it, the koala would climb up a tree then drop to the ground and hop towards it. It was adorable, it had a big black nose and we all wanted to touch it. Koalas usually spend most of their time in eucalyptus trees, suggesting that there are many of them at Marrapatta. It also shows they don’t have many predators in the area.

We were all surprised and in good spirits afterwards. It was definitely something I will remember from my time at Marrapatta.}

SHELLIE XING
YEAR 10 STUDENT
In recent years, Brisbane Girls Grammar students have benefited from the enhanced educational opportunities provided by the School’s multi-award-winning Cherrell Hirst Creative Learning Centre and swimming pool complex. Philanthropic giving partially funded these Masterplan projects, presenting tangible evidence of our community’s generosity and commitment to the School.

Justice in 1879, Sir Charles was a strong advocate of education and believed that girls should have educational opportunities equal to those of boys. He believed that girls could reach an even higher degree than boys (Brisbane Grammar Schools, 1883). Sir Charles was also a long-time exponent of women’s right to vote (Women’s Suffrage, 1894). Sir Charles and the early Trustees viewed extraordinary foresight and generosity in giving their time, money and energy to the first grammar school for girls in the colony — a commitment that was then taken up by the Brisbane Girls Grammar community.

The School’s library and information resources also receive support from parents and families who appreciate the necessity of our students having access to information in the digital age. Each year, as a parting gift for the benefit of successive students, many parents of graduating Year 12 girls choose to make a Valendy Gift in their daughters’ names to purchase resources for the Beanland Memorial Library.

In the hustle and bustle of contemporary life, one of the most valuable gifts girls is time. The Parents’ & Friends Association (P&F) volunteers assist in the Shop and the Café, as well as events such as Open Day. The P&F is the School’s major benefactor, contributing significantly to the recent Masterplan projects. The P&F and the Fathers’ Group had a central role in establishing and developing Marrapatta, the School’s Memorial Outdoor Education Centre in the Mary Valley. The Fathers’ Group continues their energy work in maintaining and improving the School’s second campus, which celebrates its twentieth-anniversary this year. Support groups for co-curricular activities such as Music and Rowing play a vital role, donating equipment, improving the opportunities for the girls and strengthening community bonds.

The generous contributions from parents of current students to optimise educational environments for the benefit of their daughters is gratefully received and well utilised. The library and archive continues to be an area of interest, with our alumnae donating books and making gifts, often as part of their reunion celebrations. Increasingly, our past students and their families are supporting the School’s building Masterplan through the Aere Perennius programme, recognised for their support with a bronze plaque as an enduring testament of their long histories and lasting bonds with the School.

The Old Girls Association (OGA) has given the School over a century of steadfast support. Since 1899, the OGA has maintained connections between past students and the School, promoted fellowship, raised funds, and contributed to all facets of School life: the library and archives; our superb historical Honour Boards; traditions and contemporary artworks; sporting and building projects; and important events such as Open Day and the Gala Concert. The OGA assured their first prize for student achievement in 1900. This direct commitment to current students continues with several annual Speech Day awards including the Annie Mackay Memorial Prize, raised funds, and contributed to all facets of School life: the library and archives; our superb historical Honour Boards; traditions and contemporary artworks; sporting and building projects; and important events such as Open Day and the Gala Concert. The OGA assured their first prize for student achievement in 1900. This direct commitment to current students continues with several annual Speech Day awards including the Annie Mackay Memorial Prize.
School funding is once again on the national agenda with the current social and political debate over the recommendations of the Goroki review. Despite assurances that schools will lose funding under the proposed reforms, uncertainty over uncosted policies remains. The fact is, while government expenditure has increased for public schools, government funding of independent schools has been decreasing annually (Australian Bureau of Statistics, 2010). Furthermore, independent schools do no longer receive government funding for capital works such as new buildings.

Schools such as Brisbane Girls Grammar increasingly depend on philanthropic gifts to assist with contemporary learning spaces and resources for innovative teaching practice. Indeed, the Goroki review outlines the benefits students receive through philanthropic support of schools, and recommends that public schools follow the example set by independent schools (Australian Government, 2011, pp. 208–209). Brisbane Girls Grammar will continue to prudently manage its finances; however, government funding is no longer sufficient for the School to realise its aspirations for our young women. In particular, the advent of Year 7 in 2015 will necessitate the expansion of our teaching and learning facilities. The School must continue to look to its community for support to provide the best educational environment for our young women, now and in the future.

We are strategically planning to ensure the long-term financial strength and independence of Brisbane Girls Grammar. In recent years, the Future Fund has been established to provide a dependable annual income. The Future Fund will offer flexibility and security, particularly if governments elect to reduce funding for independent schools. With philanthropic support, we can proactively protect the School’s financial future.

Both our own humanity and humankind are enriched through philanthropy. We are all beneficiaries of the generous endeavours of previous generations. As philosopher Albert Camus declared: ‘Real generosity toward the future lies in giving all to the present.’ (Partington, 1993, p. 19).

Scholarships such as Brisbane Girls Grammar increasingly depend on philanthropic gifts to assist with contemporary learning spaces and resources for innovative teaching practice.

This year has been an exceptional year for our School community. The School is fortunate that benefactors have made philanthropic gifts to boost the Future Fund. In addition, this fund received a portion of the School’s annual income. The Future Fund will offer flexibility and security, particularly if governments elect to reduce funding for independent schools. With philanthropic support, we can proactively protect the School’s financial future.

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The members of our School community believe in the value of their contributions to the education of young women which, in turn, benefits society as a whole. This support has helped make the School a special place for our students and to the profession. Our School is always open to new ideas and the future is bright.

In 2012, the Student Council’s aspiration was for each Brisbane Girls Grammar girl to be challenged to push her boundaries, reach her potential, exceed her expectations and to make it happen in all aspects of her school experience.

Individually, girls have approached their academic studies with tenacity, courage and the NO LIMITS motto instilled in their minds. They have certainly embraced the School aspiration to become ‘exceptional scholars’.

All year, the Year 12s have prepared diligently for the QCE tests held in September. A symbol of unity this year was the stimulating, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, energising, 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Music hits a high note

Inspired by a music programme to ease poverty in Venezuela, Director of Instrumental Music Mark Sullivan travelled to Los Angeles in February to meet some of its innovators, who were collaborating with the LA Philharmonic Orchestra. Mr Sullivan took his learnings, plus his 35 years’ experience in music teaching, to the Positive Schools 2012 conference in Brisbane in June. It was the perfect stage to highlight what Brisbane Girls Grammar is doing to transform its students into better citizens, through the power of music.

Music programmes in Australian schools take many forms from being non-existent, to being highly successful and engaging like those at Brisbane Girls Grammar School. Unfortunately, not all have a positive impact on student wellbeing. Many have developed in an ad hoc way without a clear philosophical vision or strategic planning and they often lack the human and physical resources needed to be successful and comprehensive.

The 2005 National Review of School Music Education found ‘cycles of neglect and reappraisals, which impacts to the detriment of too many Australian particularly those in geographically and socially disadvantaged areas’ (Pascoe et al, 2005 p. iii). It identified lack of opportunities and variability in teacher quality and education, and poor quality and status of music in many schools.

To really make a difference to a child’s wellbeing, a music programme needs to be a vibrant and engaging experience. The basic elements that I believe are essential for a music programme are:

- A clear philosophy that underpins all decisions
- Dedicated, enthusiastic and expert teachers
- An effective recruiting process
- Quality repertoire selection
- A practical and enjoyable experience
- Valid assessment of learning
- Support of the whole school community
- Effective management and leadership
- Endorsement by parents and the community

It is no coincidence that each of these elements can be found in El Sistema, a Venezuelan programme designed to teach classical music to children who has become a vibrant force in youth culture and has created a significant social change across the country.

In its is the capital of Caracas which holds the dubious title of ‘murder capital of the world’ (Paulin, 2008). Since 1975, the lives of poverty stricken and at-risk youths have been transformed by systematically linking music education and the collective practice of music through symphony orchestras and choirs as a means of social organisation and community development (Goulders Bolivia 2008).

Today, the formally titled National System of Youth and Children’s Orchestras of Venezuela manages 300 youth orchestras and choirs and has 350,000 young musicians registered as part of this musical phenomenon. More than four million students have experienced El Sistema during its thirty-six years. In 1975 there were only ten professional symphony orchestras in Venezuela. Now there are thirty. By comparison, Australia has only eight professional symphony orchestras...

The founder and visionary for El Sistema was the extraordinary social crusader Dr Jose Antonio Abreu, a musician and former government minister for economic planning and culture. Dr Abreu’s profound concern regarding the magnitude of misery and poverty in the country, and the social inequality that made music quite unapproachable and unaffordable, led him to realize that music had the potential to create a means whereby music could be a way of vindicating the rights of the masses’ (Vulliamy, 2007).

Having researched and experienced El Sistema first hand, I can without reservation claim that it is the most compelling evidence of the extraordinary power of music to transform individual lives, communities and the wider society.

The programme has become the envy of the world inspiring similar programmes in twenty-five countries that are seeking to reduce the levels of crime, poverty, illiteracy and social exclusion in the young population.

El Sistema is fully government funded, guaranteed, not as an education programme but as social welfare scheme. The government has planned to increase the programme to one million children over ten years with a tripling in funding. Participation is free for everyone with 90 per cent of participants living in poverty.

When reflecting on how music can affect the wellbeing of my students who are certainly not living in poverty and have access to unlimited opportunities, I found it necessary to first of all consider what is meant by wellbeing. Having researched various definitions, I believe wellbeing is about happiness, confidence, physical condition and general outlook on life.

It is about feeling good and taking care of yourself, having meaning in life and feeling that life is fulfilling and worthwhile. Wellbeing is an ongoing process that we need to work on at all times and comes from being connected and engaged with others. Everything we do, think and feel has an impact on our wellbeing which affects all aspects of our lives, including our health, productivity and relationships with others. There are several aspects of wellbeing, including physical, emotional, social, financial and spiritual.

Wellbeing is a complex and personal issue but the fact that music is processed in so many different ways, and has positive physical, emotional and cognitive effects, may be the key to its magic and power.

Over the past 10-15 years, MRI and PET scan technology has dramatically accelerated the research on human brain function and although there now seems to be a study to prove that music can improve just about every aspect of life, thinkers and philosophers have written about the connection between music and wellbeing for thousands of years.

‘Music is a moral law. It gives a soul to the universe, wings to the mind, flight to the imagination, a charm to sadness, and life to everything. It is the essence of order, and leads to all that is good, just and beautiful, of which it is the invisible, but nevertheless dazzling, passionate, and eternal form.’ (Plato 428 BC–328 BC in Godierno Bolivariano de Venezuela. (n.d.))

For those of us who are deeply involved in teaching music, the important role that it plays in the holistic development of any student is acutely apparent. The 2005 National Review sums it up perfectly when it says ‘Music uniquely contributes to the emotional, physical, social, and cognitive growth of all students. Music in schools contributes to both instrumental and aesthetic learning outcomes; transmission of cultural heritage and values; and students’ creativity, identity and capacity for self-expression and satisfaction’ (Pascoe et al., 2005 p.v).

For me it is unthinkible to consider preparing a child for life without a solid background in music. For the sake of the children, for their wellbeing, for their future, music is the answer.

MR MARK SULLIVAN
DIRECTOR OF INSTRUMENTAL MUSIC

References


‘It is fun and makes me feel happy’
‘I met new friends’
‘It makes me feel positive’
‘It helps me relax and reduce stress’
‘I feel successful’
‘The music is challenging and fun’
‘I look forward to the thrill of the performance’
‘I feel safe even when I make mistakes’

Music Therapy

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Generous gift floats our boat at Marrapatta

In a celebration of Marrapatta’s philanthropic beginnings, a Brisbane Girls Grammar family has presented a beautiful and functional twenty-fifth birthday gift to the School’s Memorial Outdoor Education Centre.

Earlier this year, Dr Roger and Dr Linda Allen realised that their family’s nine-year-old daughter with a treasured cancer. As a keen sailor and wooden boat enthusiast, Dr RogerAllen wanted to find the ideal new home for the iconic Canadian-designed RedBird canoe. Upon recalling the wonderful adventures their daughter, Clarissa, and Lily, had enjoyed at Marrapatta, the Allens donated the canoe and trailer to the School.

The timing of this philanthropic gift has a particular resonance. Following a sustained campaign by the Brisbane Girls Grammar community to secure property and establish buildings at Imbil in the Mary Valley, Marrapatta was established in 1987. The generous gift of the canoe coincides with Marrapatta’s twenty-fifth anniversary, marking a quarter-century of support for the School’s second campus.

Dr RogerAllen’s family connection with Brisbane Girls Grammar extends back to an earlier half-century with their mother Lucy Geddes alongside attending Brisbane Girls Grammar during World War II. Following high school, Lucy went into nursing, rising to the level of senior theatre sister. In 1950 she married DrLucius Allen, who had been dux of Brisbane Grammar School in 1937. Having been her husband’s constant companion, practice manager, confidante, prompt, critic and nurturer — together they made a great team (Allen, n.d.).

Teamwork is but one of the important life skills our students gain through activities at Marrapatta. The School’s Outdoor Education programme encourages girls to connect and belong, develop a robust sense of self, and appreciate the natural world of which they are a part (McIntosh, 2012). While having fun paddling around Yabba Creek and Borumba Dam in Waterlily, the girls will also navigate social interactions and contemplate personal goals.

Open Day truly embodies the School’s spirit, energy, and goodwill. Through its display of creativity, vibrancy, and excitement, we hoped to impress on future students and families the importance of Service here at Brisbane Girls Grammar.

While philanthropy takes many forms, improving the well-being of others is the universal motivating factor. Since our founding, Brisbane Girls Grammar has welcomed a variety of gifts, in addition to monetary donations, that enhance the School’s teaching and learning facilities.

Dr Allen hopes that his family’s gift will encourage further philanthropic giving to Brisbane Girls Grammar, saying that, through donating Waterlily, ‘we hope our gesture will encourage people to do likewise’.

Like all philanthropic gifts to the School, the canoe is for the benefit of the current and future generations of Grammar girls. This unique and generous gift has found a home at Marrapatta where it will further enrich the learning experiences offered — and help our girls navigate the ebbs and flows of adolescence.

MS MICHELLE JAMES
PHILANTHROPY PROGRAMMES MANAGER 2010–2011

Open Day, on 3 August, was the result of enormous effort from staff, students, parents, and the wider community and showcased the myriad academic and co-curricular activities for prospective parents and students. Around 1800 visitors passed through the School during the event.

Embedded within the School is a strong culture of fundraising and sense of community. The scope of the Service experience, encompassing a wide variety of clubs and societies, allows girls in all Year levels to actively participate. While the event itself is a juggling act, raised money in support of the Pajama Foundation, while Gibson House was very successful in its long-standing tradition of selling strawberries and ice cream in support of World Vision. However, the stalls on Open Day act by no means restricted to House stalls with a vast array of co-curricular clubs and committees selling goods and promoting their activities throughout the School.

Students involved in Service clubs and activities were responsible for the smooth running of their stalls while at the same time, raising awareness of their respective charities. Logistically the evening was a great challenge. Students successfully set up House stalls, honouring their various commitments throughout the evening to musical performances, sporting displays, service groups, tours leading to name just a few. It is a juggling act.

More than $30,000 was raised for various charities during Open Day 2012 which is designed to provide a unique insight into the School and its ethos of helping others.

Every year the Year 11 cohort undertakes the immense task of organizing each House while the rest of the School assists and supports by bringing in essential items and running the stalls. Open Day encompasses elements of leadership as House Group Captains negotiate whether to continue a tradition or create a new one and how to manage the venture successfully. This responsibility is a significant leadership role within the School and requires initiative, teamwork, and decision making.

Working together in a team always results in learning about yourself, your strengths and how you respond in that environment.

HOLLY RICHARDSON AND JACQUELINE ROBERTS
SCHOOL SERVICE CAPTAINS

In an explosion of colour, sound, and creativity, the School was humming with a wide variety of Service activities. Each House assumed the responsibility of raising funds for their respective charities. Taking our own Houses as examples of what happens, both Hirschfeld House and Gibson House showed great enterprise on the evening, Hirschfeld demonstrated a strong sense of House spirit as each family contributed towards the preparation of their famous baked potatoes. With a fantastic display of camaraderie, Hirschfeld

http://www.bggs.qld.edu.au/blog/2012/06/07/marrapatta—celebrating—25—years/

http://www.s쿼드.rollingstone.com/2012/06/07/marrapatta—celebrating—25—years/

http://www.marrapatta.qld.edu.au/blog/2012/06/07/marrapatta—celebrating—25—years/
Alan Dale is without doubt one of our most erudite and intellectually accomplished staff members. His knowledge of reputable studies in European history is encyclopaedic.

He is a prodigious reader and his eclectic mix of genres extends from Shakespeare to Agatha Christie, from the philosophers of the French Enlightenment and those of the German tradition, to graphic novels. Given Mr Dale’s undeniable academic prowess and his ready and often irreverent wit, it was inevitable that in 1973 he would be appointed to the staff of Brisbane Girls Grammar School, an educational institution which since its inception has sought and practised exceptional scholarship.

Originally appointed as a teacher of English, and ancient and modern history, Mr Dale realised a long–cherished dream in 1981, when he pioneered the introduction of Study of Religion, a subject which was eventually realised in the development of Marrapatta. He has visited our sister school, Lycée St Paul in Angoulême, southwest of Paris, where he was paid the exceptional honour of being invited to assist in religious celebrations during the Feast of St Paul. He co–authored the original intent of the Athene Club, and as a father of two former students, has proven to be an empathetic liaison between the School and its parents groups. He annually adjudicates public speaking competitions and successfully engages students in debating. Mr Dale cheerfully attends sporting fixtures and has affection for cultural events. His Occasional Addresses challenge staff and students to reflect upon complex points of view, rather than being content to limit their vision to the prosaic.

Such talents cannot go unrecognised and in 2012, Mr Dale received a well–deserved and befitting tribute when he was made a Fellow of the Australian College of Educators for his outstanding contribution to the enhancement of Study of Religion, secondary education and the professional status of teachers at the local level.

When recently asked what he would do in retirement, he replied ‘sleep’. But an image keeps arising of Alan Dale sitting in his favourite chair with his usual pile of books. Hopefully he will take time to contemplate his extraordinary contribution to a school he joined in his centenary year. As Henry Wadsworth Longfellow said ‘the life of a man, consists not in seeing visions and dreaming dreams, but in doing active and useful office’. 

Miss Elizabeth Hatton has enjoyed a long and committed association with Brisbane Girls Grammar School, both personally and professionally as a student, a member of staff, and a friend of the School.

Miss Hatton has a student from 1961 until 1964 (in the years when secondary school was from Year 9 to Year 12, Form III to Form VI). She was a conscientious student and role model for her peers and won a number of awards including the Topper Cup for citizenship; the Hilda Webb prize for physical education; and prizes for basketball which was later renamed netball. During her student years, her excellent sporting record was further recognised with a series of Full Pockets and Blues for basketball and athletics. Her leadership qualities were also acknowledged and in her senior year she was appointed as a Prefect and had the distinction of being the first House Captain of England House when in 1964 the student population was divided into Houses.

On completion of her studies at Brisbane Girls Grammar School, Miss Hatton studied for a Diploma of Physical Education (Qld) and returned to the School in 1967 as a teacher in this subject. So began a career and service to the School spanning more than forty years.

Spurred on by her love of history, Miss Hatton took a year sabbatical in 1975 to complete her BA at the University of Queensland, majoring in history, and the following year she took up a position as a teacher of history in the School. In this context she showed herself as an imaginatively well–prepared and empathetic teacher who loved and still loves the narrative of history.

In the early 1980s, Miss Hatton took on a role in the pastoral care programme of the School which was based on Year level, a system that had at that time replaced the House system. She was Year 9 Level Supervisor for several years before being invited to step up to the role of Senior Mistress in 1988. This position was designed to be a Deputy role, shared with Mr Alan Dale who had the title of Senior Master. Miss Hatton took on the challenging task of managing timetabling and the day–to–day operations of the School.

This position eventually transformed into Assistant Principal and finally Dean of Administration. Her meticulous approach to organisation, her focus, her eye for detail and her acute capacity to see across the multi–faceted aspects of daily school life, taking into account students and staff alike, ensured her success in this role. Nothing would be left to chance and if she undertook a task it was completed with diligence, accuracy and on time. In a changing world, Miss Hatton has never shied away from adapting and effectively using the tools of educational technology both as administrator and classroom teacher. Nevertheless it was her hands–on and tailored timetabling that considered staff and allowed students flexible access to subjects they really wanted to study rather than being always restricted only to subject lines.

In the final years of her tenure at Brisbane Girls Grammar School, Miss Hatton has contributed her extensive knowledge to the history keeping of the School in a position as Heritage Projects officer before continuing her support of students in the classroom through her work with the Differentiated Studies Faculty, underscoring her attachment to the School and to the students in her care across the years. During her career in the classroom and in administration, Miss Hatton has never forgotten her sporting roots and her love of sport. She holds fond memories of her time as a teacher of physical education. Throughout her Brisbane Girls Grammar career she has been a keen supporter of Saturday sporting fixtures and across a range of co–curricular activities including music and drama.

Her dedication to her roles, her friendships with colleagues, and her love of and participation in the life of Brisbane Girls Grammar School, have been paramount in the evolution of her career. This singular application to her professional life has been further fuelled and sustained by her interests in the world beyond. She is known for her personal passion for reading and all forms of the arts, in particular opera and ballet, and no less for her pursuit of knowledge and understanding of history and humanity.

Miss Hatton’s presence in the School has been long but it has also been deep and constant and her contribution will live on as part of the fabric of Brisbane Girls Grammar School.

Miss Elizabeth Hatton
Director, Creative Arts Faculty

Staff Profile
Mr Alan Dale

Miss Elizabeth Hatton

Staff Profile
Turning the page on a new chapter in literacy

‘All theories point to the fact that those children who are read to, or are exposed to reading/books more, are better in all areas of literacy’, Professor Christa Von Kroayenrood (2003)

Wider reading extends a student beyond literacy, facilitating a student’s vocabulary, writing style and depth of ideas. It is an empowering experience for a student to be able to articulate ideas in depth and with sophistication, concisely, or with figurative flair. Adult readers know this and experience this sense of achievement.

The debate about ‘the death of the book’ to me is misleading. For me, the book isn’t dead — it’s just changing. The excitement of illustrated texts, multi-modal texts, graphic novels, book trailers, e-books, transformed books (Pride and Prejudice, and Zombies), books as works of art, interactive and evolving books (Pottermore.com) reflect the ongoing relationship that readers have with the texts they explore. 2012 is the National Year of Reading, an apt time to promote reading and responding to reading, to the whole School community.

Being the 2012 co-ordinator of the Libellum Society has enabled me to develop a diverse, accessible, whole school approach to reading and responding to texts. Now in its eleventh year, the Libellum Society has a student membership across the Year levels, who meet weekly to preview the new fiction purchased by the Beanland Library and review illustrated books, popular fiction and non-fiction, graphic novels and literature websites.

However, I have felt challenged by the appearance that wider reading initiatives are being accessed by students who are already keen readers and writers. Consequently, the aim of some of the 2012 initiatives has been to reach the students who tend to stay outside the library doors. A Libellum noticeboard installed in the Computer Room foyer of C Block displays book reviews of young adult fiction, challenging texts for senior students, as well as non-fiction biographies. The club noticeboard also promotes writers’ festivals, book launches, literary exhibitions, writing and book trailer competitions, websites and graphic novels. This information has also been disseminated digitally to students by Moodle — the School learning management system, and the daily notice.

It has been pleasing to see a growing interest in literary events with many students expressing interest in attending writers’ festivals and other activities. This year a team of Year II Libellum members participated in the Children’s Book Council of Australia’s (CBCA) ‘Readers Cup’ competition, and a group of junior students joined the Gown Harwood Society (Gowneire) at the Brisbane Writers Festival (BWF). Unfortunately, academic commitments have prevented the senior students from attending the Byron Bay Writers Festival or the BWF, but we hope that other events will present themselves before the year is out. The success of story-telling, interactive poetry writing, and colouring favourite story characters at Open Day, reflected the community’s inherent love of narrative. The Libellum members plan to offer a ‘book café’ in Term IV, as part of their fundraising for The Indigenous Literacy Foundation.

Trying to encourage students into the Library and into a book has been my goal, so when the only graffiti on a noticeboard book review is ‘Favourite book ever’ I think we may be getting somewhere.

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References


The past few years have been an interesting journey for Brisbane Girls Grammar School Health, Studies Teacher and Athletics Co-ordinator Alice Dabelstein, who began with a cancer diagnosis in 2009 and continued with a 220 kilometre cycle for the cause this year.

Mrs Dabelstein, her team, and the 1500 other riders raised more than $3.1 million for the Queensland Institute of Medical Research, which was a state fundraising record.

‘This is the second year I have done the ride and Brisbane Girls Grammar School really got behind us, encouraging a staff team, kitting out our eight teachers and one support member, helping us with fundraising and encouraging our community involvement,’ she said.

‘Thankfully I am now in remission but there are many others who aren’t so lucky. I was for them that we were riding, for them that we were raising money and for them we were searching for a cure.’

As a previous full-time athlete, being diagnosed with NHL in 2009 was a huge shock. I wasn’t prepared at all. Being extremely fit and healthy I never thought I could be at risk and I was terrified at how healthy I never thought I could be at risk and I was terrified at how
The opportunity to attend the People to People Leadership Action Summit at the oldest university in the United States was too good to be missed. As members of the Student Council we were invited to show interest in the trip to Harvard University to gain additional leadership experience. At the conference there was a session on racism and stereotyping which required us to list all of the different stereotypes we could think of from the offensive to the completely ridiculous. Some of these were ridiculous such as “Australian rule kangaroos” and “blondes are stupid”. We learned about being leaders in this sense, being the ones to stand up to these stereotypes and not to condone them. There were 17 countries represented by delegates from all over the world including Bolivia, Lebanon, Mexico, Pakistan, South Africa, India, Germany, Peru and Hong Kong.

Our fifteen-hour-long days were filled with leadership workshops, teambuilding activities including a high and low ropes course, and sessions listening and interacting with renowned public speakers including Sunjay Nath. Nath is the third youngest person in the world to earn his Certified Speaking Professional (CSP) which is the highest international recognition that a speaker can achieve. He is also the author of the book “Reach the Heights of Harvard”.

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We learned that John F Kennedy, Franklin Roosevelt, Barack Obama, John Quincy Adams, Mark Zuckerberg and Bill Gates all attended and graduated from Harvard. Ines stayed in the same dorm in which Barack Obama had stayed.

Enroute to Boston we explored New York City, visited the top of the Empire State Building, Wall Street, the 9/11 Memorial and the Statue of Liberty. When we weren’t in the galleries we rode the sightseeing buses and the Museum of Modern art, where we were all astounded by the art and design was phenomenal and overall, we felt encouraged to work on our drama skills as The Lion King was evidence of what could be achieved with practice.

In New York we also visited a range of museums and art galleries including the Guggenheim, The Metropolitan Museum of Art and the Museum of Modern Art, where we were all astounded by the pieces we saw, particularly the Van Gogh and Cezanne. When we weren’t in the galleries we rode the sightseeing buses around the city to view some of the other famous landmarks of the Big Apple such as the Empire State Building, Wall Street, the 9/11 Memorial and the Statue of Liberty.

Our next stop on the tour was the historical city of Philadelphia where we visited some of the most famous monuments in American history including Independence Hall, the Liberty Bell and the Philadelphia Museum of Art. In Philadelphia we also visited a range of museums and art galleries including the Frick Collection, the Philadelphia Museum of Art and the Liberty Bell and the 9/11 Memorial.

The opportunity to go to Harvard, a place that has brought the world so many wonderful people and ideas was incredibly enriching. The experience of meeting so many other young leaders from all over the globe, with whom we bonded so quickly, was a once in a lifetime event.

We learned that everyone, no matter where in the world they are, has something they wish to change and that as leaders, we have the ability to make this step, change things, and encourage others to do the same.

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Creating dramatic productions gives us the opportunity to form our own interpretation of the human condition, and express the ideas and emotions that cannot simply be written on paper. Drama teaches us that life is not simply black and white; it challenges our perceptions of the world around us and allows us to communicate with, and understand others, in new ways. We learn to be more observant, and have an appreciation for aspects of life we have previously overlooked including how people respond when placed in certain situations, and why they act the way they do. Rather than the academic intelligence we learn in subjects like maths and science, drama provides us with equally important personal and social intelligence. 

Exploring the teachings of French actor and director Jacques LeCoq, in particular the seven key stages of physical tension, was one of the highlights of the annual Sydney Drama Tour from 12-15 July in which twenty senior drama students were immersed in the vibrant theatre culture of the New South Wales capital.

The seven stages of physical tension include:

1. **Fatigue** — the body holds no tension at all
2. **Causal** — the state our muscles often exist in naturally
3. **Neutral** — holding the body with just enough tension to move without portraying any other emotion
4. **Alert** — devised and very precise movements
5. **Economic** — and efficient movements
6. **Passionate** — movement is difficult to control as the body is rigid and unable to move in a state of tension
7. **Catastrophic** — the body is rigid and unable to move in a state of solid tension

Drama is all about creating and manipulating tension. To do this, you need to be able to embody this tension physically, and this is where the seven stages are useful. This makes it possible to evoke the mood of a piece without even having to deliver any lines. For example, it is possible for an actor to create a laid-back and casual atmosphere simply by entering the stage in a certain way.

On Friday, we strolled through the Botanical Gardens to the Sydney Opera House and its various concert halls and theatres and also visited the Museum of Contemporary Art. We returned to the Opera House later that night for Bell Shakespeare’s survey and highly contemporary production of *The Duchess of Malfi*. We completed our theatre viewing on Saturday night with the pièce de résistance at Belvoir Street Theatre in Surry Hills, where Arthur Miller’s *Death of a Salesman*, left us awe-struck.

The Sydney Drama Tour was a fulfilling and liberating experience. The methods we learned are guaranteed to help us in our future dramatic endeavours, assisting us in our focus/self control and helping us to manipulate tension in performance, something that we can share with the rest of the students in the drama cohort.

**The sum of us**

**Acting: It’s not just about being a drama queen**

The world of drama is so much more than being an actor. The work we do on directing and devising is just as important as acting itself and has the power to make or break a performance.

**Students develop skills in working together to discuss and reflect on problems and apply maths to an outdoor context.** They gain experience in using graphics calculators to model data obtained. These skills, as well as the enormous satisfaction derived from successfully solving problems, continue back in the classroom.

Seventeen students from Years 9 and 10 and two Camp Seniors travelled to Marrapatta to engage in the annual mathematics camp Mathapapa on 29-30 July.

The focus was to challenge students with mathematical topics to broaden their thinking and to assist them in their preparation for further study and national maths competitions. Students studied Patterns in Algebra, An Introduction to Imaginary Numbers, Group Theory and Combinatorics, presented by Mathematics Faculty staff — Mrs Susan Morrison, Ms Emily Walsh and Mrs Judith Muller.

Patterns in Algebra enabled students to investigate the relationship between the elements of ordered pairs and subsequently the graphing of these relationships. An example could be the relationship between the times to travel certain distances and the distances themselves. If the ordered pairs, (time, distance) were graphed for a specific journey, a linear relationship would result.

**4 steps 2 mathematical success**

A challenge in which students were required to analyse the options of 9/11 victims who were faced with the choice of burning or jumping from great heights, and to design a parachute to save them, has given them a greater understanding of the concept of mathematical modelling.

Four Year 9 students, Lucy Davis, Verena Zeng, Davina Lo and Aastha Sreitheran, and Head of Mathematics Mr Margaret Gunn travelled to Southeast Asia in July to compete in the Singapore Mathematical Modelling Forum (SMMF) at Brisbane Girls Grammar School’s annual mathematics camp, Raffles Girls’ School.

We were taught the basic four-step process of mathematical modelling in which you begin with a real-world problem, change it to a mathematical problem, develop a mathematical solution, and then convert that into a real-world solution to the problem.

On the horrific day of the 9/11 incident many people lost their lives because they had no escape routes, their choices were to either die from burning in the building or die from jumping from great heights. The challenge was to build a parachute and explain why it could be effective in saving people if the need ever arises for them to jump from a high-rise building. In the end, most of us concluded that the larger the canopy of the parachute, the more effective it would be.

The best day of the whole trip was when we went to Universal Studios to collect data. We were each given a different problem to solve on various aspects of the theme park. My group had to work out the speed at which two roller coasters, The Vortex and Tomahawk, were travelling when they were closest to each other on the track. The trip to Singapore provided each of us with an opportunity to extend our learning and learn more about mathematical modelling.

Aastha Sreitheran  
*Year 8 student*

MrS Judith Muller  
Mathematics competition Co-ordinator

**To quote one of our favourite playwrights, Bertolt Brecht: ‘From the start it has been the theatre’s business to entertain people: it needs no other passport than fun.’**

Rebecca Assett and Isabella Panettiere
*Year 12 students*

An activity where girls matched cards including an equation for a graph, the graph itself, a table of values and a descriptor written in set terminology, completed the learning experience.

**In the Group Theory session the girls were introduced to what a group is and the specific rules that govern how a set of numbers under a particular operation can form a group. The girls already knew how familiar operations worked on sets, but were interested in working with new operations such as modulo arithmetic, an example of which is used daily in telling the time. If the question ‘What is the time 8 hours after 5 pm?’ is asked, the answer is 1 am given rather than 15 pm. Hence the maximum value when any number of hours is added to the hours on a clock face, must be 12 and the range of numbers can only be between 1 and 12.**

‘How many three digit and three letter number plates are possible?’ This was posed as an introduction to Combinatorics. Once the girls grasped the enormity of the number of different combinations possible, constraints were added to heighten the level of difficulty of such problems.

An alternative to the inside classroom setting was the outdoor activity where students experimented with whirlybirds in order to obtain and model a set of data to form a relationship. The girls used a template to construct their whirlybirds and then timed their flight. After each trial the wing span was reduced further and again the flight time recorded.

The Camp Seniors Miranda Foreman and Ruby Graham conducted a Trivia Night which proved light entertainment compared with the rigours of the mathematical programme.

Mrs Judith Muller
Mathematics Competition Co-ordinator
The great Goethe would be proud

‘Let’s plunge ourselves into the roar of time, the whirl of accident: may pain and pleasure, success and failure, shift as they will — it’s only action that can make a man’, Johann Wolfgang Von Goethe.

We were also able to experience the Sydney Winter Festival in lieu of a real German winter and ice skating on an outdoor rink at Bondi Beach.

From this experience we have extended our knowledge not only of the German language but also of the culture and we have noticed significant improvement in both our accuracy in the language and our confidence in using it. We were constantly encouraged to think in and to speak German as we practised expressing ourselves in different and sometimes quite creative ways.

At the completion of the week’s intensive German, we sat for an exam which tested our ability in reading, writing, listening and speaking and we all passed with flying colours. After this immersion experience we returned to our German classes with a new-found confidence, some of us with the intention of also pursuing German language studies at tertiary level.

Year 10 German student Helena McCarthy said ‘I feel like my German has improved so much in just a few days, and I have formed strong friendships with people in other grades.’

We strongly recommend this trip to any German enthusiast in Years 10, 11 or 12, and we are grateful to Frau Barker, Frau Kossle and the staff at the Goethe Institut for making the week so seamless and enjoyable.

GILLIAN ANGLIS, ELIZA SULLIVAN AND SARA RENTOU IL YEAR 11 STUDENTS

Fit for a Queen

More than 30 girls, three days, a splash or two of rain, and something called scroggin became the hallmarks of the 2012 Duke of Edinburgh camp on Fraser Island, 10–13 July. Year 10 student Catherine Chan opens her diary on the triumphs and tribulations of the expedition...

Tuesday 10 July

Following much preparation, the 2012 Duke of Edinburgh girls arrived at school awaiting the challenges ahead. We arrived at Hervey Bay Caravan Park for our last night of ‘funny,’ where we pitched our tents and cooked spaghetti bolognaise. After a dessert of caramel slice and hot chocolate, we showered before our next big day. It was then off to an early sleep at 9.30 pm, preparing to be a difficult feat among the sound of heavy rain on our tents.

Wednesday 11 July

After a 6.00 am wake-up call from the kookaburras, we worked to eliminate any unnecessary clothes and food, ensuring our backpacks were not over equipped and too heavy.

We arrived by barge on Fraser Island where we split into our award level groups and donned the most comfortable ‘backpack position’. We were not over equipped and too heavy.

The forest kept changing as we walked, ranging from sticky shrubs to long-spindly trees. At 4.00 pm, we glimpsed Lake McKenzie through the trees, and reached our secluded campsite sure and tired. But a quick yoga lesson with Mr Plintz soon left us rejuvenated. We pitched our tents in a shrubly corner and rushed to the lake where we all jumped in, despite the numbing cold.

We cooked vegetables and noodles, using the UV steriliser to purify the water. Afterwards we enjoyed a chilli latte (ramping necessity). Before bed, we had a meeting on the lakeshore under the Milky Way, Scorpio and the Southern Cross before going to bed at 9.30 pm.

Thursday 12 July

We started the day by learning the basics of camp craft and understanding how to navigate. I learned how to read and interpret contour lines, how to react when you or your team members were lost, and how to gain a magnetic bearing.

Soaked from the rain, we continued on through the forest. At 12.30 pm, four kilometres in, we stopped by Basin Lake for a snack and a rest.

We headed to our campground, a round patch of sand surrounded by rainforest where we cooked dinner, shared funny stories and spotted a bush rat, but soon it was off to bed in preparation for another big day.

Friday 13 July

Motivated by our last day, we were still anxious to conquer the fourteen kilometre hike ahead. It was raining quite heavily for some time, so it was raincoats on for everyone. We sang motivational-charged songs to keep us going and soon reached the five kilometre mark. For the last nine kilometres of our walk we played alphabet movie games to pass the time. We passed another beautiful creek and walked along the main road, singing ‘H.G. des Champions’. Finally, we saw the clearing ahead and rushed to the shelter feeling so relieved, though definitely soggy and cold.

The Fraser Island Expedition, although extremely tough at times both physically and mentally, proved to be one of the most worthwhile experiences I’ve ever had. Not only did I get closer to my group, we all learned independence and teamwork skills that will prove invaluable in later life.

Duke of Edinburgh gives students an opportunity to achieve a balanced life, meet different people and be challenged in so many ways. It stretches your limits, and gives you opportunities to surpass even yourself of your capabilities.

CATHERINE CHAN
YEAR 10 STUDENT
Alumni News

Class of ‘82 – 30 Year Reunion
Open Day provided the perfect opportunity for more than 60 women from the Class of 1982 to gather and reflect on their memories of their time at Brisbane Girls Grammar School. (Image 1, 2)

Champagne, canapés and chatter filled the evening as past students shared stories from the past 30 years. Guests heard from Principal, Dr Amanda Bell on the importance of women’s leadership, mentoring and networking, and listened to stories from Te Beecro Cutts Preservation, a book on the history of sport at Brisbane Girls Grammar School by Mrs Pauline Harvey-Short.

‘We had a wonderful night catching up, sharing our life experiences and laughing at our School memories. A special thank you to Dr Amanda Bell and Mrs Pauline Harvey-Short for giving their time on such a busy evening. We can’t wait for the next reunion,’ head of the reunion organising committee Catrina Codd said.

Alumni and Art, Queensland – Portrait of Spain – Masterpieces from the Prado
The Queensland Art Gallery has the honour of hosting the exciting Portrait of Spain — Masterpieces from the Prado exhibition until 4 November 2012.

Celebrating forty years since the founding of the University of Melbourne Art Gallery, this Ian Potter Museums exhibition showcased significant works by Ralph Balson, John Brack, Pat Brassington, Lina Bryans, Rupert Bunny, William Dobell, Ian Fairweather, Ludwig Hirschfeld-Mack, Norman Lindsay, Sidney Nolan, Margaret Preston, Thora Proctor, Hugh Ramsay, Vivienne Shark LeWitt, William Strutt and Fred Williams among many others.

The eclectic collection captured the interest of our Melbourne alumnae who were given an insight into the works by Acting Director Christopher Meun.

Life stories from alumnae ranged from 24 to 90 years of age, the memories of their Grammar days. With alumnae from Principal, Dr Amanda Bell on the importance of women’s leadership, mentoring and networking, and listened to stories from Te Beecro Cutts Preservation, a book on the history of sport at Brisbane Girls Grammar School by Mrs Pauline Harvey-Short.

‘We had a wonderful night catching up, sharing our life experiences and laughing at our School memories. A special thank you to Dr Amanda Bell and Mrs Pauline Harvey-Short for giving their time on such a busy evening. We can’t wait for the next reunion,’ head of the reunion organising committee Catrina Codd said.

Alumni Luncheon, New South Wales
At her final New South Wales alumnae event, past Grammar girls gathered in August for an intimate luncheon to wish Dr Bell goodbye after nearly 11 years leading the School. Looking out over Sydney Harbour, guests enjoyed a three course lunch and shared memories of their Grammar days. With alumnae ranging from 24 to 90 years of age, the recollections and life experiences were both heart-warming and remarkable. (Image 4, 5)

New friendships were formed as the conversation flowed, including a farewell toast to Dr Bell and a toast to the longevity and magic of the School.

70+ Year Reunion – Classes of 1930 to 1942
When more than 70 years have passed since your final days in senior school, one would imagine recalling the names of girls in your form class would be a little hazy.

Not for the attendees of our 70+ year reunion whose sharp memories and wit proved entertaining during the Old Girls Association (OGA) Recollections afternoon and 70+ Reunion in September.

Some guests brought photos, beautiful old school books and diaries to share with each other and the School as they reminisced over tea and delicious cakes provided by the OGA.

Among the guests was Mrs Hazel Campbell (Image 6) son page, son with her daughter Professors Erica McWilliam who attended Brisbane Girls Grammar from 1930–1933.

The special afternoon was commemorated with a celebratory cake for the Classes of 1930 to 1942, cut by past Head Girls, Marie Parsons (nee Black), Class of 1930–1933.

Alumni Events

Gal Concert ‘Unforgettable’
DATE Saturday 27 October 2012
VENUE UQ Centre, University of Queensland
TIME 7.00 pm
COST $15 for students, $30 for adults, $80 for a family ticket (2 children, 2 adults)

Beauty for a Cause Charity Fundraiser
DATE Saturday 1 December 2012
VENUE Brisbane, Milton – final location to be confirmed
TIME 10.00 am to 1.30 pm

For bookings please contact: Teva Smith, Communications and Events Manager
(T) 3332 1448 (E) tsmith@bggs.qld.edu.au
or visit http://secure.bggs.qld.edu.au/events/events.php

Alumni and Art, Victoria: Visions Past and Present — Celebrating 40 Years
Celebrating forty years since the founding of the University of Melbourne Art Gallery, this Ian Potter Museums exhibition showcased significant works by Ralph Balson, John Brack, Pat Brassington, Lina Bryans, Rupert Bunny, William Dobell, Ian Fairweather, Ludwig Hirschfeld-Mack, Norman Lindsay, Sidney Nolan, Margaret Preston, Thora Proctor, Hugh Ramsay, Vivienne Shark LeWitt, William Strutt and Fred Williams among many others.

The eclectic collection captured the interest of our Melbourne alumnae who were given an insight into the works by Acting Director Christopher Meun.
Celebrating our contributions

The Joint Young Women’s Forum of the National Council of Women of Qld (NCWQ) and Brisbane Girls Grammar School Old Girls Association (BGGSOGA) had held a function, held in May, at the Grammar, for a member of NCWQ and a past student of the School (2007). Four speakers made polished and professional presentations which inspired all present as they shared their contributions to community service both at School and subsequently.

The School’s current Service Captains Holly Richards and Jacqueline Roberts then described how Grammar really instilled a value of giving up your time and skills to help those in need.

Countdown to the London Olympics

Another inspirational event was held in June when Women of Grammar came together to celebrate the Olympic Countdown at a cocktail reception where Grammar Olympians Ricky McMillan, Suzie Fraser, and Barbara Wilson (nee Jordan) related their Olympic experiences, ably co-ordinated by another Olympian, Naomi McCarthy (nee Castle) the School’s Water Polo co-ordinator.

We are privileged to have the involvement of current students helping us to set up and welcome our guests.

Following introductory drinks and hors d’oeuvres, Naomi, a gold medal winner and captain for Australia in women’s water polo at Sydney 2000, posed questions to the panel of Grammar Olympians. These women represented a cross-section of sports and ages. Ricky from an equestrian perspective, Suzie with her water polo experiences, and Barbara from her track background as a track athlete, described the highlights of their sporting and professional careers.

Attending Grammar had provided the impetus for the development of their interests in sport and their sporting involvements had prepared them for life and its vicissitudes.

The speakers brought home to all present that the Olympic ideals of positive attitudes, sportsmanship, pride in representation, individual responsibility, respect for others, and performing to the best of one’s ability are values which are essential components.

We are privileged to have the involvement of current students helping us to set up and welcome our guests. We give a big thank you to the Service girls, who offered themselves so graciously and willingly at these events. The concept of service starts early.

The final Queensland Girls’ Secondary Schools Sports Association competition, the team participated in two practice events, one held at Brisbane Girls Grammar and one held at Moreton Bay College, where the final competition was also held. Both of these were opportunities for the girls to experience being in competition situations. The girls donned their most beautiful buns and make-up, put their toe shoes and unitards on, and showed their skills off to the friends and family who came to support. Each team was given feedback so that they could continue to perfect their routines and be ready for the final competition.

On the final competition day nerves were high, but the girls didn’t show it while they performed, with several placing in the top three. Special commendations must go to Rebecca Emmett (Year 8) and Emily Farr (Year 11) for substituting into the Open group team 1 on short notice when two members of the team were injured and unable to compete.

The girls donned their most beautiful buns and make-up, put their toe shoes and unitards on, and showed their skills off to the friends and family who came to support.

The break-up afternoon was a great way to conclude the season, with the girls experimenting with new apparatus, and a video and photo montage which captured some of the wonderful memories spent countless hours of their time choreographing and perfecting the routines.

Being captains really made us realise how much management and preparation goes into organising a large team. This can be applied to other school scenarios as well and was definitely a big learning curve for us both.

Rhythmic gymnastics requires an array of skills including balance, co-ordination, rhythm, being able to keep in time with your team and music, flexibility, teamwork, strength, persistence and determination. The mental benefits include relaxation during stretching, endorphin release during intense cardiovascular training, and being part of a team.

At a July holiday training camp teams had the opportunity to drill their routines on the full-sized floor, participate in a ballet class, work on their performance skills, improve their flexibility and stamina and perfect their elements one at a time. The team also bonded over group games such as stick-in-the-mud. These days were extremely beneficial, as the girls not only became more closely bonded with their individual teams, but also with the other members of the whole team and they entered the new term with confidence knowing the competition was not far away.

Sevenry-four competitors from the School made the 2012 season one to remember. From the beginning of Term II the team, consisting of Year 8s, B Grade, A Grade and Open groups and pairs using either hoop, ball or rope, pushed through early mornings and afternoon training sessions.

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Before the final Queensland Girls’ Secondary Schools Sports Association competition, the team participated in two practice
It was Griffith’s day to celebrate on Tuesday 14 August at the Interhouse Athletics Carnival. The girls in red dominated the competition winning the Individual Events Cup; the Athletics Challenge Cup for Aggregate House Points; the England Cup for Relays; and the Bochmann Cup for the All Age Relay.

Six school records were broken throughout the day, with Overall Athletics Champions Josephine Aufer breaking three and Christie Molloy breaking two. Phoebe Moisey also broke one record on the day.

The records were as follows:

- Josephine Aufer - 14 years - 3000m, 800m, 1500m
- Christie Molloy - 17 years - Discus and Shot Put
- Phoebe Moisey - 15 years - 90m Hurdles

Congratulations to the Age Champions Emma Bills, Josephine Aufer and Scout Cooke Emily Pede and Lilly Gibson-Dougall who were equal; and Christie Molloy.

The Athletics Captains Christie Molloy and Eliza Sullivan have adopted the Olympic motto ‘Citius, Altius, Fortius’ or ‘Faster, Higher, Stronger’. These appropriate and timely words sum up the attitude a Brisbane Girls Grammar Athlete must possess to surpass their goals. With this mantra top of mind, the team is in its best possible shape as it prepares for the QGSSSA Championship on 19 October.

MRS ALICE DABELESTEIN
ATHLETICS CO-ORDINATOR

Faster, Higher, Stronger

It was Griffith’s day to celebrate on Tuesday 14 August at the Interhouse Athletics Carnival. The girls in red dominated the competition winning the Individual Events Cup; the Athletics Challenge Cup for Aggregate House Points; the England Cup for Relays; and the Bochmann Cup for the All Age Relay.

Six school records were broken throughout the day, with Overall Athletics Champions Josephine Aufer breaking three and Christie Molloy breaking two. Phoebe Moisey also broke one record on the day.

The records were as follows:

- Josephine Aufer - 14 years - 3000m, 800m, 1500m
- Christie Molloy - 17 years - Discus and Shot Put
- Phoebe Moisey - 15 years - 90m Hurdles

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MRS ALICE DABELESTEIN
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Brisbane Girls Grammar School presents

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UQ Centre, The University of Queensland

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